

Pupil Progress Reporting

Updated: August 2025

Appendix 1: Grade Descriptors

Effort

4- Outstanding	3- Very Good	2- Good	1- Requires Support
Self-discipline, Self-reflection, Independent Motivation, Persistence, Conscientious Application to Classwork and Homework- Aim High			
Sets realistic, ambitious goals; monitors progress and self-reflects insightfully on strengths and areas for growth. Demonstrates intrinsic motivation; initiates and sustains learning with curiosity and focus. Works through difficulties with resilience; independently seeks strategies or support when needed. Consistently produces thoughtful, well-completed work; manages time effectively. Highly organised; consistently prepared for lessons, activities, and deadlines. Independently demonstrates proactive time and space management.	Sets and reviews goals with encouragement; developing self-reflective habits. Shows motivation to learn; completes tasks independently when routines and expectations are clear. Maintains effort on tasks; recovers quickly from setbacks with encouragement. Completes work with care; meets deadlines with occasional reminders or support. Generally organised; materials and tasks are ready with occasional prompts. General consistency in following reminders and schedules.	Can identify goals and progress with support; responds to structured reflection prompts. Needs occasional encouragement or scaffolds to begin or sustain learning activities. Tries to complete tasks but may need adult reassurance or structured breaks. Attempts work with developing attention to detail; benefits from clear structure or routine. Developing organisational routines; benefits from reminders and structured support. Beginning to use digital and physical organisation tools; needs help building routine.	Needs structured opportunities and adult facilitation to reflect on progress and behaviours. Responds to adult encouragement or structure to stay engaged; may need personalised strategies to build agency. Requires regular check-ins, flexible pacing, or emotional support to stay with a task. Needs support in planning, organising, or completing tasks; responds well to chunked instructions and support. Requires frequent guidance to manage materials, time, or routines; responds well to support systems. Needs assistance or modelling to use organisational tools; benefits from alternative strategies or adult support.

Behaviour

4- Outstanding	3- Very Good	2- Good	1- Requires Support
Classroom Conduct and Attitude, Politeness and Respect, Consideration for the Learning of Others- Be Kind and Respect All			
Consistently regulates behaviour and emotions; shows initiative in making positive choices. Consistently engages positively; demonstrates ownership of learning; adapts flexibly to challenges. Models kindness and empathy and actively supports a positive learning environment; encourages and helps peers where appropriate and promotes a positive, inclusive culture. Always on time; self-manages transitions and timetable independently	Manages own behaviour well; responds positively to reminders and expectations. Regularly demonstrates polite behaviour. Respectful, kind and considerate; resolves disagreements appropriately. Recognises the needs of others and works collaboratively in group or class settings. Usually punctual; responds well to structures and reminders.	Generally follows expectations with occasional reminders or cues. Generally polite and respectful; occasional reminders help maintain consistency in interactions. Usually works cooperatively; responds to prompts to reduce distractions or share resources. Occasional lateness; improving time management with adult support.	Benefits from consistent regular structure, prompts or co-regulation to manage behaviour and choices. Need adult guidance to understand or practise respectful interactions, especially in new or busy settings. Need support in understanding shared spaces and the impact of their actions on others' learning. Needs help navigating time and transitions; responds well to consistent routines and check-ins.

Engagement

4- Outstanding	3- Very Good	2- Good	1- Requires Support
Classroom Focus, Communication (Verbal and Body Language), Punctuality, Participation and Contribution in Class and Groups- Join In			
Sustains attention independently across tasks; anticipates transitions and adapts smoothly. Communicates clearly and confidently; shows awareness of tone, expression, and non-verbal signals. Actively engages in discussions; values and encourages others' contributions. Demonstrates strong curiosity and consistently seeks deeper understanding; takes pride in quality. Actively engages in a range of clubs, leadership roles, and events; supports others' involvement.	Maintains focus well; uses self-help strategies or responds to cues to re-engage. Expresses thoughts well; generally positive and respectful in verbal and non-verbal communication. Participates willingly; shares ideas and listens to others respectfully in group settings. Works diligently; challenges self and shows a desire to improve. Participates in wider opportunities and contributes positively; open to new experiences.	Stays focused with occasional prompts or reminders; beginning to develop independent strategies. Communicates when prompted; working on clarity or consistency in tone, volume, or body language. Joins in with encouragement; learning to take turns and contribute relevant ideas. Engages with learning; needs occasional reminders to maintain focus or extend effort. Joins in when supported or encouraged; building confidence in wider school settings.	Benefits from frequent check-ins, visual or verbal prompts, or adapted tasks to support attention. Needs adult modelling, scaffolding, alternative communication methods to express self or structured roles to engage in group/class activities; benefits from clear expectations. Needs support with routines, preparation, or transitions; responsive to adult guidance or assistive strategies. Needs encouragement or adaptations to feel safe and confident participating; benefits from differentiated expectations.

