



ST. JOSEPH'S COLLEGE
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Assessment, Marking & Reporting Policy

Policy Owner AH C&T AH T&L	Associated documents 	Legal Framework
Review by SLT	Review frequency Annually	Next Reviewed date March 2026



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Assessment, Marking & Reporting Policy

This policy relates to all sections of St Joseph's College, including the Early Years Foundation Stage.

Introduction and Aims

We celebrate the success of every pupil. Our knowledge of each pupil is used to encourage and support them to achieve. Effective assessment and feedback provides information to improve teaching and learning.

Through assessment pupils are encouraged; enabled to recognise and value their achievements and formulate, in partnership with their teachers, strategies for improvement. Assessment is integral to the learning taking place and recording and reporting should be set in the context of learning. Assessment in the College is based on the following principles:

- There should be frequent opportunities for assessment and a range of assessment techniques should be used.
- The learning objectives and the criteria against which work is assessed should be made clear to students when tasks are being set.
- Pupils should be involved in setting their learning objectives and should also be given the opportunity, where appropriate, to assess their own work through peer evaluation
- Pupils should be given the opportunity to reflect on what has been achieved; diagnose steps for further development and review their progress.
- Pupils should be helped to set targets for further development which are specific, measurable, attainable, realistic, and time related.
- The outcomes from assessment, recording and reviewing of progress should be used to monitor and evaluate curriculum planning for the group and for individuals
- Assessment should be used for motivation and as a vehicle for a relationship between pupil, class teacher, Form Tutor, and Parent.

Purpose of assessment

- to enable pupils to demonstrate what they know, understand and can do in their work;
- to help pupils recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each pupil;
- to aid target setting and continuity of progression between year groups;
- to provide regular information for parents which enables them to support their pupil's learning.

Our aim is to make the process of assessment, recording and reporting manageable and relevant.

Our objective is to enable each pupil to make significant achievements in their learning.



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Assessments

We recognise various methods of assessing a pupil's learning. The type of assessment that we make varies from subject to subject and we formally record information that affects future learning.

Assessment can take many forms: indeed, it is the range and variety of the assessment methods used within the College which enable teachers to gain the clearest picture of a pupil's attainment.

The College makes use of regular and formal assessments, such as examinations (public and internal), non-examined assessment (NEA), homework, practical work, oral work and class tests, to determine pupils' abilities.

Teachers are also involved in the continuous assessment of pupils' work during class activities and day-to-day classroom interaction, monitoring not only academic attainment but other skills such as co-operation and teamwork.

Summative assessments

Summative assessments are given periodically to determine at a particular point in time what pupils know and do not know. Summative assessment in the classroom is both an accountability measure and a moderation process.

Formative assessment

Formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning whilst they are happening. In this sense, formative assessment informs both teachers and pupils about their level of understanding at a point when timely adjustments can be made. These adjustments help to ensure that all pupils continue to make progress. Formative assessment is continuous, specific to each year group and/or subject, and as such is personal to each teacher.

See appendix 1 for details of Assessments in the Prep School
See appendix 4 for details of Assessments in the Senior School



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Marking

Marking of pupil's work is a fundamental part of the process of teaching and learning and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual pupil can improve. Marking will also encourage pupil to look at errors in a positive manner.

Feedback is the process whereby pupils are informed of what they have achieved and what they need to do to improve further. Feedback is a positive communication based on learning intentions and success criteria. It can be verbal, written, and pictorial or symbols. Feedback provides positive comments on what has been completed and provides developmental points for improvement.

Methods of marking and feedback are specific to individual departments. Departments have their own marking and feedback policies within their department handbooks. These policies adhere to the aims, objectives and principles outlined in this policy.



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Aims and objectives

We mark pupil's work and offer feedback to:

- show that we value the pupil's work, and encourage them to value it too;
- boost the pupil's self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help pupils learn;
- offer the pupil specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- make a pupil aware of the next steps in their learning;
- share expectations;
- gauge the pupil's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future lesson-planning;
- ensure consistency of practice.

