



## **Effort: recording and reporting students' attitudes and behaviours Parents/carers information and guidance**

We have the highest expectations and aspirations for all our students. We know that the harder they work and the more consistent effort they apply, the more they achieve.

In 2015, we moved to *Effort* as our measure for students' attitudes and behaviours in the classroom. This was introduced to align with our vision of a *growth mindset* school providing a *values driven education*. It provided one grade to encompass all attributes and qualities of a student on a 5 (excellent) to 1 (unacceptable) scale. Following a full review of the effectiveness of our current system to assess students' attitudes and behaviours we have updated and changed our effort descriptors, so that at each Assessment Review Point (ARP) teachers award a single effort grade to measure student's effort, behaviour, preparation, and home learning consistently applied over time.

The new **Effort level descriptors** can be found [here](#). We now have 4 sub-categories instead of 9, which will allow for improved alignment between behaviour in lessons, effort in lessons, home learning completion rate, and preparation for learning (punctuality, equipment and presentation of work). Students' effort will be classed as: *Exceptional (4)*, *Excellent (3)*, *Expected (2)* or *Requires improvement (1)*, so that we can recognise those students who exceed expectations and have exemplary attitudes and behaviours. It also removes the more negative language used within the previous descriptors and instead students will be able to know if their effort requires improvement which one of the four areas it links to. Furthermore, to improve the validity, reliability and accuracy of the effort grades, teachers will use *Values Driven Expectations* behaviour, attainment and attendance data to inform the grade inputted.

Finally, to continue to recognise the effort that students consistently put into their learning across all subjects, we are introducing an average effort score. This will not only allow you to see how your child is working across all of their subjects, but it also lets you see how their effort scores compare to other students in the year group.

There is extensive evidence that shows that those who consistently and continually try their best, achieve the greatest levels of success.



*“Success is the sum of small, sustained efforts repeated daily”.*

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At each Assessment Review Point (ARP) teachers use effort level descriptors to award a single effort grade to measure your effort, behaviour, preparation, and home learning consistently applied over time.

### Effort Level Descriptors

| Level   | Descriptor           | A student is at this level because they...  |
|---|----------------------|---|
| Exceptional Effort (4)  | <b>Effort</b>        | Apply 100% effort and actively participate in every task in every lesson.<br>Consistently exceed expectations in independent practice                             |
|   | <b>Behaviour</b>     | Demonstrate exceptional learning behaviours, impeccable conduct and follow instructions first time, every time.   |
|   | <b>Home Learning</b> | Complete 100% of home learning assignments on time and to the highest standard, and routinely complete more than is required.                                     |
|   | <b>Preparation</b>   | Are always punctual with the correct equipment, and have exemplary presentation and pride in their work   |
| <b>Exceptional effort:</b> For a student to achieve this level they must be excelling in all four sub-descriptors and have not received any VDE lines within the subject between Assessment Review Points. A student is unable to achieve this level if they are 'working towards' or below their 'expected progress' pathway                         |                      |   |
| Excellent effort (3)  | <b>Effort</b>        | Apply consistently high levels of effort and participate fully in tasks.<br>Continually meet expectations in independent practice.                                |
|   | <b>Behaviour</b>     | Demonstrate excellent learning behaviours, conduct and are always attentive and focused in lessons.   |
|   | <b>Home Learning</b> | Complete all home learning assignments on time and to a high standard   |
|   | <b>Preparation</b>   | Are punctual with the correct equipment and present work with quality, pride and care.  |
| <b>Excellent:</b> For a student to achieve this level they must be excellent or better in all 4 sub-descriptors and have not received a VDE line for a sub-descriptor within the subject between Assessment Review Points. A student is unable to achieve this effort level if they are 'working towards' or below their 'expected progress' pathway. |                      |   |
| Expected effort (2)   | <b>Effort</b>        | Consistently apply good levels of effort, and with encouragement participate fully in tasks. Complete independent practice successfully with support and guidance |
|   | <b>Behaviour</b>     | Demonstrate positive learning behaviours, conduct, and are consistently attentive and focused in lessons  |
|   | <b>Home Learning</b> | Complete the assigned home learning to the expected standard and consistently meet deadlines  |
|   | <b>Preparation</b>   | Are punctual with the basic equipment, and present work to a good standard  |
| <b>Expected:</b> When a student receives this level, it means that they are consistently meeting expectations but have the capacity and potential to achieve more. A student may have received one VDE line in a sub-descriptor within the subject between Assessment Review Points (ARPs)..  |                      |   |
| Effort requires improvement (1)   | <b>Effort</b>        | Need to work harder and participate more in learning.<br>Lack effort and commitment when completing independent practice.   |
|   | <b>Behaviour</b>     | Have inconsistent learning behaviours and/or conduct with at times a lack of attention and focus  |
|   | <b>Home Learning</b> | Need to complete all home learning on time and to the expected standard   |
|   | <b>Preparation</b>   | Do not always arrive to lessons on time with the correct equipment and work produced needs to be presented with more pride and care                               |
| <b>Requires Improvement:</b> When a student receives this level, it will be due to not meeting expectations in one or more of the effort sub-descriptors, they will have received more than one VDE line in a sub-descriptor between Assessment Review Points (ARPs), and will not be 'exceeding expectations' in progress                            |                      |   |

**Average effort grade**

We now provide you with an average effort grade achieved across all subjects and place you in an average effort band. This allows you to see how consistently you are applying effort across all subjects and how this compares to other students within your year group.

**Average effort grade percentile bandings**

| Effort grade band  | Year group percentile | Average effort grade banding score ( <i>will vary ARP to ARP</i> ) |
|--------------------|-----------------------|--|
| Well above average | 1-10%                 |  |
| Above average      | 11-30%                |  |
| Average            | 31-70%                |  |
| Below average      | 71-90%                |  |
| Well below average | 91-100%               |  |