

LANGLEY SCHOOL EFFORT GRADING SYSTEM

ENGLISH

GRADE	DEFINITION	DESCRIPTION
E	EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i>	<ul style="list-style-type: none"> reveals a careful scrutiny of writing; proof-reads for errors perseveres with challenging ideas and interpretations observes deadlines, with work submitted with pride reveals strong interest in reading and their intellectual and personal growth supports and challenges peers in a collaborative and reciprocal way regularly contributes in a mature, sensitive and reflective manner shows consistent desire for improvement
G	GOOD <i>(above-average effort in class)</i>	<ul style="list-style-type: none"> reveals care in writing to prevent and correct errors engages with challenging ideas and interpretations always meets deadlines with work completed with care participates regularly and thoughtfully in class discussion reveals interest in reading and their intellectual and personal growth reveals ambition for improvement in academic progress
S	SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i>	<ul style="list-style-type: none"> reveals some attention to writing to prevent and correct some errors attempts to engage with challenging ideas and interpretations meets deadlines but work is sometimes rushed or incomplete sometimes participates thoughtfully in class discussion reveals some interest in reading and their intellectual and personal growth shows some desire in improving academic progress
U	UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i>	<ul style="list-style-type: none"> lacks independence and willingness to proof read and edit work rarely participates, positively and appropriately, in class discussion work is often late, incomplete or rushed reluctant to engage in class activities reveals little interest in reading and their intellectual and personal growth limited desire to improve academic progress
I	INADEQUATE <i>(little or no desire to improve performance)</i>	<ul style="list-style-type: none"> no attempt to prevent and correct errors poor or inappropriate participation and attentiveness in class little or no effort in completing classwork and homework does not engage in class activities reveals no interest in reading and their intellectual and personal growth shows little initiative and independence, limiting progress



GRADE	DEFINITION	DESCRIPTION
E	<p>EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i></p>	<ul style="list-style-type: none"> • Uses well-supported and well-organised logical arguments in problem solving • Reveals a careful scrutiny of working out and checking for and correcting errors. • Shows depth of critical thought through perseverance. • Observes deadlines, with work submitted often ahead of schedule, asking for support with advance of deadlines. • shows consistent striving for improvement • Strives to find links in mathematical concepts. • Confidently expresses ideas. • Always records examples accurately, reflects and applies methods consistently to new learning.
G	<p>GOOD <i>(above-average effort in class)</i></p>	<ul style="list-style-type: none"> • Makes a thoughtful attempt to use well-organised logical arguments in problem solving. • Reveals care in working out and corrects many errors. • Reveals critical thought and observation in class, asking and answering questions during class discussion. • Reveals concern for improvement in academic progress; understands areas for improvements takes independent steps to act on them. • Shows some level of perseverance. • Records examples accurately, reflects and applies methods to new learning.
S	<p>SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i></p>	<ul style="list-style-type: none"> • Uses supported arguments in problem solving through careful thought • Reveals some attention to working out, that prevents and corrects some errors • Reveals some critical thought and observation in class; asking and answering questions when prompted. • Reveals some concern for improvement in academic progress, supported in understanding areas for improvement. • Shows limited levels of perseverance. • Usually records examples accurately, reflects and applies methods to new learning.
U	<p>UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i></p>	<ul style="list-style-type: none"> • Uses some supported arguments in problem solving. • Prevention and correction of errors largely left to the teacher • Participates in class discussion, but seldom • Exhibits some grasp of timeliness in submitting assignments, but often late and incomplete • Does not show much initiative and not much progress made • Shows little perseverance. • Sometimes records examples accurately, and rarely reflects or applies methods to new learning.
I	<p>INADEQUATE <i>(little or no desire to improve performance)</i></p>	<ul style="list-style-type: none"> • Maths work very sketchy. Limited working out and questions not attempted. • Little attempt to prevent and correct errors • Poor participation and attentiveness in class • Shown little initiative and limited progress is made. • No perseverance shown. • Rarely records examples accurately, does not apply methods to new learning.