Principles of marking and feedback

Marking and feedback should:

- be constructive, with pride of place given to recognition of the efforts made by the pupil. Pupils may receive incentive stickers and House Points as recognition of achievement. Exceptional work is submitted for a Head's commendation.
- give pupils opportunities to become aware of and reflect on their learning needs;
- relate to the lesson objective and, increasingly, the pupil's own personal learning targets. This includes sharing the learning objectives and the key expectations for the task right from the outset;
- inform future planning and individual target setting;
- be appropriate to the age and ability of the pupil, and may vary across year groups and section;
- focus on only one or two key areas for improvement at any one time;
- involve pupils in the marking process, both as self-markers and peer marking. The younger the pupil, the more important it is that the feedback is oral and immediate;
- allow specific time for pupils to read, reflect and respond on comments made;
- always be carried out promptly in line with department policies.

It would be neither reasonable nor helpful for staff to correct every single mistake that a pupil makes. However, it is expected that staff will draw attention to errors in understanding, mistakes in the use of subject-specific language and any glaring grammatical or spelling mistakes or errors in calculation. The degree to which such mistakes are to be corrected on the pupil's work is a matter for individual teachers and departments to take into account, as per their departmental policy, and considered in light of the effect that the correction would have on a student's self-esteem or motivation – especially in the case of students with Special Educational Needs and Disabilities (SEND)

Verbal Feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It is a dialogue, using appropriate language and questions, with pupils having the opportunity to reflect and respond. There is no requirement for staff to evidence verbal feedback.

See appendix 2 for details of Marking in the Prep School



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Reporting to parents

The College has a range of strategies which keep parents fully informed of their pupil's progress in school. We encourage parents to contact the form tutor in the first instance if they have concerns about any aspect of their son or daughter's work. There will be a number of occasions for informal meetings throughout the year; but we will always contact parents if we have a worry about their son or daughter's work.

During the year there will be a number of formal parents' evenings. These evenings will provide the opportunity to obtain details on the year ahead and/or the opportunity for parents to meet with staff to discuss their son or daughter's progress and performance and to review his or her strengths and weaknesses both objectively and positively.

All parents are provided with an annual written report which provides parents with a detailed analysis of their son or daughter's approach to learning, and his or her progress.

In addition, there are annual meeting for parents of pupils in the following year groups:

- Year 5: to discuss range of choices for secondary school
- Year 7: to provide information on a range of secondary school topics
- Year 9: to discuss GCSE options
- Year 11: to discuss A Level subject choices and their implications for choice of career
- Year 12: to discuss UCAS / professional apprenticeship applications and career choices
- Year 13: to discuss university and/or career choices

See appendix 3 for details of Reporting in the Prep School

See appendix 5 for details of Reporting in the senior part of the College

Academic Intervention

Some pupils might be identified for academic intervention to support their progress based on academic or personal need.



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Appendix 1: Assessments in the Prep School

Early Years to Year 6

The following tests are currently in use:

- CEMS Baseline Testing (Early Years and Reception)
- Read Write Inc. assessments (Early Years to Year 2)
- Early Years Foundation Stage Profile in Reception
- Verbal and Non-Verbal Reasoning (GL Assessment)
- InCas Baseline Testing (Years 3 and 5 only)
- PIRA Reading Comprehension tests
- PUMA Mathematics tests
- Abacus mathematics tests

The results are recorded allowing pupils' progress to be tracked and monitored.

Screening - GL

Year 4 – Dyslexia and Dyscalculia screening.



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Appendix 2: Marking Grades – Reception to Year 6



House points are awarded as follows for excellent effort and work. Deputy Head of Prep School Commendations worth 10 house points are awarded for exceptional work. **See the Behaviour, Rewards and Sanctions policy.**




In the Early Years Foundation Stage (Early Years - Reception), children's development is assessed with consideration of being on track for their age, to achieve the Early Learning Goals by the end of Reception.

