

Behaviour for Learning

'Behaviour for Learning' grades (A-D).

These grades form part of our drive to further improve the performance of every student at Wyedean. The criteria represent our raised expectations regarding behaviour and attitudes towards learning. Whatever grade a student receives, they need to embrace the challenge to improve their performance at every opportunity.

Demonstrating outstanding 'Behaviour for Learning' is a goal that **every** student is capable of achieving and one that every student must aspire to. It provides the foundation for a successful career at Wyedean School and beyond.

Please read the 'Behaviour for Learning' criteria below. During every report cycle, your child will receive a grade according to their current performance. If your child is yet to achieve 'Outstanding', it is very important that every effort is made to ensure this is the grade received in subsequent reports.

| | INADEQUATE (D) | REQUIRES IMPROVEMENT (C) | GOOD (B) | OUTSTANDING (A) |
|------------------------------|---|---|--|---|
| | <p>Students' lack of engagement and tendency towards low-level disruption contribute to reduced learning and/or a disorderly classroom environment.</p> <p><i>As a result, student progress is much slower than it should be.</i></p> | <p>Students' attitudes to all aspects of learning, including in independent, group and whole class work, are inconsistent which is having a negative impact on the progress they make</p> <p><i>As a result, student is not making as much progress as he / she should.</i></p> | <p>Students' attitudes to all aspects of learning, including in independent, group and whole class work, are consistently positive, and have a good impact on the progress they make; students respond very quickly to staff's instructions.</p> <p><i>As a result, student is making good progress.</i></p> | <p>Students consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons</p> <p><i>As a result, student is making outstanding progress.</i></p> |
| Personal organisation | Is sometimes late and unprepared for lessons, including equipment and books. | Is usually on time and well prepared for lessons, including equipment and books, but this is inconsistent. | Is nearly always on time and well prepared for lessons, including equipment and books. | Always on time and well prepared for lessons, including equipment and books. |
| Stamina for learning | Does not work hard enough on set tasks and produces incomplete or poor work; rarely demonstrates stamina for learning; sometimes off task. | Usually works hard on set tasks but this is inconsistent; demonstrates stamina for learning but this is inconsistent; rarely off task. | Works hard on set tasks; demonstrates some stamina for learning; Is very rarely off task. | Works consistently hard on set tasks; completes all tasks set (in class and homework); demonstrates excellent stamina for learning; is never off task. |
| Thirst for knowledge | Rarely demonstrates a desire to acquire new knowledge and to learn and develop new skills. | Usually demonstrates a desire to acquire new knowledge and to learn and develop new skills but this is inconsistent. | Demonstrates a desire to acquire new knowledge and to learn and develop new skills. | Always demonstrates a desire to acquire new knowledge and to learn and develop new skills. |
| Group work | Makes few contributions to group work and discussions. | Makes some contributions to group work and discussions. | Makes some positive contributions to group work and discussions. | Makes very positive contributions to group work and discussions. |
| Interactions | Does not always respond appropriately to adults and other students. | Usually responds appropriately to adults and other students. | Responds appropriately to adults and other students. | Always responds appropriately to adults and other students. |
| Behaviour | Sometimes displays low level disruption. | Rarely displays low level disruption. | Never / very rarely displays low level disruption. | Never displays low level disruption. |