LANGLEY SCHOOL EFFORT GRADING SYSTEM

SCIENCE

GRADE	DEFINITION	DESCRIPTION
E	EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i>	<ul style="list-style-type: none"> Shows resilience when tackling complex scientific concepts, questions new ideas and proactively addresses misconceptions Leads and support others to ensure practical work is completed safely and accurately by all Consistently strives to use correct scientific language and theories to support their written and verbal responses Independently reflects on work and initiates responses with minimal prompting, uses green pen to good effect Observes written work deadlines, with work submitted often ahead of schedule Shows consistent striving for improving academic progress
G	GOOD <i>(above-average effort in class)</i>	<ul style="list-style-type: none"> Frequently questions scientific concepts and addresses misconceptions Collaborates to complete practical work safely and efficiently ensuring all results are recorded accurately Frequently strives to use correct scientific language and theories to support their written and verbal responses Strives to improve work with frequent responses to verbal and written feedback including consistent use of green pen Meets all deadlines with written work being completed to a high standard Demonstrates a willingness to improve academic progress
S	SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i>	<ul style="list-style-type: none"> Demonstrates some questioning of scientific concepts and some willingness to address misconceptions Shows engagement when undertaking practical activities and following safety procedures Shows willingness to use some scientific language and theories to support their written and verbal responses Follows class protocol with use of green pens when evaluating summative assessments and mostly responds to marking feedback Generally submits written work to a satisfactory standard, meeting the majority of deadlines Reveals some concern for improving academic progress
U	UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i>	<ul style="list-style-type: none"> Passively accepts scientific concepts without questioning Shows some engagement when undertaking practical activities and following safety procedures Little interest in using scientific language and theories correctly to support their written and verbal responses Infrequent response to feedback and targets, and poor use of green pen for self-assessment Submitted work is often late or incomplete Does not show much initiative to improve academic progress
I	INADEQUATE <i>(little or no desire to improve performance)</i>	<ul style="list-style-type: none"> Lacks resilience and interest when encountering new scientific concepts Struggles to complete practical work independently with little regard to safety procedures No desire to use scientific language and theories to support their written and verbal responses No response to feedback and targets, and little or no use of green pen for self-assessment Little or no effort when completing written work, frequently late or not submitted Shows no initiative or desire to improve academic progress



GRADE	DEFINITION	DESCRIPTION
E	<p>EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i></p>	<ul style="list-style-type: none"> Shows enthusiasm to draw with detailed accuracy. Applies a wide range of tone and mark-making technique to describe textures when drawing. Consistently reflects on artwork and strives to refine work to improve outcomes. Makes every effort to present research creatively. Uses a range of presentation techniques to enhance artwork. Confidently produces insightful annotations that include personal opinions which support artwork. Actively seeks teacher feedback and acts upon it to improve outcomes. Strives to explore a wide range of materials with skill, actively takes risks with new materials. Arrives to lessons fully prepared for learning; brings along sketchbook, drawing pencils and other art materials. Observes homework and assessment deadlines, with work submitted often ahead of schedule. Consistently strives for improvement.
G	<p>GOOD <i>(above-average effort in class)</i></p>	<ul style="list-style-type: none"> Uses accurate proportion, tone and mark-making techniques to describe textures when drawing. Reveals a positive approach to reflection and refinement of artwork. Presents artwork and research neatly and makes attempt to use creative techniques to enhance the work. Produces thoughtful annotations that include personal opinions which support artwork. Willing to act upon teacher feedback to improve outcomes. Explores a wide range of materials with control and keen to take risks with new materials. Arrives to lessons prepared for learning with sketchbook and drawing pencils. Shows signs of academic progress, meeting homework and assessment deadlines accurately. Reveals concern for improvement in academic progress.
S	<p>SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i></p>	<ul style="list-style-type: none"> Reveals interest in sketching with accuracy. Attempts smooth tone in drawings. Shows some care in presentation of artwork and research. Supports artwork with some research and annotations. Usually acts upon teachers feedback to improve outcomes. Willing to explore familiar art materials, sometimes takes risks with new materials. Exhibits a moderate grasp of readiness in submitting homework and assessments. Arrives to most lessons prepared for learning with sketchbook and a pencil. Reveals some concern for improvement in academic progress.
U	<p>UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i></p>	<ul style="list-style-type: none"> Reveals some interest in sketching with accuracy. Begins to use tone in drawings. Makes little attempt to present artwork and research neatly. Insufficient research and annotations used to support artwork. Inconsistent response to teacher feedback. Reluctant to explore art materials and takes risks with new materials. Often arrives to lessons without sketchbook or a pencil. Lesson time is often used ineffectively. Exhibits some grasp of timeliness in submitting homework and assessments, but often late and incomplete. Does not show much initiative and not much progress made.
I	<p>INADEQUATE <i>(little or no desire to improve performance)</i></p>	<ul style="list-style-type: none"> Little attempt to draw accurate outlines, no tone attempted. Drawings often incomplete. Little or no effort to present artwork and research neatly. Little or no research or annotations used to support artwork. Makes little or no effort to act upon teacher feedback to improve outcomes. Limited exploration of art materials; takes little or no risks with new materials. Makes little or no attempt to bring the correct equipment to lessons. Lesson time is not used effectively to support the completion of artwork. Little or no effort to complete homework or assessments. Shown little initiative and progress is uneven and shaky.



