		Behaviours for learning Mathematics		
		Courage *The way in which pupils embrace and react to ideas and opportunities new concepts or ideas*	**Perseverance** *The degree to which pupils show grit and determination towards their learning activities*	**Respect** *The degree to which pupils allow and encourage themselves and others to learn*
Exceptional	**4**	I consistently try to improve my writing with ambitious vocabulary, experimenting with language and learning from mistakes. I read books that are sometimes challenging.	I respond to tasks in full detail. I read my teacher's comments and act upon them to improve. I read regularly for pleasure.	I listen carefully and respond constructively. I present my work neatly. I meet deadlines. I encourage and support my peers when they share their ideas and writing
Strong	**3**	I engage in most tasks with enthusiasm I am willing to use increasingly ambitious vocabulary in my writing.	My writing is increasingly detailed. I can work by myself even when the task is challenging. I often read for pleasure.	I enjoy contributing to class discussions. I know when to listen. I value the range of opinions in my class. I acknowledge advice given to me about how to improve
Progress	**2**	I will sometimes use new vocabulary and techniques in my writing to show I am improving.	I can mostly get on with my work without asking for help immediately from my teacher or friends. My answers tend to be brief. I sometimes read for pleasure.	I am usually able to listen to my peers and teacher without interrupting. I sometimes hand work in late. I know that I need to be more respectful of others around me.
Concern	**1**	My vocabulary range isn't developing beyond basic expressions. I rarely share my ideas with others	I often write very short answers. I rarely complete tasks. I rarely read books.	I often distract other students from their work. I talk over others. I rarely complete tasks. I rarely act on advice about how to improve my work