



Trust Values

2022 Assessment Framework



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Vision

Purpose

The core purpose of the Raleigh Education Trust is to ensure all children and young people are equipped for early adulthood, ensuring they can function successfully in the world outside.

Mission

Our aim is that children and young people learn and develop the skills and character required to foster confidence, curiosity, creativity and empathy. We believe this will provide them with the confidence necessary to embrace life's challenges.

Values

CONFIDENCE – CHALLENGE – CURIOSITY – CHARACTER - CREATIVITY

Vision for learning

Our values influence everything that we plan, teach and our children learn – confidence, challenge, curiosity, character and creativity. Academy staff are expected to support children and young people to embody these values through their experiences in our academies.

Pedagogies that support high-level learning and engagement are evidence based. Deep and powerful understanding is formed through the use of memory and recall and children are challenged by personalised learning and project-based learning connected to the world around them which encourages opportunities for peers to work collaboratively to develop skills that go beyond their time in school.

How we develop strong values in our children

Trust schools will measure how well children are progressing at the end of each age-range:

1. Nursery and Reception
2. Y1 and Y2
3. Y3 and Y4
4. Y5 and Y6
5. Y7 – Y9
6. Y10 and Y11

Teachers can award a value badge at any point in the age range by completing each I CAN statement for that period. Once this is recorded in ARBOR, the Academy Principal will award the corresponding badge and certificate to take home. All successful pupils will be photographed receiving the acknowledgement for the value wall in the school reception.

Badges will be in different colours to reflect each age range.

Once pupils have achieved all five badges, they can meet with the Academy Principal to explain what they have learned and why they believe these values are essential in early adulthood.

The pupil will then be awarded a gold badge by the Academy Principal and a member of the local governing body.



Transition points

A pupil who has maintained a high level of personal development throughout their time in school will be awarded a hooded top in Y6 and KS4.



Assessment grids

VALUE	NURSERY AND RECEPTION	Y1 AND Y2	Y3 AND Y4	Y5 & Y6	Y7-Y9	Y10 AND Y11	OUTCOME
Confidence	<p>Self-Confidence</p> <p>I can engage in activities independently.</p>	<p>Self-Confidence</p> <p>I can explain what I am proud of about my school work.</p>	<p>Self-Confidence</p> <p>I can communicate which areas of my learning I find most successful and demonstrate a keen sense that I can improve this further.</p>	<p>Self-Confidence</p> <p>I am keen to embrace unfamiliar activities, with the ambition to succeed.</p>	<p>Self-Confidence</p> <p>I can recognise my personal values and how they help me to succeed when faced with a problem.</p>	<p>Self-Confidence</p> <p>I can develop a deeper level of commitment and drive to challenge myself in new journeys which lie ahead.</p>	<p>Confidence is the foundation of successful progression through life. With the right mindset, personal wellbeing and physical activity, the challenges of life can be experienced as the rich tapestry of learning and development through early adulthood. We encourage our children and young people to move from their comfort zones to nurture confidence within the unknown and unfamiliar.</p>
	<p>Collaboration</p> <p>I can say what my peers do well.</p>	<p>Collaboration</p> <p>I can recognise strengths in my friends and how they fit with mine.</p>	<p>Collaboration</p> <p>I can help in a group activity by utilising my strengths.</p>	<p>Collaboration</p> <p>I can work effectively with different groups in school as part of a team by using my strengths when needed.</p>	<p>Collaboration</p> <p>I can contribute to an activity by using my strengths and skills to benefit others and know when to stand back to allow others to use their strengths.</p>	<p>Collaboration</p> <p>I can recognise my personal values and how these align with others around me.</p>	
	<p>Goals</p> <p>I can identify how I feel when I achieve something.</p>	<p>Goals</p> <p>I can recognise when I meet a goal and how I feel.</p>	<p>Goals</p> <p>I can set myself a goal and recognise how it feels to achieve it.</p>	<p>Goals</p> <p>I can set myself a goal and know the small steps I will take to achieve it.</p>	<p>Goals</p> <p>I can set myself an achievable goal to overcome an area I find challenging.</p>	<p>Goals</p> <p>I can set purpose-based goals that align with my core personal values.</p>	

VALUE	NURSERY & RECEPTION	Y1 AND Y2	Y3 AND Y4	Y5 & Y6	Y7-Y9	Y10 AND Y11	OUTCOME
Challenge	<p>Resilience</p> <p>I can be brave and strong by knowing when to ask for help.</p> <p>Reflective Learner</p> <p>I can name things which I find tricky to do.</p>	<p>Resilience</p> <p>I can make my own decisions on how to carry out an activity.</p> <p>Reflective learner</p> <p>I can say what I find tricky and respond when told how to improve.</p>	<p>Resilience</p> <p>I can draw on the support from peers and come up with solutions to solve problems.</p> <p>Reflective Learner</p> <p>I can say what I find tricky and try to improve this by myself.</p>	<p>Resilience</p> <p>I am able to overcome setbacks by reflecting on my experience.</p> <p>Reflective Learner</p> <p>I can recognise where I need to improve and take steps to move my learning on with support from peers.</p>	<p>Resilience</p> <p>I can show determination when facing challenges.</p> <p>Reflective learner</p> <p>I can critique my work and seek advice to help me improve.</p>	<p>Resilience</p> <p>I can show self-discipline and determination when under pressure and take the time to find solutions.</p> <p>Reflective Learner</p> <p>I can critique my work and find solutions to improve it.</p>	<p>We do everything we can to prepare the children in our care for a complex, uncertain and constantly changing world, where they will go on to live, grow and work. By strengthening their resilience and academic capacity, we aim to equip them with the skills to face life's hurdles head-on.</p>