GRADE	DEFINITION	DESCRIPTION
E	<p>EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i></p>	<ul style="list-style-type: none"> • Observes deadlines, with work and homework often ahead of schedule; seeks support in advance of deadlines. • Shows consistent striving for improvement. • Strives to find links in mathematical concepts. • Reveals strong interest in reading and discussing assigned material. • Confidently expresses ideas. • Shows consistent striving for improvement in all aspects of the course. • Always applies new learning to the task.
G	<p>GOOD <i>(above-average effort in class)</i></p>	<ul style="list-style-type: none"> • Makes a thoughtful attempt to use well-organised logical arguments in examination answers. • Reveals critical thought and observation in class, asking and answering questions during class discussion. • Reveals concern for improvement in academic progress; understands areas for improvements takes independent steps to act on them. • Demonstrates detailed attention to proof reading and correction of errors in written work. • Shows some level of perseverance. • Usually applies new learning to task. • Uses examples appropriately examples accurately, reflects and applies methods to new learning.
S	<p>SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i></p>	<ul style="list-style-type: none"> • Examination answers very sketchy when submitted. • Reveals some attention to proof reading and prevents and corrects some errors. • Reveals some critical thought and observation in class; asking and answering questions when prompted. • Reveals some concern for improvement in academic progress, supported in understanding areas for improvement. • Shows limited levels of perseverance. • Usually records examples accurately, reflects and applies methods to new learning.
U	<p>UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i></p>	<ul style="list-style-type: none"> • Uses some supported arguments in problem solving. • Prevention and correction of errors largely left to the teacher. • Participates in class discussion, but seldom. • Exhibits some grasp of timeliness in submitting assignments, but often late and incomplete. • Does not show much initiative and not much progress made. • Shows little perseverance. • Sometimes records examples accurately, and rarely reflects or applies methods to new learning.
I	<p>INADEQUATE <i>(little or no desire to improve performance)</i></p>	<ul style="list-style-type: none"> • Written work is quite poor and some examination questions not attempted. • Little attempt to prevent and correct errors. • Poor participation and attentiveness in class. • Shown little initiative and limited progress is made. • No perseverance shown. • Rarely records examples accurately, does not apply methods to new learning.



