Grade descriptors for Year 13 term 1 - monitoring 26-27

Teachers:

Attitude Towards Learning (ATL) – Lesson Learning		
5	**Exceptional**	Demonstrates exemplary focus, participation, and curiosity in lessons. Actively contributes and consistently exceeds expectations.
4	**Strong Standard**	Engages positively and consistently in lessons. Demonstrates a strong work ethic and meets high expectations.
3	**Expected Standard**	Participates appropriately in lessons and meets baseline expectations. Shows a generally positive attitude.
2	**Needs Attention**	Engagement is inconsistent. May lack focus or motivation, and does not always meet expected standards.
1	**Urgent Improvement**	Frequently disengaged or disruptive. Immediate intervention required to support learning.
Attitude Towards Learning (ATL) – Independent/Home Learning		
5	**Exceptional**	Independently completes work to a high standard, often going beyond requirements. Shows initiative and excellent time management.
4	**Strong Standard**	Consistently completes homework and independent tasks on time and to a good standard.
3	**Expected Standard**	Completes most tasks as required. Shows adequate organisation and responsibility.
2	**Needs Attention**	Work is often incomplete, late, or lacks effort. Needs support to improve independent learning habits.
1	**Urgent Improvement**	Rarely completes tasks. Shows little commitment to learning outside of lessons. Urgent action needed.

Personal Development course

Personal Development (Teacher Report)		
5	**Exceptional**	Engages with curiosity and maturity in every lesson, leading discussion and group tasks constructively. Applies learning to their own plans (e.g. CAR skill examples, CV, online profile, Unifrog tools) and extends it independently beyond the lesson.
4	**Strong Standard**	Participates positively in discussions, pair and group activities, and completes tasks to a good standard. Reflects thoughtfully on how employability and life skills apply to their own future.
3	**Expected Standard**	Participates appropriately and completes most activities. Contributes when prompted and shows a generally positive attitude towards the course.
2	**Needs Attention**	Engagement is inconsistent. Contributes little to discussion or group tasks, and activities are often incomplete. Does not yet see the relevance of the course to their future.
1	**Urgent Improvement**	Frequently absent, disengaged or disruptive, limiting their own and others' participation. Immediate intervention required.

Tutor monitoring

These grades judge a student's engagement with each strand of tutor time. They are not a judgement of a student's wellbeing, beliefs or chosen pathway.

Engagement with Life After Emmbrook Plans (Tutor Report)		
5	**Exceptional**	Proactively researches and plans next steps (university, apprenticeship, employment or gap year). Seeks out opportunities such as open days, work experience and super-curricular activity, and completes planning tasks well ahead of deadlines.
4	**Strong Standard**	Has clear, well-informed plans and engages fully with tutor-time careers, UCAS and apprenticeship work. Completes planning tasks on time and acts on guidance.
3	**Expected Standard**	Has a general idea of future options and engages with planning activities when prompted. Completes required tasks, though may need reminders.
2	**Needs Attention**	Uncertain or passive about future plans. Limited engagement with tutor-time planning, support or opportunities; tasks and deadlines are often missed.
1	**Urgent Improvement**	Shows no clear direction or interest in post-18 options and avoids planning and support. Key deadlines at risk. Urgent intervention needed.
Engagement with Wellbeing (Tutor Report)		
5	**Exceptional**	Engages fully and thoughtfully in wellbeing sessions, contributing insightfully to discussions and activities. Actively applies strategies for physical health, mental wellbeing and life skills, and helps create a positive culture for others.
4	**Strong Standard**	Participates positively in wellbeing sessions and reflects with maturity. Shows a good awareness of how to look after their physical and mental health and knows where to seek support.
3	**Expected Standard**	Attends and engages at a basic level in wellbeing sessions. Responds to prompts and activities and shows some awareness of the strategies and support available.
2	**Needs Attention**	Engagement in wellbeing sessions is minimal or inconsistent. Rarely contributes or reflects and shows limited interest in the strategies covered. Needs encouragement.
1	**Urgent Improvement**	Frequently absent from or disengaged in wellbeing sessions, or disrupts the participation of others. Immediate follow-up required.
Engagement with RS (Tutor Report)		
5	**Exceptional**	Engages enthusiastically with RS sessions. Completes the Session A reflection task thoughtfully and contributes insightful, well-reasoned views in discussion, engaging respectfully with a wide range of religious and non-religious perspectives.
4	**Strong Standard**	Completes the reflection task and participates well in discussions. Expresses and justifies their own views and shows respect for differing worldviews.
3	**Expected Standard**	Attends and engages at a basic level. Completes most reflection tasks and contributes to discussion when prompted.
2	**Needs Attention**	Engagement is minimal. Reflection tasks are often incomplete and they rarely contribute to discussion. Needs encouragement.
1	**Urgent Improvement**	Frequently absent or disengaged, or shows a lack of respect for the views of others. Immediate support required.