VALUE	NURSERY & RECEPTION	Y1 AND Y2	Y3 AND Y4	Y5 & Y6	Y7-Y9	Y10 AND Y11	OUTCOME
Curiosity	<p>Curiosity I like to explore the unknown.</p> <p>Open-mindedness I can listen to other children's ideas/views.</p> <p>Imagination I can decide what to play using the resources in my environment.</p> <p>Problem Solving I can recognise when I come across a problem during my play.</p>	<p>Curiosity I like to explore the unknown and ask questions to find out more about it.</p> <p>Open-mindedness I can listen to and act on other children's ideas/views when making something together.</p> <p>Imagination I can make up my own play through taking on my own and others' ideas.</p> <p>Problem Solving I can recognise when I come across a problem during my play and find a solution with the help of others.</p>	<p>Curiosity I can ask effective questions to find out about something new.</p> <p>Open-mindedness I can listen to many children's ideas and be flexible with how I approach an activity.</p> <p>Imagination I can design an item using my own and others' ideas.</p> <p>Problem Solving I can recognise when I come across a problem and find a solution so I can move forward.</p>	<p>Curiosity I can conduct research using my own questions to find out how to approach something new.</p> <p>Open-mindedness I can think about how other people's point of view may be different to mine and change my actions based on this.</p> <p>Imagination I can explore different options and ideas before inventing a new product/item.</p> <p>Problem Solving I can recognise when I come across a problem and show resilience to overcome this on my own or with others.</p>	<p>Curiosity I can use a range of investigative approaches to inform how I approach an activity.</p> <p>Open-mindedness I can be flexible when presented with new opportunities and adapt how I approach an activity.</p> <p>Imagination I can refine my invention/product as I consider new ideas whilst I'm inventing.</p> <p>Problem Solving I can recognise when I come across a problem and show persistence and resilience when the first solution I try doesn't allow me to overcome the problem.</p>	<p>Curiosity I can follow lines of enquiry in my research noticing patterns in my findings.</p> <p>Open-mindedness I can be flexible when presented with new opportunities and I can see a range of possible outcomes.</p> <p>Imagination I can adapt my invention/s after listening to the thoughts of others.</p> <p>Problem Solving I can use my initiative to develop, refine and present solutions to the problems I come across.</p>	<p>A world full of mystery and unknowns is not one we want our children to enter with fear or trepidation. We aim for the children to not only meet the challenges of early adulthood, we want to ensure they are excited to overcome them; curiosity is the doorway to exploration, understanding and the acquisition of knowledge.</p>

VALUE	NURSERY & RECEPTION	Y1 AND Y2	Y3 AND Y4	Y5 & Y6	Y7-Y9	Y10 AND Y11	OUTCOME
Character	<p>Self-Awareness I can recognise what I am good at.</p> <p>Compassion I can talk about what makes a good friend.</p>	<p>Self-Awareness I am aware of my strengths and areas of development.</p> <p>Compassion I am respectful when I work in group.</p>	<p>Self-Awareness I am honest and keen to learn from my mistakes.</p> <p>Compassion I respect other people's views and know we do not always have to agree.</p>	<p>Self-Awareness I can be more reflective of myself and better myself through change.</p> <p>Compassion I can recognise my peers' strengths and praise them when they have supported me or others.</p>	<p>Self-Awareness I can recognise situations that are challenging and think about how to manage them.</p> <p>Compassion I can recognise and accept differences and individual choice.</p>	<p>Self-Awareness I can adapt and modify my behaviour to different environments.</p> <p>Compassion I use my strong sense of responsibility to volunteer and help others.</p>	<p>Essential traits to living a meaningful and purposeful life include empathy, compassion and self-awareness. By focusing on these strong areas of character alongside the achievement of personalised academic excellence, pupils will be well prepared for the future.</p>
	<p>Process I can use role play to express my own ideas and explore those of others.</p> <p>Ambition I can improve my creations with new ideas.</p> <p>Cooperation I can respond to other children's ideas in my play.</p>	<p>Process I can use my imagination to create something new.</p> <p>Ambition I can adapt my work in response to feedback.</p> <p>Cooperation I can take on board other children's ideas and solutions.</p>	<p>Process I can use my imagination and ideas from others to create something new.</p> <p>Ambition I am motivated to improve my work after self and peer evaluation.</p> <p>Cooperation I can take on board other children's ideas and use these to develop my own.</p>	<p>Process I can be inspired by different sources to develop something new.</p> <p>Ambition I can trial different ideas in order to come to the best solution.</p> <p>Cooperation I can work collaboratively on a creative project.</p>	<p>Process I can access creativity in my own community to develop and inspire my original thoughts.</p> <p>Ambition I can refine a product through evaluation so that it becomes its absolute best.</p> <p>Cooperation I can collaborate on a creative project and take the lead where appropriate.</p>	<p>Process I can seek different experiences to inform my creative decisions and future options.</p> <p>Ambition I can refine a product in response to live evaluation so that the final outcome is its best.</p> <p>Cooperation I can project manage to produce an intended outcome.</p>	