

		<b>Behaviours for learning Mathematics</b>		
		<b>Courage</b> <i>The way in which pupils embrace and react to ideas and opportunities new concepts or ideas</i>	<b>Perseverance</b> <i>The degree to which pupils show grit and determination towards their learning activities</i>	<b>Respect</b> <i>The degree to which pupils allow and encourage themselves and others to learn</i>
<b>Exceptional</b>	<b>4</b>	<p>Consistently willing to take on difficult problems and risk making mistakes.</p> <p>Consistently risk explaining their mathematical thinking in the classroom and accept critique from peers and teachers.</p> <p>Consistently engages appropriately in debate in the maths classroom.</p> <p>Consistently prepared to tackle problems independently.</p>	<p>Consistently prepared to work through difficult tasks to reach a complete solution. Looks for errors in one's own working and seeks methods for improving errors.</p> <p>Works on a problem for as long as possible before giving up. Willing to try new topics and use prior knowledge to facilitate one's own learning.</p>	<p>Consistently completes all set work (classwork and homework) on time.</p> <p>Respects the views of others when debating mathematical processes and/or methods.</p> <p>Supports the learning of others through respectful behaviour.</p>
<b>Strong</b>	<b>3</b>	<p>Often willing to take on difficult problems and risk making mistakes.</p> <p>Often risk explaining their mathematical thinking in the classroom and accept critique from peers and teachers.</p> <p>Often engages appropriately in debate in the maths classroom.</p> <p>Often prepared to tackle problems independently.</p>	<p>Often prepared to work through difficult tasks to reach a complete solution but may need encouragement to keep going and check on class notes/examples.</p> <p>Will look for ways to improve one's own work but may need support in doing so.</p>	<p>Often completes the majority of set work on time.</p> <p>Respects the views of others.</p> <p>Often supports the learning of others through respectful behaviour.</p>
<b>Progressing</b>	<b>2</b>	<p>Sometimes willing to take on difficult problems and risk making mistakes.</p> <p>Sometimes risk explaining their mathematical thinking in the classroom and accept critique from peers and teachers.</p> <p>Sometimes engages appropriately in debate in the maths classroom.</p> <p>Sometimes prepared to tackle problems independently.</p>	<p>Gives up quite quickly on a problem and often declares "being stuck" or "too confused to continue".</p> <p>Needs to be prompted to seek out improvements in one's own work.</p> <p>Needs to be prompted to keep going.</p>	<p>Fails to meet deadlines in class and with homework.</p> <p>Does not listen to the views of others and/or monopolises discussion time.</p> <p>Does not support the learning of others via disrespectful behaviour such as chatting/complaining.</p> <p>Often fails to remain on task.</p>
<b>Concern</b>	<b>1</b>	<p>Rarely willing to take on difficult problems and risk making mistakes.</p> <p>Rarely risk explaining their mathematical thinking in the classroom and accept critique from peers and teachers.</p> <p>Rarely engages appropriately in debate in the maths classroom.</p> <p>Rarely prepared to tackle problems independently.</p>	<p>Not being willing to stick at a problem without teacher help.</p> <p>Asks for help before giving the problem a go.</p> <p>Asks for help without looking up class notes/examples.</p> <p>Declares work to be "too hard" without having read through the problem.</p>	<p>Fails to meet homework deadlines.</p> <p>Fails to remain on task during class time.</p> <p>Disrespects the learning of others via disruptive behaviour.</p> <p>Disrespects the views of others by not listening or talking over others.</p>