Progress will be recorded as working within, towards or above age expectations.

At the end of the Reception Year, they are expected to have achieved the Early Learning Goals. These are recorded as **expected**, if achieved or **emerging**, if not yet achieved. From Reception to Year 6, the Prep School adhere to the following marking codes:

KS 1 & KS2 Marking Codes

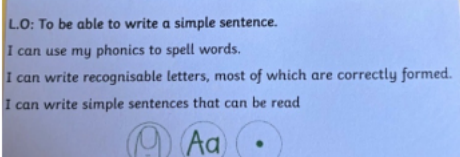









✓	My answer is correct (used for spelling tests and maths)
T	My teacher helped me
TA	A teaching assistant helped me
VF	My teacher gave me feedback
SM	Self-marked
PM	Peer marked
•	Incorrect maths calculation
Work highlighted pink 	Very good choice of word/phrase/sentence (linked to the learning objective) Learning Objective has been achieved My teacher is tickled pink, this part of my work is correct
Work highlighted green 	Something needs changing or improving e.g. spellings, capital letters, missing punctuation, check grammar
Stampers	Stampers can also be used in place of written codes
	My teacher will add helpful comments or write questions that I need to answer

Assessment for learning at the end of a piece of work	
HP	House Point awarded
	Not confident yet
	I am becoming confident
	I have a good understanding and I am confident
	I will use a different colour pen to edit my own work
	My teacher may also add a helpful comment

Reception Marking Codes



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<p>Learning Objectives and marking criteria on a sticky label</p> <p>L.O: To be able to write a simple sentence. I can use my phonics to spell words. I can write recognisable letters, most of which are correctly formed. I can write simple sentences that can be read</p> 	<p>Date Stamp</p> <p>25 DEC 2025</p>
<p>Work highlighted pink – tickled pink</p> 	<p>Full stop needed</p> 
<p>Work highlighted green – growing green</p> 	<p>Finger space needed</p> 
	
	 



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Assessment for learning at the end of a piece of work	
HP	House Point awarded
	Not confident yet
	I am becoming confident
	I have a good understanding and I am confident
	I will use a different colour pen to edit my own work
	My teacher may also add a helpful comment

Reception Marking Codes

<p>Learning Objectives and marking criteria on a sticky label</p>	<p>Date Stamp</p> <p>25 DEC 2025</p>
<p>Work highlighted pink – tickled pink</p>	<p>Full stop needed</p>
<p>Work highlighted green-growing green</p>	<p>Finger space needed</p>



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Appendix 3: Reporting - Early Years to Year 6

Each term, we offer parents the opportunity to meet their pupil's teacher.

In the autumn and spring term parents receive a written interim comment and towards the end of the summer term, all parents are given a full written report of their pupil's progress and achievements during the year. We write individual comments on all subjects taught.

In the Early Years Foundation Stage (Early Years - Reception), children's development is assessed with consideration of being on track for their age, in order to achieve the Early Learning Goals by the end of Reception.

Progress will be recorded, and reported to parents, as working within, towards or above age expectations.

At the end of the Reception Year, they are expected to have achieved the Early Learning Goals. These are recorded as expected, if achieved or emerging, if not yet achieved.

For Years 1 - 6 students receive grades based on their Attitude to learning and Approach & Commitment across the subjects in the curriculum every half term. These are level-based grades using the grids shown below. In addition, Parents receive Formal Reading Comprehension and Mathematics Standardised scores in the half term after pupils are assessed.



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Attitude to learning grade descriptors.