GRADE	DEFINITION	DESCRIPTION
E	<p>EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i></p>	<ul style="list-style-type: none"> • Uses IT software in a highly organised and a logical approach when creating their topic project. • Reveals a careful scrutiny of working out and checking for and correcting errors. • Shows depth of critical thought through perseverance. • Observes deadlines, with work submitted often ahead of schedule, asking for support with advance of deadlines. • Shows consistent striving for improvement • Strives to find links in Computing and ICT concepts. • Confidently expresses ideas. • Will display high levels of curiosity and independence to use software skills that the teacher has not explained to the class.
G	<p>GOOD <i>(above-average effort in class)</i></p>	<ul style="list-style-type: none"> • Uses IT software in an organised and a logical approach when creating their topic project. • Reveals care in working out and corrects many errors. • Reveals critical thought and observation in class, asking and answering questions during class discussion. • Reveals concern for improvement in academic progress; understands areas for improvements takes independent steps to act on them. • Shows some level of perseverance. • Will apply curiosity and independence to develop additional software skill that the teacher has not explained to the class.
S	<p>SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i></p>	<ul style="list-style-type: none"> • Uses IT software in manner that show large elements of organisation and a logical approach when creating their topic project. • Reveals some attention to working out, that prevents and corrects some errors • Reveals some critical thought and observation in class; asking and answering questions when prompted. • Reveals some concern for improvement in academic progress, supported in understanding areas for improvement. • Shows limited levels of perseverance. • Will apply a careful and persistent application of software skills that the teacher has explained to the class.
U	<p>UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i></p>	<ul style="list-style-type: none"> • Uses IT software in manner that show some elements of organisation and a logical approach when creating their topic project. • Prevention and correction of errors largely left to the teacher • Participates in class discussion, but seldom • Exhibits some grasp of timeliness in submitting assignments, but often late and incomplete • Does not show much initiative and not much progress made • Shows little perseverance. • Will apply a careful and persistent application of some software skills that the teacher has explained to the class.
I	<p>INADEQUATE <i>(little or no desire to improve performance)</i></p>	<ul style="list-style-type: none"> • Uses IT software in manner that show very little organisation and a logical approach when creating their topic project. • Poor participation and attentiveness in class • Shown little initiative and limited progress is made. • No perseverance shown. • Does not apply a careful and persistent application of software skills that the teacher has explained to the class.



GRADE	DEFINITION	DESCRIPTION
E	<p>EXCELLENT <i>(extraordinary effort in class and prep, exceeding the requirements)</i></p>	<ul style="list-style-type: none"> performs with energy, gusto and skill on stage able to make a positive impact on the audience through performance shows emotional intelligence in group and team work activities able to regularly and independently use and understand technical skills and vocabulary observes homework deadlines, with work submitted/lines learned ahead of schedule reveals strong interest in Drama and desire to progress in the subject shows consistent striving for improvement
G	<p>GOOD <i>(above-average effort in class and prep)</i></p>	<ul style="list-style-type: none"> performs with confidence and commitment on stage shares and accepts ideas in group rehearsals able to use and understand drama techniques without guidance shows signs of academic progress, meeting assignment deadlines accurately reveals application and knowledge of genre, style and themes reveals concern for improvement in academic progress
S	<p>SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-)</i></p>	<ul style="list-style-type: none"> able to perform in character by using some technical acting skills (vocal/physical) participation in group rehearsals is mostly positive but can be found 'off task' occasionally reveals some critical thought and observation in class and in writing exhibits an understanding of plot, characterisation, staging and setting reveals average interest in the subject and towards peers during activities reveals some concern for improvement in academic progress
U	<p>UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i></p>	<ul style="list-style-type: none"> able to occasionally perform with focus and effort, but seldom failure to manage personal skills that assist the group (no line learning, not bringing props, failure to attend on assessment days) ideas for plays, storylines and characters are mostly teacher led participates in class discussion and feedback, but seldom late or incomplete homework (when required) does not show much initiative and not much progress made
I	<p>INADEQUATE <i>(little or no desire to improve performance)</i></p>	<ul style="list-style-type: none"> performances are under rehearsed and transitions are poor unable to sustain character and/or laughing inappropriately on stage poor participation and focus in class little or no effort to offer ideas in rehearsals negative attitude to new tasks and to fellow students in group very little personal growth by joining in discussions and feedback distracts own group and others in class during rehearsals



GRADE	DEFINITION	DESCRIPTION
E	<p>EXCELLENT <i>(extraordinary effort in class and prep, exceeding the requirements)</i></p>	<ul style="list-style-type: none"> • able to work independently to produce innovative and creative outcomes • uses a wide variety of materials and processes to an excellent standard and finish • able to regularly and independently use and understand technical skills and vocabulary • observes homework deadlines, with work submitted that has 'gone' the extra mile • reveals strong interest in the subject and a desire to progress • shows consistent striving for improvement
G	<p>GOOD <i>(above-average effort in class and prep)</i></p>	<ul style="list-style-type: none"> • takes care over how work is presented • on the whole tries to work independently • uses a variety of materials and processes to a good standard and finish • uses and understands technical skills and vocabulary • shows signs of progress, meeting assignment deadlines • reveals concern for improvement in progress
S	<p>SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i></p>	<ul style="list-style-type: none"> • some aspects of work show thought and care • uses materials and processes to a satisfactory standard and finish • inconsistent in their effort and focus in lessons • sometimes participates in class discussion and feedback • reveals average interest in the subject and some understanding of technical skills and vocabulary • reveals some concern for improvement in progress
U	<p>UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i></p>	<ul style="list-style-type: none"> • seldom able to work independently • with help, uses materials and processes but work of an unsatisfactory quality or unfinished • little use of initiative, ideas are mostly teacher led • seldom participates in class discussion and feedback • late or incomplete homework • does not show much initiative and not much progress made
I	<p>INADEQUATE <i>(little or no desire to improve performance)</i></p>	<ul style="list-style-type: none"> • little attempt to prevent and correct errors • shown little use of initiative, complete reliance on teacher • evidence of progress is lacking • poor participation and focus in class, often distracting others • little or no effort to complete tasks • negative attitude to new tasks and to fellow students



