

Skills & Progress Criteria and Descriptors

Report Criteria	Descriptor		
Initiative – pupil demonstrates the ability to decide what to do next and acts without needing to be prompted	5 – Consistently 4 – Frequently 3 – Usually 2 – Occasionally 1 – Rarely		
Tenacity – pupil demonstrates notable resilience and will persist as challenges increase in difficulty			
Collaboration – pupil can plan, organise and complete work with others to achieve shared goals			
Reflection – pupil can self-assess their own work and act on feedback to identify areas for development			
Creativity – pupil can use inventive and perceptive ways of thinking, using a wide range of sources, to create original work and solve problems			
Progress – A summary of the pupil’s improvements in knowledge, understanding and skills based on evidence from recent classwork, prep and assessments. Note: Judgement is to be made on the improvements in knowledge, understanding and skills you would expect to see for the individual pupil, not in comparison to peers, over the half-term. Progress is generally expected to be <i>good</i> , <i>very good</i> or <i>excellent</i> for the vast majority of our pupils. An additional comment box is available for a target if 1 or 2 is given for low progress or attainment. For example, a misconception within a particular topic area may be causing an issue, or a lack of prep, etc.	5 – Excellent 4 – Very Good 3 – Good 2 – Satisfactory 1 – Low		
Attainment – Recent work has been of the following standard	Y7-9 5 – Excellent 4 – Very Good 3 – Good 2 – Satisfactory 1 – Low	Y10-11 9 8-9 7-8 6-7 5-6 4-5 3-4 2-3 1-2	Sixth Form A* A-A* B-A C-B D-E E-D U