

At Dumfries Academy we believe in having high ambition and expectation for our young people. To reflect this, we have reviewed our reporting approach and will be using the following descriptors in our reporting. It is a 'best-fit' model, where not every statement will apply to every pupil given that judgement. We expect most pupils to sit within category 2 (good) representing a motivated learner.



Effort	
Excellent (1)	Produce work, which is above and beyond expectation, completing all tasks to a high standard. Always arrive fully prepared to learn, never needs reminding of expectations, is quick to be on task, often helping others to do the same.
Good (2)	Produces work to the best of their ability, completing all tasks to the expected standard. Arrives prepared to learn. Rarely needs reminding of expectations and once promoted, will settle down and complete the starter activity.
Inconsistent (3)	They are not actively involved in the lesson. As such, they are not fully engaged with the learning, leading to work below what we would expect. Does not always arrive fully prepared to learn, is too often engaged with others, or distracted, instead of settling down to complete an activity. Needs reminders about classroom expectations.
Needs Improvement (4)	Reluctant to complete work or follow instructions. Work produced is well below expected standard. Consistently fails to arrive ready to learn, regularly causing disruption to the start of a lesson. Pays little notice to reminders about classroom expectations.

(Learning) Behaviour	
Excellent (1)	Produce work, which is above and beyond expectation, completing all tasks to a high standard. Displays a love of learning and shows a high level of enthusiasm and dedication, relishing challenge and taking risks. Questions in class are pertinent and move the learning forward. Listens and responds to instructions very well, willingly seeks feedback to further their learning. Is an excellent role model, working collaboratively with peers in a kind, considerate and supportive manner.
Good (2)	Produces work to the best of their ability, completing all tasks to the expected standard. Enjoys learning, takes an active role in lessons; volunteers answers, demonstrating, and asking relevant questions. Displays perseverance when work is challenging. Listens and responds to instructions well, using feedback positively as an opportunity to learn and develop their understanding. Works collaboratively and effectively with peers when asked to do so.
Inconsistent (3)	They are not actively involved in the lesson. As such, they are not fully engaged with the learning, leading to work below what we would expect. Learning is often passive. Will occasionally ask questions or offer answers in lessons but will tend to give up if the work is difficult and requires more effort. Does not always listen well, not responding to instructions straight away and frequently makes a limited response to feedback. Does not work well in collaboration with others and uses opportunities for discussion to be off task.
Needs Improvement (4)	Reluctant to complete work or follow instructions. Work produced is well below expected standard. Has a poor attitude to learning; demonstrating a significant lack of effort. Will not engage with the task and will not seek help. Avoids challenge and limits their own progress as a direct consequence. Rarely listens nor responds to instructions and responds negatively to feedback. Often refuses to work collaboratively in a meaningful way which can negatively impact their peers.

(Independent Learning) Homework	
Excellent (1)	Produce work, which is above and beyond expectation, completing all tasks to a high standard. Proactively engages with all home learning, producing high quality work. This is demonstrated through factual recall and applications in lessons and assessments. Always thoroughly prepared for assessments. Voluntarily completes extension tasks, additional research or reading.
Good (2)	Produces work to the best of their ability, completing all tasks to the expected standard. Completes all home learning, meeting most deadlines and producing work to the expected standard. Making good progress in recalling and applying knowledge. Well prepared for assessments. On occasion will complete extension tasks, additional research or reading.
Inconsistent (3)	They are not actively involved in the lesson. As such, they are not fully engaged with the learning, leading to work below what we would expect. Engagement with home learning is inconsistent. Work is not always completed on time and is too often rushed and below the expected standard. Consequently, recall of information can be limited. Rarely prepares for assessments.
Needs Improvement (4)	Reluctant to complete work or follow instructions. Work produced is well below expected standard. Does not appreciate the learning value of homework. Work that is completed is well below the expected standard. As a result, struggles to recall knowledge in lesson/assessments. Is not prepared for assessments.

What do we mean by ‘Independent Learning’ or Homework?

Independent learning/homework is the responsibility of the pupil and refers to work that takes place outside timetabled lessons. This may be completed at home, in our study café, or at a local library.

Satchel One is used to schedule directed work set by the class teacher with completion dates to allow pupils to develop their time-management skills, as well as supplement their learning.

Independent study is an opportunity for pupils to set his or her own targets. Creating a culture of independent learning reaps rewards in the Senior Phase where time outside of the school day must be used to ensure success in National Qualifications. Examples of independent study include:

- Revision of material covered in school
- Supplementary reading
- Organising and revision of course notes
- Completing past papers
- Research to enhance understanding
- Preparing for assignments/assessments

