Reception Grade Descriptors Learning Behaviours (Religious Education)

Crackley Hall School

Category	Grade	Descriptor
Participation in lessons	Excellent	• The pupil explores learning by continually contributing to lessons through attentive listening, effectively communicating ideas and asking pertinent questions to deepen knowledge and skills base. • In discussions, activities and / or assessment feedback, comments to peers are tactful, thorough, specific and provide new perspective or insight. • Without fail, the pupil responds to tasks and activities with enthusiasm and a positive growth mindset.
	Good	• The pupil almost always explores learning by often contributing to lessons through listening, communicating ideas and asking questions to move their learning forward or qualify understanding. • In discussions, activities and / or assessment feedback, comments to peers are tactful, specific and helpful. • The pupil responds to most tasks and activities with enthusiasm and a willing 'have a go' attitude.
	Developing	• The pupil sometimes contributes to lessons by listening and / or communicating ideas, although sometimes, only when directly approached by an adult. • In discussions, activities and / or assessment feedback, comments to peers may be limited or lacking focus. • The pupil sometimes responds to activities and tasks enthusiastically but is selective in what is completed and can be passive, possibly within a fixed mindset.
	Unsatisfactory	• The pupil rarely contributes to lessons, showing unrefined listening and / or communication skills or contributes unconstructively. Even with adult encouragement, participation is limited. • In discussions, activities and / or assessment feedback, comments to peers are missing, unhelpful or irrelevant. • The pupil is highly selective in what he / she is willing to complete and struggles to work within the parameters set by the adult leading the lesson.
Diligence	Excellent	• The pupil is a role model to others, where learning behaviours and attitudes are always exemplary. • Without fail, the pupil is focused, industrious and engaged in learning at every level.
	Good	• The pupil almost always demonstrates good learning behaviours and attitudes. • More often than not, the pupil is focused, industrious and engaged with aspects of learning.
	Developing	• Behaviour may have good aspects, but on occasion the pupil's behaviour distracts either self or others from the best learning. • The pupil often takes times to settle and focus, on too many occasions resulting in lesser output than expected. Adult intervention or comment is required.
	Unsatisfactory	• The pupil's behaviour is, repeatedly, a cause for concern having great impact on self and / or others. • The pupil fails to optimise learning opportunities and repeatedly takes time to settle or focus for a period of time. Output is significantly lower than expected. Adult intervention or comment is required in almost every lesson.

Presentation	Excellent	- The pupil always presents work in line with, or above, school expectations and guidelines for written activities, showing the date and learning objective. - The pupil always presents work neatly and coherently making effective choices with regard to layout, as appropriate to age, ability and within subject parameters (including cross curricular expectations of English using capital letters and punctuation). - The pupil always presents work using the agreed handwriting scheme, notably across all areas of the curriculum.
	Good	- The pupil almost always presents work in line with school expectations and guidelines for written activities, showing the date and learning objective. - The pupil generally presents work neatly and coherently making good choices with regard to layout, as appropriate to age, ability and within subject parameters (including cross curricular expectations of English using capital letters and punctuation). - The pupil works hard to use the agreed handwriting scheme across all areas of the curriculum.
	Developing	- The pupil sometimes presents work in line with school expectations and guidelines for written activities. - The pupil finds it challenging to present work neatly and coherently as appropriate to age, ability and / or within subject parameters (including cross curricular expectations of English using capital letters and punctuation). - The pupil's handwriting is developing.
	Unsatisfactory	The pupil presents work with limited care, often untidy, and fails to respond to encouragement and requests to improve presentation over time.

