

AIMS OF THE ACADEMY SCHOOL

IN RELATION TO PUPIL PERFORMANCE

Ethos

The aims of the Academy School, as stated in our prospectus, are to provide a well rounded education and to take each child to their maximum potential.

Aims

We evaluate and track the performance progress of each child to determine whether he or she is performing at a level that could be expected of him or her given his or her potential. Our assessment framework has been developed by reference to national norms. It is based upon the requirements of school entrance examinations, principally at 11+ and 13+.

We fully appreciate that a child's potential can change over time and that it should not be set in stone. Indeed, throughout their time at the Academy School, we would aim to increase a child's academic potential through focussed work activities and enhancing a child's self worth and motivation. We work with each child to ensure that he or she makes the most of their achievements.

Performance is assessed by the relevant teacher on a continuous basis. All children undertake MALT standardised mathematics tests at the beginning and end of the academic year and their progress is assessed. All children sit standardised reading and spelling tests upon entry into the school in September and then at the end of each academic year. A child's performance is also formally assessed against attainment levels twice a year. The attainment levels have been set for each subject taking account of National Curriculum attainment targets, the Common Entrance assessment criteria and the requirements of school entrance examinations. We set out the requirements for each subject in the form of 10 levels. These levels take a child from their first entry into the school in year 2 to the top level achievable at 13+ Common Entrance. It should be noted that the school takes children throughout their academic career up to age 13 and so their entry level will of course vary.

On entry into the school at the beginning of the Autumn term we assess the new pupils by having the year 4 and above pupils sit a CAT test. The year 2 and 3 pupils sit a range of mathematics, spelling and reading tests. Every year the pupils in year 4 to 7 sit CAT tests.

The child's performance in the standardised tests and the formal assessments is considered compared with his or her potential. The teachers form a judgement on the child's potential by taking account of the above cognitive and baseline tests but more importantly by applying their experience over many years of teaching. Should a child be failing to meet his potential the teacher will decide on an appropriate course of action, in consultation with Garth Evans and Chloe Sandars and other relevant teachers. This could include appropriate additional explanation and/or extra work so that the child is able to meet his potential. This additional help may be provided in the lesson or often on a one to one basis outside of lesson time.

Marking Policy

The marking of work by their teachers forms an integral part of our assessment framework. Teachers are required to mark pupils work in a high quality and consistent way so that they can give constructive feedback to their pupils. This high quality marking enables our teachers to check systematically and effectively pupils' understanding throughout their lessons and to modify their teaching so that it fully takes account of the requirements of all of our pupils. Specific guidance in relation to particular subjects is as follows: -

Mathematics

Pupil's books should be marked on a continual basis and feedback provided by the teacher either in writing or orally to demonstrate where the child went wrong and how he or she could improve. This should be done on a daily basis including during class time.

English

Pupil's books should be marked when a piece of work is completed. The teacher should provide feedback on how the child can improve, suggest books that could be read to improve the child's literacy and follow up on any mistakes in grammar and spelling.

Science

Pupil's books should be marked when a piece of work or topic is completed. The teacher should provide feedback on how the child could improve and ways that he or she could expand his or her scientific understanding and inquiry.

Geography and History

Pupil's books should be marked when a piece of work or topic is completed. The teacher should provide feedback on how the child can improve and ways that he or she could expand their understanding and inquiry in the subject. This could include books to read and visits to make.

French and Latin

Pupil's books should be marked on a continual basis and feedback provided by the teacher either in writing or orally to demonstrate where the child went wrong and how he or she could improve. This should be done on a daily basis including during class time.

Art/Drama/Dance

Commentary on work and activities should be provided on a continual basis.

Homework

Homework is set in accordance with the timetable. It should be appropriate for the age and stage of the pupils, and designed to consolidate learning, deepen understanding and prepare pupils for the work to come.