Level	Motivation and independent learning	Engagement	Feedback and guidance	Homework
Exceeding expectations	<ul style="list-style-type: none"> Displays a genuine love of learning showing a high level of enthusiasm. Takes responsibility for their own learning. Relishes challenge and is prepared to take risks and learn from mistakes made 	<ul style="list-style-type: none"> Consistently on task, listening and responding to instructions very well. Asks thought provoking questions to extend learning. Is an excellent role model, working collaboratively with peers. Is consistently on task. 	<ul style="list-style-type: none"> Listens and responds to advice well. Is proactive in seeking feedback to further their learning and works independently to achieve this. Demonstrates resilience when responding to feedback 	<ul style="list-style-type: none"> Consistently produces work that is above expectation. Completes all tasks to a high standard in a well-presented manner
Expected	<ul style="list-style-type: none"> Enjoys learning showing some enthusiasm for the subject. Can work independently when prompted. Can respond to challenges set with guidance 	<ul style="list-style-type: none"> Takes an active role in lessons. Is willing to offer answers to questions and contribute to discussion. Works effectively with peers when asked. 	<ul style="list-style-type: none"> Often listens and responds to advice offered. Can make use of feedback as an opportunity to develop. Responds to feedback positively 	<ul style="list-style-type: none"> Produces work to the best of their ability. Completes all tasks to the expected standard
Inconsistent	<ul style="list-style-type: none"> Learning is passive. Shows little evidence of working outside the classroom. Will tend to give up when work becomes challenging 	<ul style="list-style-type: none"> Occasionally asks questions and requires a lot of prompting to offer answers. Does not listen to instructions straight away or respond immediately. Does not work effectively with peers. Can be distracted and off task on occasion 	<ul style="list-style-type: none"> Does not always listen to or respond to feedback well. Makes limited use of feedback given. Can respond negatively to feedback given 	<ul style="list-style-type: none"> Completes most tasks. Work can appear rushed or lacking in depth. Work can be below the expected standard and / or poorly presented.
Self-limiting	<ul style="list-style-type: none"> Has poor attitude towards learning showing little interest in the subject. 	<ul style="list-style-type: none"> Rarely asks questions and avoids offering answers. 	<ul style="list-style-type: none"> Does not listen to or respond to feedback. 	<ul style="list-style-type: none"> Consistently fails to produce tasks to the expected standard.



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	<ul style="list-style-type: none">• Does not demonstrate any evidence of working independently outside of the classroom.• Avoids challenging work	<ul style="list-style-type: none">• Rarely listens to instructions or responds inappropriately.• Can negatively impact learning of peers.• Often distracted and off task	<ul style="list-style-type: none">• Avoids using feedback as an improvement tool.• Often responds negatively to feedback offered	<ul style="list-style-type: none">• Work can be inappropriate despite encouragement from the teacher.
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Approach & Contribution grade descriptors