EYFS – Characteristics of Learning (for all other curriculum areas)

Category	Grade	Descriptor
Playing & Exploring - engagement Finding out and exploring	Excellent	• The pupil consistently shows curiosity about objects, events and people, using all their senses to explore. • The pupil embraces open-ended activities with enthusiasm and excitement.
	Good	• The pupil shows curiosity about objects, events and people, using their senses to explore. • Open-ended activities are almost always embraced with elements of enthusiasm and excitement.
	Developing	• The pupil shows some curiosity about objects, events and / or people, and is beginning to use some of their senses to explore. • Open-ended activities are approached with a degree of interest.
	Unsatisfactory	• The pupil shows limited curiosity about objects, events and people, and is limited in their use of senses to help explore. • Open-ended activities are approached with limited or no interest and / or engagement.
Playing & Exploring Playing with what they know	Excellent	• The pupil actively seeks opportunities to repeat actions and to practise skills learned. • The pupil enthusiastically takes on roles in their play and enjoys acting with others, engaging in imaginative play to a high level of success.
	Good	• The pupil often engages in activities to repeat actions and to practise skills learned, developing their confidence as they do so. • The pupil enjoys playing with toys familiar to them, showing imagination in aspects of their play and sharing experiences with others.
	Developing	• The pupil shows some engagement and / or initiative to practise the skills they have learned. • By observing others, imagination is developing as he / she begins to engage in role-play activities, sharing some experiences.
	Unsatisfactory	• The pupil shows limited interest in transferring what has been taught into play. • Imaginative play is approached with limited interest and / or engagement, and the sharing of experiences with others is limited.
Playing & Exploring Being willing to have a go	Excellent	• The pupil always demonstrates a natural curiosity and willingness to explore and participate in new learning and experiences. • The pupil actively takes risks and from this, engages in new experiences whilst exploring by trial and error.
	Good	• The pupil regularly demonstrates a natural curiosity and willingness to explore and participate in new learning and experiences. • The pupil takes some risks, resulting in the engagement of new experiences.
	Developing	• With encouragement, support and modelling, the pupil is becoming more confident to 'have a go', although sometimes watching others first is a more comfortable starting point. • The pupil is beginning to take some risks, presenting the opportunity for new experiences.
	Unsatisfactory	• Despite encouragement, support and modelling, the pupil is very reluctant to explore new experiences, often preferring to be passive in his / her engagement. • Risk taking is limited, often for the fear of failure or due to lack of interest.

Active Learning - **motivation** Being involved and concentrating	Excellent	• The pupil demonstrates high levels of concentration and focus when completing a task. • Attention to detail is high.
	Good	• The pupil demonstrates a good level of concentration and focus when completing a task. • Attention to detail is good.
	Developing	• The pupil demonstrates some concentration when completing a task but can be distracted. • The pupil demonstrates some awareness of attention to detail, although this can be limited.
	Unsatisfactory	• The pupil finds it challenging to concentrate on tasks or activities, sometimes flitting from one activity to another, with limited outcome. • Attention to detail is limited.
Active Learning - **motivation** Keeping trying	Excellent	• The pupil shows high levels of determination and persistence, notably when faced with challenges. • The pupil demonstrates an innate ability that more effort or a different approach will 'pay off' and they will explore more than one alternative strategy. • Resilience is high.
	Good	• The pupil shows a good level of determination and persistence, often embracing challenges. • The pupil recognises that a different approach may 'pay off' and is sometimes willing to explore alternative strategies. • Resilience is often demonstrated.
	Developing	• The pupil shows a level of determination and persistence, occasionally adopting alternative strategies. • The pupil recognises that a different approach may 'pay off' but will not always explore alternative strategies. • Resilience is limited and the pupil finds it difficult to bounce back after difficulties.
	Unsatisfactory	• The pupil rarely exhibits determination and persistence, giving up easily. • The pupil rarely adopts alternative strategies. • Resilience is limited and the pupil finds it very hard to bounce back after difficulties, displaying a negative mindset.
Active Learning - **motivation** Enjoying achieving what they set out to do	Excellent	• The pupil demonstrates high levels of satisfaction in meeting their own goals. • The pupil recognises the route they took to accomplish an activity – not just the end result. • The pupil is inspired and motivated by their achievement as a personal success, rather than for external reward or praise.
	Good	• The pupil demonstrates satisfaction in meeting their own goals. • The pupil recognises the end result was the outcome from a range of steps. • The pupil enjoys sharing their achievement with others, for personal reasons, rather than for external reward or praise.
	Developing	• The pupil demonstrates some satisfaction in meeting a goal. • The pupil focuses on the end result, rather than the steps taken to achieve it. • The pupil seeks external reward or praise, rather than focusing on personal achievement.
	Unsatisfactory	• The pupil demonstrates little or no satisfaction in meeting a goal. • The pupil notes the achievement as a requirement of what they were asked to do. • The pupil is unmotivated by reward or praise, personal or external.

