
BEHAVIOURS FOR LEARNING: GRADE DESCRIPTORS

Below offers an explanation of Behaviours for Learning gradings given on The Roche School's termly reports.

Previously considered as 'Effort' gradings, The Roche School acknowledges that there are many factors, including effort level, that contribute to how a child presents in the classroom. Behaviours for Learning refers to behavioural expectations for children, emphasising the link between the way in which the children learn, their social habits and their behaviour.

1*	Behaviours for Learning: Exceptionally well-behaved and fully engaged in learning
	Consistently excellent levels of focus and engagement Listens actively, responding (if appropriate) with considered ideas Self-motivated to drive learning forward Starts lessons well-prepared and ready to learn
1	Behaviours for Learning: Well-behaved and generally engaged in learning
	Good levels of focus and engagement Asks relevant questions and offers pertinent answers Generally motivated to drive learning forward Starts lessons well-prepared and ready to learn
2	Behaviours for Learning: Well-behaved but could engage/focus more in lessons
	Acceptable levels of focus and engagement Can ask relevant questions Sometimes shows lack of preparation On occasion, needs encouragement to drive own learning forward
3	Behaviours for Learning: Satisfactory behaviour but could engage further
	Inconsistent levels of focus and engagement Able to offer considered ideas, when engaged Inconsistent levels of participation Lack of personal organisation Takes time to ready self for lesson, on arrival
4	Behaviours for Learning: Disruptive behaviour and rarely engages with learning
	Regularly lacks focus and engagement Lacks participation Can miss contributions from others Disrupts others' learning due to lack of regard for expectations