

Behaviour

OUT (Outstanding)

I am always **Resilient** and respond to **Challenges** to the best of my ability
I am always **Kind** and work exceptionally well with others and my teacher
I am always **Prepared** and bring the correct equipment to my lessons
I have excellent attendance and am always **Punctual**

FCS (Focused)

I am usually **Resilient** and respond to **Challenges** to the best of my ability
I am usually **Kind** and work well with others and my teacher
I am **Prepared** and bring the correct equipment to my lessons
I have excellent attendance and am always **Punctual**

INC (Inconsistent)

I am occasionally **Resilient** and sometimes respond to **Challenges** to the best of my ability
I am sometimes **Kind** and sometimes work well with others and my teacher
I am sometimes **Prepared** and bring the correct equipment to my lessons
I have good attendance and am usually **Punctual**

REL (Reluctant)

I rarely take pride in my learning and the **Presentation** of my work
I am rarely **Resilient** and rarely respond to **Challenges** to the best of my ability
I am rarely **Kind** and find it difficult to work well with others
I am rarely **Prepared** and often fail to bring the correct equipment to lessons
I have poor attendance and am rarely **Punctual**
I am often **Impolite** and **Disrespectful** to staff and other students

Quality of Work

OUT (Outstanding)

I am always **Positive** and work with **Excellent** effort in lessons
I always take **Pride** in my learning and the **Presentation** of my work
I always work well **Independently** and finish my work to the highest standard
I am **Aspirational** and understand my current level of progress and am driven to improve
The **Quality** of my work exceeds the expectations of my teacher and I consistently go above and beyond which is helping me to make outstanding **Progress**

FCS (Focused)

I am often **Positive** and work with a good level of **Effort** in lessons
I often take **Pride** in my learning and the **Presentation** of my work
I often work well **Independently** and finish my classwork to the best of my ability
I am **Aspirational** and understand my current level of progress and know how to improve
The **Quality** of my work meets the expectations of my teacher and is helping me to make good **Progress**

INC (Inconsistent)

I am sometimes **Positive** and work with a reasonable level of effort in lessons
I sometimes take a **Pride** in my learning and the **Presentation** of my work
I occasionally work **Independently** and sometimes complete work to a good standard
I know my current level of progress but must be more **Aspirational** and strive to improve
The **Quality** of my work is below the expectations of my teacher and is limiting my **Progress**

REL (Reluctant)

I am rarely **Positive** and often work with little **Effort** in lessons
I rarely take pride in my learning and the **Presentation** of my work
I rarely work **Independently** and seldom complete work
I must be more **Aspirational** and strive to improve
The **Quality** of my work is significantly below the expectations of my teacher and is hampering my **Progress**

Homework

OUT (Outstanding)

I always complete homework on time
I always complete homework to the highest standard I am capable of and go beyond what is expected

FCS (Focused)

I often complete homework on time
I often complete homework to the highest standard I am capable of and I meet expectations

INC (Inconsistent)

I sometimes complete homework on time
I sometimes complete homework to the highest standard I am capable of and I sometimes meet expectations

REL (Reluctant)

I rarely complete homework on time
I rarely complete homework to the highest standard I am capable of and I rarely meet expectations

New Key Stage 3 Assessment System

- All students are now split into either Foundation, Intermediate or Higher, depending on the results of their Key Stage 2 SATs or Baseline tests.
- Students can be in different bands in different subjects, and can move up a band if they consistently meet or exceed the expectations of their current band.
- For each of the three bands each subject has a set of objectives the students should be meeting by the end of year 7. These objectives are linked to GCSE grades and ensure that students remain on the trajectory to achieve in line with their abilities at the end of Key Stage 4.
 - **Foundation** - should be aiming for at least a grade 1,2,3 or 4 at GCSE
 - **Intermediate** - should be aiming for at least a grade 5 or 6 at GCSE
 - **Higher** - should be aiming for at least a grade 7, 8 or 9 at GCSE
- For whichever band students are in they will have been reported on as either:
 - **Higher** – meeting the requirements of the higher objectives.
 - **Intermediate** – meeting the requirements of the intermediate objectives.
 - **Foundation**- meeting the requirements of the foundation objectives.
 - **Towards Fdn (Working Towards Foundation)** – the student is working towards achieving the requirements of the foundation objectives.
- If the student is not meeting the objectives for their target grade they should speak to their teacher about what they should do to improve. Details of the objectives for each subject can be found via our website [Curriculum - The South Wolds Academy and Sixth Form](#)