



Review Comments
&
Target Setting

Review Comments

	Work-related		Homework		Effort (Positive)
--	--------------	--	----------	--	-------------------

	Effort (Satisfactory/Negative)		Absences/Late Enrolment		Presentation of Work
--	-----------------------------------	--	----------------------------	--	----------------------

Achievement & Effort

	Is able to work through complex problems and explain his results.
	Hurries through work to get an answer without checking his results.
	Becomes frustrated quickly when he doesn't understand the question.
	Greatly improved recall of number facts.
	Sometimes doubts his abilities and is unsure of his answers.
	Very able to recall facts and is equally able to work through complex problems and explain his results.
	Enjoys problem-solving tasks that challenge his abilities.
	When properly focused, _____ can work independently, or as part of a pair, on tasks that require more than just simple steps to the solution.
	Is a confident learner who is able to work through complex problems by breaking them down into simpler steps and even checking the validity of his answers.
	He is successful at _____ and _____ but finds _____ and _____ more challenging, especially when _____.
	_____ has proven he has a good knowledge base in _____.
	_____ has also been consistent in returning his homework which is also a reflection of his willingness to do well.
	_____ homework efforts have been inconsistent.
	His homework efforts have been inconsistent and to a barely satisfactory standard.
	When in the right mind-set, he is also willing to help those who are less able than himself.
	_____ is keen to do well, responds positively to praise and participates fully in lessons most of the time.
	It has been evident from his class work and homework that _____ is a very capable student with a good knowledge and understanding of multiple math concepts.
	_____ has progressed consistently this year due to his desire to 'get on with it'.

He has proven himself capable across most, if not all, concepts studied this year and with continued diligent effort will see good results as he enters into his examinations.

Often the first to get started on the lesson activities, _____ is consistently giving 100% effort in class.

_____ wants to do well and often give 100% effort in lessons.

Achievement & Effort

Has made steady progress throughout the year, although his willingness to settle for the minimum has meant he has not reached his full potential.

_____ has shown throughout the year that he is a capable student who has lacked the level of effort required to achieve to his potential.

He has been slightly limited by his need to be accepted by his peers.

Whilst he at times needs support during activities, he is willing to accept the help and use it to aid progress.

His attainment throughout the year has not lived up to his potential.

If _____ can focus on his academic development instead of his social development, he will see marked improvements in his results next year.

He has regularly shown that he has the ability to achieve to a good level, yet he often lets himself down by behaving inappropriately and allowing his efforts to flounder.

Working at a satisfactory level.

_____ has achieved a standard below his potential this year due to his struggle with being influenced negatively by others.

He seems capable of current level when he is able to focus.

_____ is slow to begin work and constantly seeks distraction.

It is hoped he will attend more frequently so we can properly ascertain his levels and help him to achieve his potential.

During the lessons he has attended, it has been evident that, if he was willing, _____ could complete a good amount of work to a satisfactory standard.

Due to _____'s late enrolment, frequent absence sand a tendency to abscond from lessons it has not been possible to accurately gauge his current level of ability in _____.

Limited number of lessons being taught through non-attendance.

_____ has had some difficulty adjusting to the class.

Frequent absences have made assessment of his levels difficult.

His classwork is always of a neat and well-presented nature, even though he may at times struggle to complete tasks because of this.

_____ has a good level of pride in his work.

His only downfall with regard to his effort is his tendency to try to rush through his work, often leading to untidy presentation and silly mistakes in his working.

This page is intentionally blank.

Engagement	Start/Prior Lessons	Work Ethic
------------	---------------------	------------

Behaviour	Accepting Correction	Positive Turn-around
-----------	----------------------	----------------------

Behaviour & Attitude

Seems to enjoy _____ and has good potential in the subject.

_____ shows an enjoyment for the subject and has always been willing to do the work requested.
--

--

Mostly concentrates on his work, however, can try to dominate others, sometimes physically.

He has had particular difficulty with allowing himself to be distracted by the behaviours of others.
--

Requires constant reminders to keep him on task.
--

_____ has also been on the edge of numerous behavioural problems with the group

--

Tries hard to ignore negative influences of his peers in class.

It is hoped that as _____ matures and relies less on seeking the approval of others, his attainment in the subject will blend closer to his actual potential.

If _____ continues in this manner we will see good results academically in the coming year and will be seen as a responsible member of the college community.

--

He struggles to accept positive criticism and correction, even when he would benefit from listening.
--

_____ is usually able to turn his behaviour around with staff help and finish the lesson positively.
--

_____ still needs to develop acceptance of criticism and discipline if he is to improve further and achieve to his full potential.
--

--

_____ has, at times, started the lesson with continued silly behaviour from previous lessons.

_____ has consistently shown he is capable of focusing on the work for the lesson, although there have been times where he has struggled to concentrate on tasks after issues prior to starting the lesson,

--

Very willing to work hard and desire to do well.
--

_____ occasionally finds staying on task difficult.

More recently _____ has been able to attend lesson with the attitude to work.

