

Engagement in Learning (EiL) descriptors 2025-26

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.

Excellent = 1

These students:

- are curious, self-regulating learners who always take pride in their work
- are enthused by the challenge of learning, are resilient in the learning pit and willing to take risks
- actively contribute to an inclusive and thriving classroom dynamic in which they are confident to question the learning or to answer questions in a philosophical way
- have a strong growth mindset in order to constantly improve their knowledge and skills
- independently use metacognitive reflection to evaluate and adapt their approach to learning, ensuring all set tasks are completed
- are active, attentive learners who show exceptionally positive attitudes to feedback and constantly seek to improve their work so that they make rapid and sustained progress

Good = 2

These students:

- are curious self-regulating learners who frequently take pride in their work
- enjoy the challenge of learning and are becoming more resilient to learning challenges
- often contribute to an inclusive and thriving classroom dynamic in which they are confident to question the learning or to answer questions in a thoughtful way
- have a growth mindset and regularly reflect on their thinking and learning in order to improve their knowledge and skills
- embrace opportunities to use metacognitive reflection to evaluate and adapt their approach to learning in order to complete all set tasks
- are active learners who frequently show positive attitudes to feedback and seek to improve their work so that they make sustained progress

Inconsistent = 3

These students:

- are sometimes able to self-regulate and take pride in their work
- often lack resilience when faced with learning challenges
- occasionally contribute to an inclusive and thriving classroom dynamic in which they are confident to answer questions and are learning to think carefully
- need to be encouraged to develop a stronger growth mindset and to reflect on their thinking and learning more frequently in order to improve their knowledge and skills
- sometimes embrace opportunities to use metacognitive reflection to evaluate and adapt their approach to learning, sometimes completing set tasks
- are passive learners who sometimes show positive attitudes to feedback and seek to improve their work so that they make limited progress

Poor = 4

These students:

- are rarely able to self-regulate or take pride in their work and are disengaged in their learning
- lack learning resilience
- do not actively contribute to an inclusive and thriving classroom dynamic and subsequently are not confident to answer questions

- need to be encouraged to develop a growth mindset and to reflect on their thinking and learning in order to improve their knowledge and skills
- rarely use opportunities to use metacognitive reflection to evaluate and adapt their approach to learning and are reluctant to see themselves as learners; set tasks are rarely completed
- are passive learners who rarely show positive attitudes to feedback and do not seek to improve their work, so they make insufficient progress