

## QIS Primary Attainment Grades

(Attainment is the level which the child has reached in their learning)

Working Above age-related expectations	Working At age-related expectations	Working Towards age-related expectations	Significantly below age-related expectations
<ul style="list-style-type: none"> <li>The pupil has completed nearly all of the objectives taught as well as some through independent learning.</li> <li>The pupil can explain their own learning accurately using subject-specific terminology.</li> <li>The pupil has achieved mastery/depth of some of the objectives, meaning they can apply their learning to new or different situations</li> <li>The pupil has a depth of understanding greater than that expected at his/her age.</li> <li>The pupil has skills greater than those expected for their age.</li> </ul>	<ul style="list-style-type: none"> <li>The pupil has completed nearly all of the objectives taught (between 80 and 90% of those taught)</li> <li>The pupil can explain some of what they've learned to others</li> <li>The pupil has knowledge/awareness of some subject-specific terminology.</li> <li>The pupil can sometimes apply learned knowledge to new situations.</li> <li>The pupil has a level of understanding and knowledge that would be expected for their age.</li> <li>The pupil has skills that would be expected for their age.</li> </ul>	<ul style="list-style-type: none"> <li>The pupil has completed some of the objectives taught (approx. 25% of those taught)</li> <li>The pupil finds it difficult to explain their learning to others.</li> <li>The pupil has a limited vocabulary for the subject in question and is not confident with many subject-specific terms.</li> <li>The pupil finds it difficult to apply their learning to different situations.</li> <li>The pupil has a level of understanding or knowledge lower than that expected for their age.</li> <li>The pupil has fewer skills than would be expected for their age.</li> </ul>	<ul style="list-style-type: none"> <li>The pupil has completed a limited number of the objectives taught (less than 25% of those taught).</li> <li>The pupil is unable to explain their learning to others.</li> <li>The pupil is unfamiliar with age-appropriate subject-specific terms.</li> <li>The pupil is unable to apply their learning to different situations.</li> <li>The pupil has a level of knowledge and understanding much lower than that expected for their age.</li> <li>The pupil has much fewer skills than would be expected for their age.</li> </ul>

## QIS Primary Effort Grades

1- Outstanding	2- Good	3- Satisfactory	4- Requires Improvement
<p>I almost always put in 100% effort to my work and I am always engaged in lessons. and therefore I can make excellent progress.</p> <p>I am always contributing to lessons by answering questions, leading group work, sharing my ideas, learning from my peers and supporting other students.</p> <p>I go beyond the expectations at times with additional work.</p> <p>I am an independent learner.</p> <p>I never need to be spoken to by a teacher for any negative or disruptive behaviour.</p> <p>I am always polite and always show courtesy towards the teacher and other students.</p> <p>I always have my equipment, learning materials or kit with me at the start of the lesson.</p> <p>I have hit every deadline for homework, sometimes early and I often go beyond expectations.</p> <p>I always strive to achieve higher standards than in my previous homework/classwork</p>	<p>I work well and I am engaged in most lessons and therefore I can make good progress.</p> <p>I regularly attempt to answer questions and take an active part in group-work but sometimes need encouragement to do so.</p> <p>I stay on task without much supervision from a teacher.</p> <p>I rarely need to be spoken to by a teacher for any negative or disruptive behaviour.</p> <p>I am nearly always polite and show courtesy towards the teacher and other students.</p> <p>I nearly always have all my equipment, learning materials or kit at the start of the lesson.</p> <p>I always complete my homework on time.</p> <p>I manage my deadlines and if I need additional time, I am proactive about discussing this with my teachers and parents before the due date.</p> <p>My homework always reflects my best standard of work.</p>	<p>My effort can be inconsistent. I am engaged in my education for the majority of the time but I have lapses in concentration which hinder my learning and possibly the learning of others.</p> <p>I work well in some lessons and not as well in others.</p> <p>I spend the appropriate amount of time on my work.</p> <p>I am usually polite and show courtesy towards the teacher and other students, but on occasion I may let myself down with the way I respond to a teacher or another student.</p> <p>I occasionally forget my learning materials and kit needed.</p> <p>I complete all the homework even if a few were after the deadline.</p> <p>My homework is mostly at my best standards</p>	<p>I do not focus or put enough effort in to my education and therefore I cannot make the progress expected of me.</p> <p>I do not complete work set in the time given.</p> <p>My behaviour sometimes impacts on other students learning.</p> <p>I sometimes portray a negative attitude with teacher or my peers which does not foster good relationships.</p> <p>Sometimes I need to be spoken to by a teacher for negative or disruptive behaviour.</p> <p>I am often unprepared, failing to bring my equipment, learning materials or kit.</p> <p>I miss deadlines and may have given the work in much later than expected or not at all.</p> <p>I regularly do not meet homework deadlines.</p> <p>The work I produce is well below the standard of which I am capable.</p>

