



## Engagement in Learning (EiL) Definitions

The EiL definitions endeavour to describe the quality of learning that has taken place to enable the student to move forward. Whilst the EiL is impacted by a student's attitude, effort and behaviour, it is not a measure of these. It is a measure to indicate how effectively the student has engaged in his/her education and therefore how much has been learnt and understood. A student friendly version of the definitions will be made available to tutors for the form tutor reviews.

### 1: Excellent

These students are diligent and demonstrate excellent understanding; they are always engaged in learning, even during extended periods of independent work, with minimal direction from the teacher. They show a very high level of commitment to improve their knowledge and skills and love the challenge of learning. They are resilient to failure. They ask as well as answer questions to a high standard, demonstrating deep learning. They make connections, are inquisitive about their learning and apply knowledge with increasing confidence. Whilst they may or may not always voluntarily contribute to the lesson, they are engaged to a very high level during collaborative work, feedback and questioning by the teacher. They are always fully prepared for learning having consolidated their knowledge and anticipated new learning. They capitalise on opportunities to use feedback to improve.

**Typically, they are predicted to meet or exceed their Target Grades.**

### 2: Good

These students demonstrate a good level of commitment which impacts positively to deepen their understanding; they are always engaged in learning, even during extended periods of independent learning, with some direction from the teacher. They are keen to improve their knowledge and skills. They ask as well as answer questions to a good standard, demonstrating deep learning. They make connections and apply knowledge with increasing confidence. Their approach to learning is consistently positive and they are willing to persevere when they encounter difficulties. They have developed the capacity to learn from mistakes. Whilst they may or may not always voluntarily contribute to the lesson, they are engaged to a good level during collaborative work, feedback and questioning from the teacher. They are usually fully prepared for learning having consolidated their knowledge. They often use feedback to improve.

**Typically but not exclusively, they are predicted to meet or exceed their Target Grades.**

### 3: Inconsistent

These students are not always committed to improving their knowledge and understanding. They are reluctant to take responsibility for their learning, particularly during independent tasks. They sometimes ask as well as answer questions that relate to the learning and this is at a developing stage. They make some connections and they can apply their knowledge at times. Whilst they may or may not always voluntarily contribute to the lesson, sometimes their engagement can be good during collaborative work, feedback and questioning by the teacher. They may need close monitoring to achieve this level of engagement. They often need intervention, guidance and much encouragement to take responsibility to improve their learning and to persevere when they find a task challenging.

**Typically but not exclusively, they are not predicted to meet their Target Grades.**

### 4: Poor

These students are reluctant to understand the process of learning. They lack belief in their ability and do not take responsibility to improve their knowledge and therefore their progress is more limited than their skills would predict. They lack confidence working with others and rely heavily on teacher direction, often asking for help before they have attempted tasks. They tend to give up easily when faced with challenges and find it difficult to persevere with extended tasks. They see mistakes and critical feedback as failure and are reluctant to try to improve work when it has been corrected. Despite intervention, guidance and encouragement they are often unsuccessful at overcoming their barriers to learning due to a lack of perseverance.

**Typically, they are not predicted to meet their Target Grades**