LANGLEY SCHOOL EFFORT GRADING SYSTEM

HUMANITIES

	DEFINITION	Class Work	Attitude to Work	Contribution and Interest	Home Learning
E	EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i>	<ul style="list-style-type: none"> Work is always thoughtfully presented and organised to the best of their ability. Written work consistently shows depth and detail. Work is carefully scrutinised and proof read for errors. 	<ul style="list-style-type: none"> Consistently strives for improvement and progress. Attempts all tasks with enthusiasm and is not afraid of making mistakes. 	<ul style="list-style-type: none"> Consistently shows a strong interest in the subject. Regularly makes valuable and insightful contributions to lessons and respects those of others. 	<ul style="list-style-type: none"> Meets all assignment deadlines, producing work that goes beyond expectations. Revises at length over a period of time to prepare effectively for assessments/exams.
G	GOOD <i>(above-average effort in class)</i>	<ul style="list-style-type: none"> Work is usually well presented and organised to the best of their ability. Written work often shows depth and detail. Care is taken over written work and errors are often corrected. 	<ul style="list-style-type: none"> Shows concern for improvement and progress. Faces challenges head on and is not afraid of making mistakes. 	<ul style="list-style-type: none"> Shows an interest in the subject. Often makes valuable and insightful contributions to lessons and respects those of others. 	<ul style="list-style-type: none"> Meets assignment deadlines accurately producing work to an expected standard. Spends time revising effectively prior to assessments/exams.
S	SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i>	<ul style="list-style-type: none"> Some work is well presented and organised to the best of their ability. Some written work shows depth and detail. Some care is taken over written work, and many errors are corrected. 	<ul style="list-style-type: none"> Shows concern for improvement and progress, although inconsistent. When faced with a challenge, will sometimes give up. 	<ul style="list-style-type: none"> Shows some interest in the subject. Occasionally contributes to lessons and shows some respect for the views of others. 	<ul style="list-style-type: none"> Inconsistency in meeting assignment deadlines and work produced occasionally below expectations. Spends some time revising for assessments/exams, but it can often be too little, too late.
U	UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i>	<ul style="list-style-type: none"> Work is rarely well-presented and notes are poorly organised. Most written work lacks depth and detail. Correction of errors is largely left to the teacher. 	<ul style="list-style-type: none"> Shows little interest in how to improve and make progress. Often gives up if a task is perceived to be too challenging. 	<ul style="list-style-type: none"> Shows little interest in the subject. Rarely contributes to lessons and shows a lack of respect for the views of others. 	<ul style="list-style-type: none"> Rarely meets assignment deadlines and work produced is often below expectations. Spends little time revising for assessments/exams.
I	INADEQUATE <i>(little or no desire to improve performance)</i>	<ul style="list-style-type: none"> Little or no thought is put into the presentation and organisation of work. Written work is brief and careless with little attempt to correct errors. 	<ul style="list-style-type: none"> Shows no interest in improvement and progress, Is reluctant to attempt tasks that stretch and challenge. 	<ul style="list-style-type: none"> Shows no interest in the subject. Never contributes to lessons and disregards the contributions of others. 	<ul style="list-style-type: none"> Does not meet assignment deadlines and work produced does not meet expectations. Does no revision for assessments/exams.

