

The Gilbert School

Part of the Alpha Trust



Learning Profile

6: The student is always highly motivated, independent and resilient. They persevere until they succeed, even when faced with a high degree of challenge. The student takes responsibility for their own learning and when appropriate, is mindful of previous feedback when accomplishing new tasks. The student displays a love of learning and has a strong desire to succeed. They learn with creativity but pay close attention to the accuracy and quality of their written communication.

5: The student is well motivated, is developing independence and perseveres with most things, even when they are difficult. The student takes responsibility for their own learning and is mindful of previous feedback when accomplishing new tasks. They often display ambition to succeed. They learn with creativity but pay attention to the accuracy and quality of their written communication.

4: The student is usually well motivated and works effectively with support and guidance. They can persevere with some tasks for satisfactory periods of time, asking for help and having another go when things are difficult. The student usually makes use of feedback provided when accomplishing new tasks. The student is taking more responsibility for their own learning and is usually prepared to learn though can very occasionally lose motivation or resilience. The student recognises the importance of accuracy and the quality of their written communication, which is generally good.

3: The student can be well motivated though can need considerable support and guidance at times. The student is beginning to persevere with some things for short periods of time and is aware of the need to take responsibility for their own learning. Whilst feedback is provided the student does not always make effective use of this to improve work. The student can require occasional reminders to stay on task. There are also occasions when the accuracy and quality of their written communication falls below expectation.

2: The student is not well motivated, needs considerable teacher input and control and rarely sticks at things, particularly when they are difficult. The student rarely takes responsibility for their own learning and is rarely ready to learn. Feedback provided is infrequently used and as a result progress is slowed. The student's behaviour may often be inappropriate and the ISR may have been used to protect other students' learning. The accuracy and quality of their written communication is below expectation.

1: The student has little or no motivation and even with considerable teacher input and control, rarely cooperates or sticks at things. The student is unwilling and unprepared to learn and takes no responsibility for their own learning. The student does not attempt to use feedback to improve work. The student's behaviour can be disruptive, often preventing others in the class from learning. They are frequently removed to the ISR.

Abs: The student has not attended enough lessons to make a judgement.

Headteacher: Mr J Mitchell

Brinkley Lane, Colchester, Essex CO4 9PU

Tel: 01206 842211 Email: admin@gilberd.com Website: www.gilberd.com

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Registered in England and Wales Company No 07755713

Registered office: Norman Way, Colchester, Essex CO3 3US



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Homework Profile

6: The student is always responsible for making sure homework is completed, handed in on time and well presented. Homework is always detailed and often demonstrates creativity and flair. The student frequently demonstrates resilience, and consistently searches out and uses a range of learning materials demonstrating resourcefulness and independence in the face of all tasks and in particular the most challenging. Spelling, punctuation and grammar are always checked carefully, and the student always acts on the advice of previous teacher feedback.

5: The student is responsible for making sure homework is completed, handed in on time and well presented. Homework is detailed and is beginning to demonstrate creativity and flair. The student is beginning to show the ability to search out and use a range of learning materials, demonstrating resourcefulness and independence in the face of most tasks. Spelling, punctuation and grammar are checked carefully, and the student regularly acts on the advice of previous teacher feedback.

4: The student is usually responsible for making sure homework is completed, handed in on time and well presented. Homework is completed to a generally satisfactory standard and is sometimes detailed. The student has demonstrated the use of a range of learning materials showing independence and resourcefulness. Spelling, punctuation and grammar are checked, sometimes carefully, and the student usually acts on the advice of previous teacher feedback.

3: Homework occasionally shows some detail and is completed to a satisfactory standard though it is evident that they need support and regular reminders to complete homework at school and at home. Although the student is aware of the need to take responsibility for homework being completed and handed in on time, the occasional homework detention is required. Homework is not always presented with evidence of checking the spelling, punctuation and grammar.

2: The student rarely takes responsibility for homework being completed and handed in on time or for being well presented. Homework is not detailed or completed to a satisfactory standard. The student needs considerable support to complete homework at school and at home. Homework detentions have been fairly frequent.

1: The student does not take responsibility for homework being attempted or handed in. The student requires significant input before attempting homework at school and at home. Homework detentions are a weekly occurrence despite the support offered.

n/a: This applies to subjects where no homework is set, and where there is long term staff absence.

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