Level	Settling & Routines	Sense of Community	Focus & Effort in Tasks	Home Learning / Curiosity
Exceeding expectations	<ul style="list-style-type: none"> Settles instantly and helps others to settle too. Anticipates routines without being reminded. Shows initiative in preparing for learning. 	<ul style="list-style-type: none"> Actively builds a strong sense of community within the class and school. Always models kindness, empathy, and respect towards all. Stands up for others and acts as an upstander when witnessing unkind behaviour. Frequently takes part in school life beyond the classroom (e.g. clubs, events, representing school). Encourages peers to contribute and supports them in feeling included. 	<ul style="list-style-type: none"> Always strives to improve work beyond the teacher's expectations. Shows exceptional perseverance and independence. Enthusiastically tackles challenges. 	<ul style="list-style-type: none"> Regularly chooses to do additional practice, reading or projects at home. Shows genuine curiosity and excitement about learning. Asks thoughtful questions and explores topics beyond the curriculum. Brings in own ideas, books, or research to share.
Expected	<ul style="list-style-type: none"> Settles quickly into routines. Listens straight away and follows instructions promptly. 	<ul style="list-style-type: none"> Contributes positively to the classroom and wider school community. Shows respect and kindness towards peers and adults. Willing to help others and engage in group tasks. Participates in some activities outside of the classroom. Is a positive role model most of the time. 	<ul style="list-style-type: none"> Tries their best in tasks and takes pride in work. Perseveres when work is challenging. Completes tasks with care. 	<ul style="list-style-type: none"> Completes home learning on time. Reading and spellings/practice are done regularly. Effort is clear in work produced. Is interested in most lessons and asks questions to understand better. Shows curiosity within the scope of class topics. Enjoys learning new things when presented.
Inconsistent	<ul style="list-style-type: none"> Sometimes unsettled or slow to follow routines. Needs reminders to listen and focus. 	<ul style="list-style-type: none"> Sometimes shows respect and kindness but may not always consider others' needs. May join in with community activities but participation is irregular or requires prompting. Reluctant to take part in school life beyond the classroom unless encouraged. 	<ul style="list-style-type: none"> Effort varies; may give up when work is tricky. Needs regular encouragement to complete tasks. 	<ul style="list-style-type: none"> Home learning is sometimes missing, late, or rushed. Reading and spellings/practice are irregular. Sometimes interested in learning but can appear passive. Rarely asks questions. Occasionally disengaged or distracted.
Self-limiting	<ul style="list-style-type: none"> Frequently unsettled and disrupts routines. Rarely listens or follows instructions. 	<ul style="list-style-type: none"> Often chooses not to engage with wider school or class community. May ignore unkind behaviour rather than challenge it. Shows little interest in being part of the school community. 	<ul style="list-style-type: none"> Puts in minimal effort. Avoids challenges and often leaves work incomplete. 	<ul style="list-style-type: none"> Rarely completes home learning despite reminders. Reading and spellings/practice are not done. Shows little or no curiosity about learning. Avoids engagement with new ideas. Rarely contributes to class discussions.



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Appendix 4: Assessments – Years 7 to 13

Internal Examinations

Pupils in Years 7 to 9 are formally assessed by examination after the half term break in the summer term. Years 11 and 13 are formally assessed at the beginning of the spring term. Years 10 and 12 are formally assessed at the beginning of the summer term. Examination results will be reported to parents using full written reports or Exam Grades reports. Grading for internal examinations follows the same process as for Course Grades as outlined below.

MidYIS and YELLIS and ALIS

MidYIS scores at Year 7, YELLIS scores at Year 10 and ALIS scores at Year 12 are used to provide staff with a baseline assessment of pupil ability and potential. Each scheme provides chances data for potential performance in public examinations.

These scores are used to inform and support staff in their pupil assessment, progress monitoring, review and target setting. They are also used to inform and support subject planning and evaluation, with a standardised measure of pupil and department value-added performance provided at GCSE by the MidYIS scheme and at A Level by the ALIS scheme.

Screening - GL

Year 7 – Lucid exact which looks at key literacy skills.

Year 9 – Lucid RECALL which looks at working memory and processing speed

Year 12 – Either Lucid exact/ Lucid Recall - As identified for new students or HoS.



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Appendix 5: Reporting – Years 7 to 13

A formal written report is issued to parents once a year. The report contains an individual written report for all the subjects a pupil has taken, a tutor report together with a comment from the Head of Year. These reports refer to a pupil's knowledge and understanding, their strengths and weaknesses in terms of subject specific skills, their behaviour and effort together with recommendations for improvement.

An annual written report is also issued for any peripatetic music, speech, drama and learning support lessons.

The subject report includes grades as per Course Grade criteria or Examination Grade if the report is issued post internal examination. A detailed teacher comment including recommendations for improvement is included for each subject.

The timing of the written reports is as follows:

<i>Year</i>	<i>Timing of Report</i>	<i>Reason for Timing</i>
7	Spring 2	Following the completion of two terms work
8	Summer 1	Following the completion of a further two terms work
9	Spring 2	Prior to GCSE Option choices
10	Autumn 2	Post Year 10 Assessment window in November
11	Spring 1	Post GCSE Mock Examinations in January
12	Autumn 2	Post Year 12 Assessment Window in November
13	Spring 1	Post A2 Mock Examinations in January

At the end of the internal examinations for Years 7-13 students receive a transcript of exam results.