_____ has adapted well to the classroom structure and is proving that he can work within a variety of learning styles.

_____ has shown he is capable of working well with others, but seems to prefer working on individual tasks.

He works well with the right incentives and responds positively to praise.

_____ is always willing to complete all the work required of him, and is mostly able to ignore distractions and stay on task for the duration of the lesson.

S

Specific

- What: What do I want to accomplish?
- Why: Specific reasons, purpose or benefits of accomplishing the goal.
- Who: Who is involved?
- Where: Identify a location.
- Which: Identify requirements and constraints.

M

Measurable

- How much?
- How many?
- How will I know when it is accomplished?

A

Achievable

- How can the goal be accomplished?
- How realistic is the goal based on other constraints?

R

Relevant

- Does this seem worthwhile?
- Is this the right time?
- Does this match our other efforts/needs?
- Are you the right person?
- Is it applicable in the current socio-economic environment?

T

Time-bound

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

Report Targets

Attendance	Listening to Instructions	Start of Lesson
Effort/On Task	Focus on Behaviour	Ignore Distractions
Noise/Language	Subject Specific	Miscellaneous

	Attend lessons regularly with an attitude to work.
	Attend college more regularly and participate fully in lessons.
	Improve your attendance in accordance
	As your attendance improves, try to focus more in the lessons you attend without giving attention to the others in the class.
	Listen to and follow staff directions when they are first given.
	Listen to staff instructions and follow their guidance, it is given for your benefit.
	Listen to and show respect for staff, following their instructions and guidance when first given, it is to your benefit to do so.
	Listen to staff and follow their directions, focussing on your own behaviour and not the behaviour of your peers.
	Follow all staff direction – it is given to keep you on task and help you manage your own behaviour.
	Follow staff instructions and the college rules. This will allow you the freedom to achieve to your full potential.
	Listen to all staff instructions and follow their instructions, guidance and advice, because it is given to help you.
	Start each lesson positively and as you mean to continue, giving 100% effort.
	Start tasks immediately and stay focussed until activities are finished.
	Start each lesson afresh and with an attitude to work and complete all tasks.
	Start lessons and tasks immediately staying focussed until activities are finished.
	Start lessons and tasks immediately, staying focussed until all activities are finished. Ask politely for help if you are finding tasks challenging.
	Start lessons and tasks immediately, staying focussed until activities are finished. See things through to the end and don't give up if they become difficult.
	Give 100% effort in all lessons and activities, starting work quickly and finishing all tasks.

	Finish all tasks set without delay and return all homework complete and on time.
	Hand in all homework and complete all class work to give yourself the best chance to achieve.
	Complete all tasks with the appropriate level of care – do not be satisfied with rushing through just to have them finished.
	Take more pride in your work – try not to rush, check your answers and present your work neatly.
	Try to take a little more pride in the work you produce – finished first does not mean finished best.
	Continue to pay attention to the detail you put in your work – keep the standard high and your results will follow.
	Keep up the good work. Ensure that your work is always to the best of your ability.
	Keep up the good work. Remember to start each lesson as you mean to continue – positively.
	Feel free to ask for more challenging work once tasks are completed, or offer your assistance to those who are less able.
	Complete all tasks set and ask for assistance if you need help. Always give 100% effort.
	Allow staff to direct you through activities and your learning in general – we are here to help.
	Allow staff to assist you when tasks become too challenging, try not to become distracted or frustrated.
	Focus on your own effort and behaviours, ignoring the distractions around you.
	Focus on your behaviour, effort and achievement and ignore the distractions around you.
	Focus on your own behaviour and effort in lessons, ignoring the lower-level distractions of your peers.
	Focus on your own behaviour, effort and achievement, making sure it is in line with college or workshop rules and helpful in completing tasks.
	Stay focussed for the entire lesson, remember, you are responsible for your own learning.
	Accept staff help when dealing with difficult situations instead of walking away from them.
	Keep your interaction within the classroom constructive.
	Keep your positive attitudes to the subject going into the future and you will do well.
	Try to ignore disruption caused by others who may be trying to keep you from achieving your full potential.
	Try to avoid being caught up in disruptive behaviours that take away from your efforts.
	Continue to ignore the distractions around you and focus on the tasks in hand.

	Try not to call out during lessons or make silly noises.
	Use appropriate language in lessons and try to refrain from causing disruption to lesson activities.
	Use lesson-appropriate language and try to refrain from aggressive and abusive behaviours.
	Try to practise your basic math skills, such as place value, the four operations and simple problem solving.
	You have leadership qualities _____, try to influence your peers constructively, so you can all reach your full potential.
	Try to keep friendships within the College positive and constructive.
	Be your own person and follow staff instructions, not the 'suggestions' of your peers.
	Don't ever give up on yourself or your education – both are valuable.
	Accept responsibility for your own behaviour, effort and achievement, and refrain from making inappropriate comments to staff and students.
	Allow staff to deal with other students or problems that arise in lessons and try not to be distracted from the tasks in hand.
	Treat each day as a fresh start, work hard and always do your best.