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|  | **Student Name:** | | | | | **End of term:** |
| **Attendance** | **Teamwork** | **Independence** | **Attitude** | **Communication** | **Resilience** |
| **Exceeding** | * Attendance is excellent and the student consistently arrives on time. * They are well organised and use equipment appropriately. * They arrive with a positive attitude and are always ready and willing to work hard. | * The student demonstrates a range of qualities and show that they are a capable and willing member of the team. * They demonstrate flexibility and work as the task requires. * They actively seek skill and knowledge development in a group. | * The student demonstrates a range of qualities and show they are capable and willing to work independently when appropriate. * They actively seek skill and knowledge development working independently. * You can trust that the task will be completed to a high standard. | * The student actively engages in learning and is positive about their learning. * They are interested and curious, and regularly surpass the expected objective. * They are independent, self- motivated and work well in all aspects of the session. | * Communication is always courteous, polite and respectful. * They will accept advice and constructive feedback, and actively seek advice when completing tasks. * They respect peers, staff and the wider community. | * The student has a range of tools to manage emotions when things don’t go their way * The student progresses whilst understanding and keeping to the boundaries set * The student is proactive in solving problems and shows resilience when things go wrong. |
| **Meeting** | * Attendance is good, as is punctuality. * They are well organised and use equipment appropriately. * They settle well at start of sessions when requested. | * They often contribute during sessions and are generally respectful of others in the team. * Appropriate behaviour is displayed, and they often demonstrate knowledge and skill development in a group | * They often contribute when working 1:1 or independently. * They often seek advice to be able to work independently. * Appropriate behaviour is displayed when working 1:1 or independently. * You can trust that the task set will be completed. | * The student engages in learning and completes tasks to a good level. * They can work well with minimal support from staff and regularly meet objectives. | * Communication is courteous, polite and respectful. * They will accept advice and constructive feedback. * Their conduct is good, and they set a positive example to others. | * The student can manage emotions * The student understands the boundaries set and keeps to them. * The student can demonstrate problem solving skills when things go wrong. * The student can show resilience (with some support) when things go wrong. |
| **Working towards** | * Attendance and punctuality are variable, but often good. * They sometimes require reminders about use of equipment. * They require reminders to settle at beginning of sessions. | * They occasionally contribute to sessions in a team. * They occasionally need reminders about considering the views of others. * Some development of skills and knowledge is evident | * They occasionally contribute to sessions when working 1:1 * They sometimes seek advice to be able to work independently. * Appropriate behaviour can fluctuate. * The completion of tasks when working independently or 1:1 can vary. | * The student often participates at an acceptable level but will require reminders and support. * They often will not seek to improve and will not actively seek support. * They can work well but will require regular additional support and input. | * Communication is generally courteous, polite and respectful however sometimes reminders are needed. * Conduct is generally good, but reminders are sometimes needed. * They will accept constructive feedback but will not always follow advice given. | * The student can generally manage emotions when things don’t go their way * The student understands but struggles to keep to the boundaries set * The student will sometimes demonstrate problem solving skills. * The student can sometimes show resilience when things go wrong |
| **Not yet met** | * Attendance and punctuality are poor and rarely good. * They find it difficult to settle at the beginning of sessions and require frequent input from staff | * They rarely contribute to sessions in a group, and often require reminders about their behaviour or attitude. | * They rarely contribute to sessions when working 1:1 * They do not complete tasks when working independently or 1:1 | * The student finds it difficult to engage without regular reminders. * They will not improve/or change work in response to feedback. * They require frequent additional staff input. | * Communication is often discourteous and disrespectful. * Conduct is often below expectation. * They do not respond well to constructive criticism and struggle to follow instruction. | * The student demonstrates little ability to manage emotions when things don’t go their way/things go wrong * The student doe not adhere to boundaries * The student doesn’t engage with problem solving |