LANGLEY SCHOOL EFFORT GRADING SYSTEM

MFL

GRADE	DEFINITION	DESCRIPTION
E	EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i>	<ul style="list-style-type: none"> • Always arrives to the lesson keen to learn. • Reveals strong interest and curiosity of the target language and culture. • Embraces linguistic and cultural differences. • Excellent resilience. • Active participation in the lesson. • Prepared to take risks, by independently applying language taught. • Shows consistent striving for improvement. • Excellent personal growth. Homework tasks always completed to a high standard. • Takes the initiative to extend their learning at home.
G	GOOD <i>(above-average effort in class)</i>	<ul style="list-style-type: none"> • Arrives to lessons, ready to learn. • Appreciates linguistic and cultural differences. • Good resilience. • A desire for improvement. • Regular participation in the lesson. • Sometimes prepared to take risks, when applying language taught. • Good personal growth. Homework tasks are usually completed to a high standard.
S	SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i>	<ul style="list-style-type: none"> • Sometimes arrives to the lesson unprepared. • Some attempt to engage in the lesson. • Some effort to complete tasks in class. • Some attention to detail and accuracy. • Accepts linguistic and cultural differences. • Some resilience and concern to improve. • Some personal growth. Some effort made in work completed at home.
U	UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i>	<ul style="list-style-type: none"> • Regularly arrives to the lesson unprepared. • Limited attempt to engage in the lesson. • Insufficient effort to complete tasks in class. • Inattention to detail and accuracy. • Reluctance to accept linguistic and cultural differences. • Limited resilience. • Limited personal growth. Minimal effort made in work completed at home.
I	INADEQUATE <i>(little or no desire to improve performance)</i>	<ul style="list-style-type: none"> • Always arrives to the lesson unprepared. • Little attempt to engage in the lesson. • Little or no effort to complete tasks in class. • Little initiative and progress is uneven and shaky. • Refusal to accept linguistic and cultural differences. • A lack of resilience. • Very little personal growth. No evidence of work completed at home.



GRADE	DEFINITION	DESCRIPTION
E	EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i>	<ul style="list-style-type: none"> • Participates enthusiastically in the tasks set. • Pays attention to detail in their work and uses technical musical vocabulary correctly. • Will persevere through difficult tasks. • Fully observes requirements for each task in the lesson and completes them to the best of their ability. • Shows a strong interest in Music and contributes fully to discussions and performances. • Consistently strives for improvement and undertakes 'Challenge' tasks when possible. • Articulately expresses opinions through constructive feedback for compositions and performances.
G	GOOD <i>(above-average effort in class)</i>	<ul style="list-style-type: none"> • Participates fully in the tasks set. • Pays attention to detail in most of their work and uses some technical musical vocabulary. • Will try and persevere through difficult tasks. • Usually observes requirements for each task in the lesson and completes to the best of their ability. • Shows an interest in Music and contributes to discussions and questions in class. • Shows a desire for improvement and will try 'Challenge' tasks when possible. • Gives opinions and constructive feedback for compositions and performances.
S	SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i>	<ul style="list-style-type: none"> • Participates well in the tasks set. • Sometimes adds additional detail in their work and knows some technical musical vocabulary. • Occasionally perseveres through difficult tasks. • Understands the requirements for each task in the lesson and completes the work. • Shows some interest in Music and occasionally contributes to discussions and questions in class. • Shows some level of desire for improvement but does not generally attempt 'Challenge' tasks. • Gives opinions and feedback for compositions and performances.
U	UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i>	<ul style="list-style-type: none"> • Participates in the tasks set. • Pays little attention to detail in their work but can misuse technical musical vocabulary. • Rarely perseveres through difficult tasks. • The requirements for each task are generally understood but work is sometimes left incomplete. • Shows little interest in Music and rarely contributes to class discussion or answers questions. • Shows little desire for improvement and does not attempt 'Challenge' tasks. • Rarely gives feedback for compositions and performances.
I	INADEQUATE <i>(little or no desire to improve performance)</i>	<ul style="list-style-type: none"> • Participates in the tasks set with minimum effort made. • Work lacks attention to detail and technical musical vocabulary is rarely used. • Does not persevere through difficult tasks. • Work is often left incomplete. • Shows little interest in Music and makes no contribution to class discussion or answering questions. • Shows no desire for improvement. • Does not give feedback for compositions and performances.



