

Rank	Effort	Effort Descriptors
1	Excellent	<ul style="list-style-type: none"> • Substantial commitment and effort; • Fully focused, attentive and cooperative at all times; • All work completed on time and to high standard relative to their ability; • Consistently positive attitude to learning, above our expectations; • Independent use of learning habits allows the pupil to flourish.
2	Good	<ul style="list-style-type: none"> • Good levels of effort in line with our expectations; • Good level of focus, attention and cooperation in class; • Work completed on time and to a good standard and in line with our expectations; • A positive attitude to learning, in line with our expectations.
3	Inconsistent	<ul style="list-style-type: none"> • Falls short of expectations; • Either inconsistent or coasting attitude to learning; • Usually engages in class but can sometimes need reminding to stay on task; • Will sometimes not have the correct materials to learn; • Learning habits are sometimes in evidence but are applied inconsistently.
4	Unacceptable	<ul style="list-style-type: none"> • Consistently poor attitude to learning, behaviour or effort; • Makes little effort and needs frequent reminders to stay on task; • May disrupt the learning of others or repeatedly fail to hand in work;

Rank	Progress	Progress Descriptors
1	Exceeding expected progress	<ul style="list-style-type: none"> • Excellent progress, above our expectations; • A consistently high standard of work; • Work is impressive, well presented and likely to be highly detailed.
2	Meeting expected progress	<ul style="list-style-type: none"> • Good progress, inline with our expectations; • Work is completed to an appropriate standard; • Pleasing progress which is likely to lead to the student fulfilling their potential.
3	Working towards expected progress	<ul style="list-style-type: none"> • Overall progress is below our expectations but they are showing signs of working towards meeting expected progress; • The standard is likely to be inconsistent, with some evidence of success but weakness in learning is evident; • Only a cause for concern if sustained or across several subjects.
4	Making significantly less than expected progress	<ul style="list-style-type: none"> • Progress significantly below our expectations; • The standard will be routinely below expected standards and/or work will be incomplete; • Progress will be slow and show areas of significant weakness.