

Mindset Matrix

	Summary	Mindset
1	<p>Excellent</p> <p>Has developed growth mindset</p>	<p>Enthusiastically engages with all learning opportunities</p> <p>Understands the importance of challenge and actively seeks it</p> <p>Is resilient, responds positively to failure, shows enthusiasm at the success of others</p> <p>Actively seeks feedback and acts upon it with enthusiasm</p> <p>When given the opportunity, works fully independently</p> <p>Often shows evidence of learning from sources outside the classroom</p> <p>When absent from lesson, always finds teacher to make sure no learning opportunity is lost</p>
2	<p>Good</p> <p>Evidence of growth mindset</p>	<p>Engages positively with all learning opportunities</p> <p>Understands the importance of challenge and sometimes seeks it</p> <p>Is resilient and responds positively to failure</p> <p>Acts upon feedback with enthusiasm</p> <p>When given the opportunity works independently</p> <p>Occasionally shows evidence of learning from sources outside the classroom</p> <p>When absent from lesson, normally finds teacher to make sure no learning opportunity is lost</p>
3	<p>Satisfactory</p> <p>Elements of both growth and fixed mindset</p>	<p>Generally engages positively with learning opportunities</p> <p>Normally does not give up when faced with challenge</p> <p>Normally resilient and responds reasonably to failure</p> <p>Acts upon feedback</p> <p>Can work independently though sometimes does not; often seeks reassurance from teacher</p>
4	<p>Cause for concern</p> <p>Evidence of fixed mindset</p>	<p>Often does not engage positively with learning opportunities</p> <p>Gives up easily when faced with challenge</p> <p>Rarely shows resilience and does not generally deal with failure well</p> <p>Has to be encouraged to act upon feedback</p> <p>Lacks independence, drifts off task without guidance</p> <p>On more than rare occasions, leaves work unfinished or not attempted</p>
5	<p>Poor</p> <p>Fixed mindset</p>	<p>Generally does not engage positively with learning opportunities</p> <p>Seeks to avoid challenge</p> <p>Reluctant to, or does not, respond to feedback</p> <p>Little evidence of ability to work independently, regular monitoring and guidance required from teacher</p> <p>Often leaves work unfinished or not attempted</p>

Behaviour Matrix

	Summary	Cooperation / collaboration	Self-management	Response to intervention	Equipment	Presentation
1	Excellent Behaves excellently at all times.	Cooperates and works collaboratively with staff and students excellently.	Always manages own behaviour.	Responds extremely positively to teachers' strategies at all times.	Always has the correct equipment, and uses it appropriately in lessons.	Puts great effort into presentation, quality of layout and neatness.
2	Good Behaves well at nearly all times.	Cooperates and works collaboratively with staff and other students well.	Predominantly manages own behaviour. Staff intervention rare.	Responds very well to teachers' strategies at all times.	Brings the correct equipment to nearly all lessons, and uses it appropriately in lessons.	Puts effort and care into presentation, quality of layout and neatness.
3	Satisfactory Behaves well most of the time.	Cooperates and works collaboratively with staff and students well, with occasional slips.	Behaviour generally self-managed, immediately returns to task when staff intervene.	Responds well to teachers' strategies at nearly all times.	Brings the correct equipment to most lessons and generally uses it appropriately.	Puts acceptable care into presentation, layout and neatness.
4	Cause for Concern Sometimes, behaves in a way that can lead to a lack of learning / disorder / disruption.	Frequently struggles to work collaboratively and cooperate with staff and / or other students.	Often cannot manage own behaviour and is off task, leading to staff intervention.	Sometimes does not respond well to teachers' strategies.	Often does not bring the correct equipment and does not use it appropriately in class	Takes little care with presentation, layout and neatness.
5	Poor Regularly behaves in a way that leads to disorder / disruption and limits learning for others.	Rarely cooperates and works collaboratively with staff and / or other students.	Rarely manages own behaviour and is frequently off task, leading to regular staff intervention.	Often does not respond well to teachers' strategies.	Rarely brings the correct equipment and does not use it appropriately.	Takes very little care with presentation, layout and neatness.

Homework /coursework Standards – Matrix

	Deadlines	Effort	Presentation	Feedback
1	Excellent Deadlines always met. No exceptions.	Puts great effort into work; ample time is spent on it. Any extension opportunities are taken.	Puts great effort into presentation, quality of layout and neatness.	Actively seeks feedback and independently sets about improving work.
2	Good Deadlines nearly always met; exceptions to this very rare. If a deadline is to be missed, the teacher is notified in advance.	Puts good effort into work. It is completed to best of ability. Time has been spent on it.	Puts effort and care into presentation, quality of layout and neatness.	Receives feedback keenly and puts it into practice with enthusiasm.
3	Satisfactory Regularly meets deadlines; failure to do so uncommon. If deadline is missed, follow-up deadline always met.	Puts clear effort into homework, and spends acceptable time on it. It is completed in line with student ability.	Puts acceptable care into presentation, layout and neatness. Occasional lapses.	Takes on board feedback and acts upon it, with subsequent improvement deadlines met.
4	Cause for Concern Fails to meet deadlines on more than rare occasions. Can fail to meet follow-up deadlines.	Sometimes fails to put enough effort into work to complete it well. It is sometimes rushed and not completed as well as it might be.	Often takes little care with presentation, layout and neatness.	Often does not act on feedback or puts little effort into making improvements.
5	Poor Deadlines regularly missed. Follow-up deadlines also missed.	Regularly puts little or no effort into the work. Work rarely has enough time spent on it. Work produced is well short of ability.	Generally takes very little care with presentation, layout and neatness.	Does not welcome feedback and does not act on it.