Creating & Thinking critically - thinking Having their own ideas	Excellent	• The pupil frequently thinks creatively to solve problems and regularly finds a new, or many different approaches to things. • Open ended craft and arts activities are used as a media for self-expression and imagination with originality at the fore, resulting in many unique outcomes.
	Good	• The pupil is able to think creatively on some occasions, solving problems and recognising that there are new ways to do things. • Open ended craft and arts activities are used as a media for self-expression and imagination, with some levels of originality.
	Developing	• The pupil demonstrates some creativity but may need encouragement to find solutions to problems. Finding new ways to do things does not come easily. • Open ended craft and arts activities are often modelled on other examples, with limited originality.
	Unsatisfactory	• The pupil demonstrates limited creativity, rarely finding solutions to problems. • Open ended craft and arts activities are copied with limited exploration, idea or development.
Creating & Thinking critically - thinking Making links	Excellent	• The pupil regularly makes links and notices patterns in their experiences, almost always using themes which allow them to re-enact experiences they have previously had exposure to. • The pupil confidently makes predictions and tests their ideas with great purpose. • The pupil nearly always develops ideas of grouping, sequence, cause and effect.
	Good	• The pupil makes links and notices patterns in their experiences, on some occasions building them into their every-day play. • The pupil makes predictions and willingly tests their ideas. • The pupil regularly develops ideas of grouping, sequence, cause and effect.
	Developing	• The pupil sometimes links and notices patterns in their experiences, occasionally, or with encouragement, building them into their every-day play. • The pupil is beginning to make predictions, although normally, only with adult encouragement. • The pupil has limited concept of grouping, sequence, cause and effect.
	Unsatisfactory	• The pupil rarely links and notices patterns in their experiences, even with guidance. • The pupil is challenged when encouraged to make predictions. • The pupil has no concept of grouping, sequence, cause and effect.
Creating & Thinking critically - thinking Choosing ways to do things	Excellent	• The pupil has a clear grasp of 'conception to completion' – planning, and making decisions how to approach a task, problem solving and reaching a goal. • The pupil demonstrates high levels of adaptability to check progress and adjust a strategy as needed, showing spontaneity. • Evaluation / review is carried out with clarity of thought, focusing on 'what could have been done better'.
	Good	• The pupil has a grasp of several parts of 'conception to completion' – planning, making decisions, how to approach a task, problem solving and reaching a goal. • The pupil demonstrates good aspects of adaptability to check progress and adjust a strategy as needed showing some levels of spontaneity. • Evaluation / review is carried out with clarity, recognising positives and negatives.

	Developing	- The pupil has some ability to plan, make decisions, approach a task and / or solve a problem, with the aim of reaching a goal. - The pupil finds it hard to check progress and / or adapt a strategy. Activities requiring spontaneity may cause anxiety. - With support or guidance, the pupil can begin to evaluate or review their approach, noticing positives and negatives.
	Unsatisfactory	- The pupil finds it hard to sequence aspects of 'conception to completion', not really recognising they are linked. - The pupil shows limited ability to link previous activities or actions to inform the next step. Activities requiring spontaneity my result in unrelated actions or choices. - Evaluation lacks clarity or recognition of what is positive and what is negative.