



SHERINGHAM HIGH SCHOOL
NEW ASSESSMENT GRID FOR REPORTING FROM SEPTEMBER 2015



	Attitude To Learning (ATL)	Homework
1	<ul style="list-style-type: none">• The student plans work independently, adapts work to advice given, shows initiative and seldom repeats mistakes.• The student works effectively with others, listens, empathises and helps create an outstanding learning atmosphere.• The student sticks to the task, does not get distracted and is alert to what is going on at all times.• The student asks insightful questions, makes links in new learning, is orderly and methodical, has imaginative ideas and uses resources intelligently.	<p>Excellent work;</p> <ul style="list-style-type: none">• Quality and effort is above expectations and deadlines are met.• High level of attention to detail, thoughtful, follows assessment objectives closely and is thorough in all aspects.• The presentation shows a high degree of care and effort.
2	<ul style="list-style-type: none">• The student plans well, possibly with a little help, mostly acts upon staff suggestions and does his/her best not to repeat mistakes.• The student can work as part of a team, is understanding of others and helps to create a purposeful atmosphere.• The student seldom needs prompting to remain on task and listens to instructions.• The student is starting to look deeper into subjects, ask more questions and be organised in the work.	<p>Good work;</p> <ul style="list-style-type: none">• The work is completed according to assessment objectives and deadlines are met.• Sustained effort is made in most aspects of the work.• The presentation shows a suitable level of care and effort.
3	<ul style="list-style-type: none">• The student makes an effort to plan work but needs help to be independent, may need prompting to act upon corrections and may repeat errors.• The student sees the value of team-work, is polite and can listen to others but may stray off task unless given strict frameworks and milestones.• The student needs some encouragement to stick to tasks and so can misunderstand instructions.• The student can show insight and ask good questions on subjects which interest him/her. There is basic organisation of equipment, books and materials.	<p>Satisfactory work;</p> <ul style="list-style-type: none">• The work is mostly handed in on time.• Fulfils basic criteria of assessment with perhaps one or two aspects deficient.• Corrections are done and presentation is fair.
4	<ul style="list-style-type: none">• The student seldom plans work until instructed to do so, sometimes corrects work and makes repeated errors.• The student struggles to interact with others in a learning atmosphere unless under supervision and learning may be affected by his/her low level disruption and chatter.• The student needs to be reminded often of the task at hand, rules and boundaries. Instructions often have to be repeated.• The student can ask simple questions, shows some interest in the work but struggles to use materials and equipment in an effective and organised fashion.• <u>The student's actions at this level will merit an incident report and/or referral.</u>	<p>Poor work;</p> <ul style="list-style-type: none">• Work is often late, incomplete, and/or is not completed according to the directions, assessment criteria and/or displays a poor level of care and effort.• The student may have been asked to re-do the assignment or been sanctioned.