Course Grade Reports are issued each half term either as a stand-alone report sheet or as part of a full written report. In the summer term exam grades are issued for Years 7 to 10 and 12. Course Grade Reports consist of a grade for Assessment, Academic performance, Attitude to learning and Organisation. Years 7 to 9, 10 and 12 will only start to receive an attainment grade in the second half of the autumn term.

In Years 10 to 13 the attainment grade represents the This is the grade awarded to a student for the assessment completed across a half-term. Assessment methods and criteria may vary across subjects but should be consistent within a department. The grade awarded should be assigned by criteria agreed by the department and it should give an appropriate indication of the student's current level of performance in relation to their GCSE or A level programme. .

<i>Year</i>	<i>Attainment Grades</i>
10	9 to 1
11	9 to 1
12	A* to E, U
13	A* to E, U



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For Years 7 to 9 the attainment grade is one of six letter grades. The grade awarded reflects the academic performance of a pupil in relation to the performance of the whole year group. Course Grades are awarded after an assessment of work from the whole year group.

<i>Year</i>	<i>Attainment Grades</i>
7 to 9	A, AB, B, BC, C and D

Grading in this manner allows us to report a pupil's performance within the context of their year group and track academic progress more carefully. In addition to the attainment grade given there is a judgement of academic performance of Above, Expected or Below that is in reference to the baseline grades scores achieved in MidYis testing.

In all year groups, the attitude to learning and organisation grade are awarded in the same way as the prep grades shown above.

Parents' Evenings

Three types of evening are available for parents and pupils to meet with staff to discuss progress and performance.

Sectional Information Evenings take place at the start of the autumn term for Year 7 and 12, to provide details on the year ahead for pupils, together with an opportunity for parents to meet with senior member of staff and form tutors.

Parents' Consultative Evenings are held throughout the year where parents and pupils are able to meet with their Subject Teachers, Form Teacher, Head of Year and senior members of staff to have individual discussions about performance and progress.

The timing of the Parents' Consultative Evening is as follows:

<i>Year</i>	<i>Timing of Evening</i>
7	December/May
8	March
9	January
10	June
11	November
12	May
13	November

Parent Tutor Evenings are held for Years 9, 11, 12 and 13. These events are aimed at reviewing recent progress in examinations and discussing future options (GCSE, A Levels, University and Careers). They provided the opportunity for parents and pupils to meet with a senior member of staff, Head of Year or Form Tutor to discuss academic progress and performance.



Year 7 - Year 13 Reporting Cycle 1

Attitude to learning grade descriptors.