LANGLEY SCHOOL EFFORT GRADING SYSTEM

PHYSICAL EDUCATION - CORE

GRADE	DEFINITION	DESCRIPTION
E	EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i>	<ul style="list-style-type: none"> • Always practically and physically prepared for the lesson in terms of correct kit and equipment • Listens to all and follows all Health and Safety instructions • Maintains excellent standards of behavior • Can thoroughly prepare themselves and others physically for the appropriate activity • Perseveres and shows resilience in all areas • Inspires others in all they do • Shows consistent striving for improvement
G	GOOD <i>(above-average effort in class)</i>	<ul style="list-style-type: none"> • Always prepared for the lesson in terms of correct kit and equipment • Listens to all and follows all Health and Safety instructions • Can prepare themselves and others physically for the appropriate activity • Maintains good standards of behavior • Perseveres and show resilience in all areas the majority of the time • Striving for improvement most of the time
S	SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i>	<ul style="list-style-type: none"> • Prepared for the lesson in terms of correct kit and equipment most of the time • Listens to and follows most Health and Safety instructions • Maintains satisfactory standards of behavior • Can prepare themselves and a small group physically for the appropriate activity • Sometimes perseveres and shows resilience in most areas • Shows some interest in striving for improvement
U	UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i>	<ul style="list-style-type: none"> • Sometimes prepared for the lesson in terms of correct kit and equipment • Listens to and follows some health and safety instructions • Consistently displays unsatisfactory standards of behavior • Struggles to prepare themselves and others physically for the appropriate activity • Has difficulty showing perseverance and resilience • Rarely striving for improvement
I	INADEQUATE <i>(little or no desire to improve performance)</i>	<ul style="list-style-type: none"> • Rarely prepared for the lesson in terms of correct kit or material for theory lesson • Involved in health and safety issues • Maintains unacceptable standards of behavior • Not able to prepare themselves and others physically for the appropriate activity • Lacks perseverance and does not show resilience • Shows no interest in striving for improvement



LANGLEY SCHOOL EFFORT GRADING SYSTEM

PHYSICAL EDUCATION - EXAMS

GRADE	DEFINITION	DESCRIPTION
E	EXCELLENT <i>(extraordinary effort in class, exceeding the requirements)</i>	<ul style="list-style-type: none"> • Always practically and physically prepared for the lesson in terms of correct kit and equipment • Listens to all and follows all Health and Safety instructions • Reveals a careful scrutiny of writing and carefully proof-reads for errors • Perseveres and shows resilience in all areas • Always observes deadlines, with work often submitted ahead of schedule • Shows consistent striving for improvement
G	GOOD <i>(above-average effort in class)</i>	<ul style="list-style-type: none"> • Always prepared for the lesson in terms of correct kit and equipment • Listens to all and follows all Health and Safety instructions • Reveals care in writing that prevents and corrects many errors • Perseveres and show resilience in all areas the majority of the time • Always observes deadlines, with work submitted on time • Striving for improvement most of the time
S	SATISFACTORY <i>(satisfactory effort in class, performing satisfactorily, with some self-direction)</i>	<ul style="list-style-type: none"> • Prepared for the lesson in terms of correct kit and equipment most o the time • Listens to and follows most Health and Safety instructions • Attempts to prevent and correct errors prior to and after submitting work • Sometimes perseveres and shows resilience in most areas • Observes deadlines most of the time • Shows some interest in striving for improvement
U	UNSATISFACTORY <i>(some effort in class, but not enough to show full interest in the subject)</i>	<ul style="list-style-type: none"> • Sometimes prepared for the lesson in terms of correct kit and equipment • Listens to and follows some health and safety instructions • Little attempt to prevent and correct errors prior to and after submitted work • Has difficulty showing perseverance and resilience • Work submitted often late and incomplete • Rarely striving for improvement
I	INADEQUATE <i>(little or no desire to improve performance)</i>	<ul style="list-style-type: none"> • Rarely prepared for the lesson in terms of correct kit or material for theory lesson • Involved in health and safety issues • Does not make an effort to correct errors prior to and after submitted work • Rarely hands in work and when it is, it shows little effort • Lacks perseverance and does not show resilience • Shows no interest in striving for improvement

