



Attitude to Learning Guidance For Target Reports 2014

<p>1.</p> <p>Excellent</p>	<p>The pupil displays exceptional effort in class and could not reasonably be expected to do more. Very positive body language shows staff the pupil is eager to learn. The pupil shows great resilience when challenged. The pupil is extremely enthusiastic and displays the same enthusiasm in after school club attendance and home learning. The pupil does additional jobs to help and support the school and other pupils the same age or younger. The child shows a level of independence above that expected for their age. The pupil makes every effort to make everyone in school feel important and valued. The pupil is always ready to learn, having the correct kit and equipment (where this is out of the child's control, when school provides it, they always have equipment ready and care for borrowed items.)</p>
<p>2.</p> <p>Very Good</p>	<p>The pupil displays very good effort in class and always tries hard. Positive body language shows staff that the pupil is eager to learn. The pupil displays good resilience when challenged. The pupil is very enthusiastic and displays the same enthusiasm in after school club attendance and home learning. The pupil does some additional jobs to help and support the school and other pupils the same age or younger. The child shows a level of independence above that expected for their age. The pupil makes very positive effort to make everyone in school feel important and valued. The pupil is almost always ready to learn, having the correct kit and equipment (where this is out of the child's control, when school provides it, they have equipment ready and care for borrowed items.)</p>
<p>3.</p> <p>Good</p>	<p>The pupil displays good effort in class and almost always tries hard. Body language displays a positive attitude to learning. The pupil tries to be resilient when challenged by learning. The pupil is enthusiastic and displays enthusiasm in after school club attendance and home learning. The pupil does some jobs to help and support around school. The child shows a level of independence expected for their age. The pupil makes an effort to make everyone in school feel important and valued. The pupil is often ready to learn, almost always having the correct kit and equipment (where this is out of the child's control, when school provides it, they have equipment ready and care for borrowed items.)</p>
<p>4.</p> <p>Satisfactory</p>	<p>The pupil displays some effort in class and usually tries hard. Their body language usually tells staff they are ready to learn. They show some resilience when learning is challenging. The pupil sometimes displays enthusiasm in after school club attendance and home learning. The child shows a level of independence expected for their age. The pupil makes some effort to make people in school feel important and valued. The pupil is usually ready to learn, usually having the correct kit and equipment (where this is out of the child's control, when school provides it, they usually have equipment ready and generally care for borrowed items.)</p>
<p>5.</p> <p>Causing Concern</p>	<p>The pupil displays little effort in class and rarely appears to try. The pupil presents disinterested body language in class. The pupil will give up when challenged by learning activities. The pupil rarely displays enthusiasm in after school club attendance and home learning. The child shows a level of independence below that expected for their age. The pupil makes little effort to make people in school feel important and valued. The pupil is sometimes ready to learn, occasionally having the correct kit and equipment (where this is out of the child's control, when school provides it, they rarely have equipment ready and display a lack of care for borrowed items.)</p>



Bransgore Behaviour Guidance For Target Reports 2014

<p>1. Excellent</p>	<p>Staff are highly positive about the child's behaviour. Pupil makes an exceptional contribution to a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect. Pupil shows exceptional engagement, courtesy, collaboration and cooperation in and out of lessons. They have an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption. Pupil is always punctual in arriving at school and lessons. They are highly adept at managing their own behaviour in the classroom and in social situations. Pupil is very calm, orderly and considerate when moving around the school. Pupil understands very clearly what constitutes unsafe situations and is highly aware of how to keep themselves and others safe. Pupil will have not been issued with a blue card during the current term.</p>
<p>2. Very Good</p>	<p>Staff are very positive about the child's behaviour. Pupil makes a very good contribution to a safe, positive learning environment. They often make an effort to ensure that others learn and thrive in an atmosphere of respect. Pupil almost always shows engagement, courtesy, collaboration and cooperation in and out of lessons. They have a very good, enthusiastic attitude to learning, enabling lessons to proceed with very little interruption. Pupil is almost always punctual in arriving at school and lessons. They are very good at managing their own behaviour in the classroom and in social situations. Pupil is calm, orderly and considerate when moving around the school. Pupil understands clearly what constitutes unsafe situations and is almost always aware of how to keep themselves and others safe. Pupil will not have been issued with a single blue card during the current term.</p>
<p>3. Good</p>	<p>Staff have a few minor concerns. Pupil is typically considerate, respectful and courteous to staff and peers. Consistently meets the school's expectations. Pupil makes a very positive contribution to a well ordered, safe school. Is consistently punctual to school and lessons. In lessons, pupil demonstrates positive attitudes towards the teacher, their learning and others. Good levels of engagement allow lessons to flow smoothly. Disruptive behaviour is very unusual. Pupil responds very well to the school's strategies for managing and improving behaviour. Pupil understands clearly what constitutes unsafe situations and how to keep themselves safe. Pupil will have not received more than 1 blue card during current term.</p>
<p>4. Satisfactory</p>	<p>Staff are generally positive about pupil's behaviour, although some concerns may be raised. Pupil's behaviour and engagement, including punctuality to school and lessons contributes to a safe and orderly school environment. In lessons, pupil responds promptly to teachers' direction and works cooperatively with others. Major disruption to learning is uncommon. Low-level disruption may occur occasionally. Pupil is well aware of the school's strategies for managing and improving behaviour; they try hard to respond. They know about the main risks they might face and understand how these risks may threaten their own and others' safety. Pupil may have received up to 2 blue cards in the current term but responded positively afterwards.</p>
<p>5. Causing Concern</p>	<p>Staff raise major and/or well founded concerns about behaviour. Pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. Pupil shows a lack of respect and intolerance towards others or staff and a lack of self-discipline, resulting in poor behaviour around the school. The pupil has been or is involved in bullying, for example, cyber-bullying or prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. Pupils have voiced concerns over the behaviour of this pupil via worry boxes or school council. Pupil has received multiple blue cards in the current term or is regularly at risk of receiving a blue card.</p>
<p>B. Behaviour Plan</p>	<p>Due to specific, additional needs the pupil has an individual behaviour plan. This means that school, parents and other agencies may be involved in working together to support behaviour for this pupil.</p>