Level	Motivation and independent learning	Engagement	Feedback and guidance	Homework
Exceeding expectations	<ul style="list-style-type: none"> Displays a genuine love of learning showing a high level of enthusiasm. Takes responsibility for their own learning. Relishes challenge and is prepared to take risks and learn from mistakes made 	<ul style="list-style-type: none"> Consistently on task, listening and responding to instructions very well. Asks thought provoking questions to extend learning. Is an excellent role model, working collaboratively with peers. Is consistently on task. 	<ul style="list-style-type: none"> Listens and responds to advice well. Is proactive in seeking feedback to further their learning and works independently to achieve this. Demonstrates resilience when responding to feedback 	<ul style="list-style-type: none"> Consistently produces work that is above expectation. Completes all tasks to a high standard in a well-presented manner
Expected	<ul style="list-style-type: none"> Enjoys learning showing some enthusiasm for the subject. Can work independently when prompted. Can respond to challenges set with guidance 	<ul style="list-style-type: none"> Takes an active role in lessons. Is willing to offer answers to questions and contribute to discussion. Works effectively with peers when asked. 	<ul style="list-style-type: none"> Often listens and responds to advice offered. Can make use of feedback as an opportunity to develop. Responds to feedback positively 	<ul style="list-style-type: none"> Produces work to the best of their ability. Completes all tasks to the expected standard
Inconsistent	<ul style="list-style-type: none"> Learning is passive. Shows little evidence of working outside the classroom. Will tend to give up when work becomes challenging 	<ul style="list-style-type: none"> Occasionally asks questions and requires a lot of prompting to offer answers. Does not listen to instructions straight away or respond immediately. Does not work effectively with peers. Can be distracted and off task on occasion 	<ul style="list-style-type: none"> Does not always listen to or respond to feedback well. Makes limited use of feedback given. Can respond negatively to feedback given 	<ul style="list-style-type: none"> Completes most tasks. Work can appear rushed or lacking in depth. Work can be below the expected standard and / or poorly presented.
Self - limiting	<ul style="list-style-type: none"> Has poor attitude towards learning showing little interest in the subject. Does not demonstrate any evidence of working independently outside of the classroom. Avoids challenging work 	<ul style="list-style-type: none"> Rarely asks questions and avoids offering answers. Rarely listens to instructions or responds inappropriately. Can negatively impact learning of peers. Often distracted and off task 	<ul style="list-style-type: none"> Does not listen to or respond to feedback. Avoids using feedback as an improvement tool. Often responds negatively to feedback offered 	<ul style="list-style-type: none"> Consistently fails to produce tasks to the expected standard. Work can be inappropriate despite encouragement from the teacher.



Year 7 - Year 13 Reporting Cycle 1

Organisation grade descriptors

Level	Punctuality	Prepared to learn	Resources	Homework
Exceeding Expectations	<ul style="list-style-type: none"> Consistently arrives to class in a timely and calm manner. Is quick to be seated and settle into the lesson 	<ul style="list-style-type: none"> Always comes to lessons prepared to learn, Never needs reminding of expectations 	<ul style="list-style-type: none"> Is consistently well equipped, making best use of the resources available to them. Works independently to ensure own notes are complete and to a high standard 	<ul style="list-style-type: none"> Homework is consistently submitted in a timely manner, meeting all deadlines set without the need for reminder.
Expected	<ul style="list-style-type: none"> Usually arrives to class in a timely manner. Will seat and settle in a prompt manner 	<ul style="list-style-type: none"> Mostly comes to lessons prepared to learn. Rarely needs to be reminded of expectations 	<ul style="list-style-type: none"> Mostly comes lessons correctly equipped to learn effectively. Will make good use of resources available. Will work to keep notes up to date and catch-up work missed 	<ul style="list-style-type: none"> Homework is usually submitted in a timely manner, meeting all deadlines set sometimes with the need for reminder.
Inconsistent	<ul style="list-style-type: none"> Sometimes arrives to class late without valid reason. Slow to become seated and ready to learn. 	<ul style="list-style-type: none"> Often unprepared to learn effectively. May require intervention from teacher to meet classroom expectation. 	<ul style="list-style-type: none"> Does not always come to lessons correctly equipped to learn. Does not always make best use of resources available to them. Notes may be incomplete or have gaps. 	<ul style="list-style-type: none"> Homework often not submitted to deadline, despite reminder and extension being offered.
Self - limiting	<ul style="list-style-type: none"> Consistently late to class without valid reason Difficult to settle and prepare for learning 	<ul style="list-style-type: none"> Consistently unprepared to learn effectively. Regularly causes disruption to learning within the classroom for others 	<ul style="list-style-type: none"> Consistently fails to arrive to lessons correctly equipped. Does not make use of resources available. Notes have significant gaps and missing aspects and are poorly presented. 	<ul style="list-style-type: none"> Consistently fails to submit homework to deadline despite reminder, extension and encouragement from teacher.