## QIS Behaviour for Learning Grades

1- Outstanding	2- Good	3- Satisfactory	4- Requires Improvement
<p>I consistently use classroom time effectively where conversations are focused on the activity and does not disrupt others.</p> <p>I show a well-developed sense of right and wrong and follow the guidelines set from the QIS Learner Profile.</p> <p>I always listen to others and show empathy, demonstrating an understanding and respect of another person's point of view that is different from my own.</p> <p>I show considerable respect for my peers and the adults at QIS and consistently show a duty of care towards the wider school environment and others property.</p> <p>I can consistently show my determination to achieve my best through my actions in and out of the classroom and am able to reflect on myself and make improvements.</p>	<p>I use my classroom time well and most of my conversations are based on the activity. I am aware of the effect of my actions.</p> <p>I demonstrate an understanding of what is right and wrong and will make the right choices that impact my learning in a positive way.</p> <p>I listen to others and demonstrate an understanding of another person's point of view and work well with those who I may not agree with.</p> <p>I role model respect for my peers and the adults at QIS and do my best to show care for my school, a positive attitude, and a willingness to learn.</p> <p>I can show my determination to achieve my best by engaging with the work given to me and trying to challenge myself.</p>	<p>I usually use my classroom time well but can occasionally distract myself and others from the activity.</p> <p>I show a basic sense of right and wrong and try not to engage in inappropriate behaviour in the classroom that will negatively affect my learning.</p> <p>I usually listen to others but sometimes find it difficult to allow other people to express themselves without causing conflict in the classroom.</p> <p>I can demonstrate some respect for the classroom I am in and those around me and will, with reminding, look after the area around me.</p> <p>I sometimes show my determination to achieve by doing the work set but require reminding to keep giving 100%.</p>	<p>I sometimes use my classroom time well but am often off task and disruptive in the classroom.</p> <p>I show little sense of right and wrong and therefore can sometimes make the wrong choices which have a negative impact on my school life.</p> <p>I am not able to listen well to others and show respect for their opinion or view and so tend to shout out over them or react negatively to what they say.</p> <p>I show limited awareness of my surroundings and the people I work with and will not try to look after the equipment provided.</p> <p>I am not always able to settle down in the classroom and show my willingness to learn which leads to red cards on a consistent basis.</p>

## QIS Primary Attitude to School Grades

1- Outstanding	2- Good	3- Satisfactory	4- Requires Improvement
<p>I actively participate in wider school community, am curious about learning and fully engaged, with the ambition to improve or stretch myself.</p> <p>I show great resilience and I persevere and embrace challenges, even when they are difficult.</p> <p>I can ask for teacher support or clarification when all independent attempts have been made.</p> <p>I use my own initiative in a range of situations, and do not always have to be told what to do.</p> <p>Without exception, I wear the correct school uniform and make sure that I positively role model a QIS student when I am out on school trips.</p> <p>I am always punctual to school so that I can fully engage with the learning from the beginning of the day.</p> <p>My attendance is over 95% for the term.</p>	<p>I participate in the wider school community with a positive enthusiasm for learning and will ask and answer questions.</p> <p>I show interest in my learning and am attentive and focused.</p> <p>I show resilience and am willing to persevere when things are difficult but will seek support when I need it.</p> <p>I accept that error is a part of my learning journey and do not give up easily.</p> <p>I willingly do all that is asked of me and sometimes go further.</p> <p>I consistently wear the correct uniform to school and am a positive role model for the QIS student within our community.</p> <p>I am consistently punctual to school and make an active effort to be in class prepared for lessons for 6:50am.</p> <p>My attendance is between 90% to 95% for the term.</p>	<p>I sometimes participate in the wider school community but require prompting from an adult to engage with the learning.</p> <p>I am generally focused, although may need reminding of classroom expectations.</p> <p>I show some resilience but sometimes gives up when things get difficult.</p> <p>I do not always seek teacher support or clarification if I am unsure.</p> <p>I can sometimes show a lack of organisational skills.</p> <p>At times, I wear the correct uniform to school but will sometimes need reminding about what is appropriate.</p> <p>I am often late to school and so miss out on valuable learning time in class with my teacher.</p> <p>My attendance is between 85% and 90% for the term.</p>	<p>I make little effort to be involved in the wider school community and may disrupt the learning of others.</p> <p>I am not engaged in being challenged and will give up without really trying.</p> <p>I avoid asking for teacher support or clarification and so do not take responsibility for my learning.</p> <p>I work to the minimum standard and do not always follow teacher instructions.</p> <p>Despite warnings, I still wear the incorrect uniform to school and my teacher must remind me multiple times.</p> <p>I am regularly late to school and do not try to improve my punctuality even after I have been warned.</p> <p>My attendance is below 85% for the term.</p>