S1/2 Attainment

4- Outstanding	3- Very Good	2- Good	1- Requires Support
Growth matters: High achievement can also mean progress from starting point, not just exceeding age expectations. A pupil's journey is individual, they have different starting points, and the aim is to develop individually.			
Demonstrates consistently high achievement; applies knowledge and skills across contexts with depth. Demonstrates deep understanding; connects ideas across topics; uses subject-specific vocabulary accurately and confidently. Demonstrates original, critical, or creative thinking; evaluates, reasons, and reflects with clarity. Writes fluently and accurately for purpose and audience; organises ideas clearly; uses advanced vocabulary and structure. Able to express this knowledge clearly, convincingly and with a degree of sophistication, both verbally and in written work. Achieves consistently high scores in assessments or shows exceptional growth; interprets questions independently and thoroughly.	Achieves well in line with expectations; applies learning in familiar contexts with growing confidence. Shows secure understanding of taught content; beginning to make links and apply concepts independently. Shows logical reasoning and critical engagement with ideas; asks relevant questions. Communicates ideas effectively with appropriate structure and vocabulary. The quality of both their thinking and their answers is thoughtful, both verbally and in written work. Performs well on assessments; understands question types and responds accurately with minor support.	Working within expected standards; developing understanding and skills with support and routine. Understands core content; can recall key facts or processes with support or prompting. Engages with tasks using basic reasoning skills; benefits from thinking frames or guided questions. Conveys meaning with basic structure demonstrating an ability to use the terminology of the subject correctly; may need help with spelling, punctuation, or editing. Achieves scores within the expected range; may need reminders or reassurance during testing situations. With continued hard work and application the teacher considers at this stage of the course there are no barriers to continuing future progress in this subject.	Progressing at an individualised pace; shows emerging understanding with tailored support and interventions. Developing early understanding of the concepts and ideas of the course; requires scaffolding and repetition to access and recall knowledge. Developing thinking strategies; needs modelling, visual aids or sentence starters to express ideas. Needs support with transcription and composition; responds well to scaffolds, scribing or alternative formats. May not yet demonstrate full knowledge in assessments format; shows learning better through alternative evidence or supported assessments

Progress Are they on track?	Exceeding	On Track	Not Yet
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Exceeding: This means the pupil is surpassing expectations or achieving a higher level of success than anticipated. For example, their work demonstrates mastery and goes beyond the expected level.

On track: This indicates that the pupil is making progress as planned and is likely to achieve in line with expectations.

Not yet on track: This suggests that progress is behind schedule or not meeting expectations.

S3- S6 Attainment

Target Grade Based on baseline and prior-attainment data, as well as knowledge of the pupil	A	B	C	D	N/A
Working at Grade Teacher judgement based on academic work completed to date	A	B	C	D	N/A

Progress Are they on track?	Exceeding	On Track	Not Yet
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Exceeding: The pupil is surpassing expectations or achieving a higher level of success than anticipated. Their work demonstrates mastery and goes beyond the expected level.

On track: The pupil is making progress as planned and is likely to achieve their target.

Not yet on track: The pupil's progress is behind schedule and not yet meeting expectations.

The following factors are taken into consideration when determining any of the grades (not exhaustive):

- The target grade is based on baseline and prior-attainment data, as well as our knowledge of the pupil. The target grade should be realistic and suitably aspirational.
- Teachers use a variety of evidence, including homework, coursework and tests, to determine a pupil's current working at grade.
- Changes typically involve one grade shift up or down, for example A to B or C to B. However, where there has been a dramatic change in the performance of a student, the teacher may move the Working Grade up or down two grades.
- Working at grades will be assigned conservatively, especially when they border B and A.
- The grades assigned reflect the level at which the student is currently studying. Therefore S3 N5 grades reflect performance, targets and predicted outcomes for their final N5 results in S4. Naturally these may be much lower in S3 and will build towards the end of S3 and into S4 as progress is made through the qualification.
- There may be a significant difference between the working at grade and the target grade eg at the start of the course or if the pupil is not working as well as they could do.