



The Wildings Assessment and Growth Policy

The Wildings curriculum is structured around the Wildings Tree, having Roots, Shoots and Fruits. The Roots and Shoots run through every aspect of our provision. This curriculum and our assessment is deliberate in every aspect and aims to meet the Social, Emotional and Mental Health needs of the young people alongside helping them to recover and grow physically, mentally and academically.

- Our 'Roots' focus on three areas, being safe, attending and building emotional maturity through Thrive.
- Our 'Shoots' build on this and focus on relationships with self, peers and adults, alongside emotional literacy.
- Our 'Fruits', that come after the roots and shoots are strong, are based around academic, physical and vocational recovery and growth.

Intent:

At the Wildings, assessment places each young person at its heart, and through this we aim for each young person's progress and achievement to be accelerated. Assessment is not a singular activity, it is both the measurement of performance at specific times during the school year, and it is an ongoing process of gaining information to accurately target the next steps for each young person. Our assessment processes at the Wildings aim to be both rigorous, manageable and meaningful for staff, governors, young people and parents.

The purpose of assessment at the Wildings is

- to enable our young people to make progress
- to identify and articulate for our young people what they need to do in order to make progress
- to improve teaching through clear data analysis and identification of support needs
- to inform future planning
- to summarise attainment.

Good assessment practice at the Wildings will:

- raise standards of attainment and behaviour,
- enable the active involvement of YP in their own learning by providing effective feedback which closes the gap between present performance and future standards required
 - promote self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider, facilitator, learning designer and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to

focus on how each YP learns

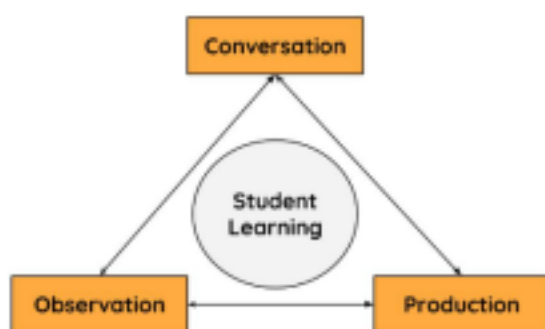
- draw upon as wide a range of evidence as possible using a variety of formal and informal assessment activities, including:-

- noticing and naming
- teachers' notes in planning
- live marking in young people's books
- POP tasks (Proof of Progress)
- CPOMS (Child Protection Online Management System)
- Weekly Overviews
- Daily Briefing Meetings
- Champion Time records
- Termly data analysis
- formal standardised assessments
- Pupil Reports
- Mentor Day Meetings
- Appraisal meetings
- EHCP reviews

Implementation

1. Triangulation of Assessment

The opportunities for assessment fall into three areas.



Conversations include those between teachers and young people; young people and peers; staff; staff and governors; staff and parents; and young people and parents are all rich opportunities to assess what our Young people have learnt and understood.

Observations include lesson observations - identifying how the teacher is making the

learning accessible, of young people in lessons - how they are responding to the teaching, observations of young people over time, and reported observations from third parties also provide a rich source of information about our young people.

Production relates to what young people are able to demonstrate through their work; this will include formal assessment opportunities, but will also include ad hoc quizzes, and monitoring of young people's work.

At the Wildings we identify two distinct assessment categories - Assessment for Learning, and assessment of learning.

Working 1:1 with our young people necessitates staff pay close attention to all learning opportunities and maximise every opportunity within and outside of sessions to enhance the young person's learning experience. Assessment for learning is a dynamic process at the Wildings, vital to support our vulnerable young people make the changes they need to leave us as successful young adults.

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as challenges. Assessment for learning essentially promotes future learning, often expressed in 'next steps' targets and teacher's planning.

Assessment for learning will:

- Inform teaching so that teaching meets the young person's learning needs
- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what YP know now and what they need to know next
- Promote immediate intervention and link judgements to learning intentions/questions or success steps
- Raise standards by challenging children to take risks with their learning.

Rigorous assessment for learning means that our young people will over time

- Know what to do to improve, and be able to take risks with their learning

develop high aspirations for themselves

- Know how they have been successful and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Make progress
- Develop an increasing body of knowledge across all curriculum areas
- Increase their awareness and understanding of their own learning strengths and how they learn best
- Improve their ability to self-assess and receive feedback from adults and peers.

2. Initial baseline work

When a young person arrives at The Wildings, they will be inducted into the school

community in a supportive and structured manner. The focus of this induction will be building relationships and completing a thorough baseline assessment. This process is expected to last around 6 weeks, but is very dependent on the individual and their needs. Colleagues will work together to build a comprehensive profile of the young person that includes personal details, academic, therapeutic, social and emotional aspects.

Core sources of information feeding into this profile could include:

- referral documents
- EHCP's
- information from previous school(s)
- information from home
- information from social care
- prior assessment data
- teacher assessment in core areas of the curriculum to provide a baseline
- dyslexia screening results
- colleague academic baselining
- Thrive assessment
- Special Needs Assessment Profiling in social and emotional aspects of learning.
- Strengths and Difficulties questionnaire
- Emotional literacy investigations

This information will feed into a virtual student profile and provide us with a starting point with which to measure progress across all areas.

3. Assessment of Learning through Progress Tests

Once settled, we will run progress tests termly for each young person. As each Young Person's curriculum needs are unique, and met through 1:1 teaching, assessments are organised to assess progress in the curriculum areas taught.

Where our young people are working outside their chronological age; teachers create termly assessments to measure progress. Once old enough, these young people will be assessed using Entry Level Qualifications, AQA units and functional skills as appropriate. Where young people are working within chronological ages, standardised tests are also used eg KS2 SATS; Functional Skills 1 and 2, and GCSEs as appropriate. The results of these standardised tests allow us to make a judgement of our YP's progress as measured against national data.

Alongside these more formal progress tests, an aggregate progress score is provided for each young person for each subject area - this is based on a teacher judgement of YP's engagement in learning; YP's positive behaviour and the percentage of learning outcomes successfully covered - this highlights the importance of developing the learning behaviour alongside the retention of knowledge and skills.

The information gleaned from all progress data will also support:

- checking the appropriateness of the curriculum pathway followed
- the analysis and identification of strengths and weaknesses in respect of the Young

- person's acquisition of key skills and knowledge.
- the identification of teaching strengths and challenges.

4. Assessment of learning through monitoring

In order to ensure our assessment is rigorous in meeting the needs of our young people and helping them to thrive, we need to rigorously monitor our curriculum, its content and delivery.

Within each curriculum area, teachers develop medium term targets which are bespoke to each young person - most young people will be working towards different targets within the same curriculum areas. Teachers identify progress against the medium term targets, and are able to identify next steps within the longer term plan for each individual. This ensures each learning step is highly scaffolded to support the young person's success.

Learning objectives are shared with the young person at the start of each teaching session, and YP are invited to comment on their progress at the end of the teaching session. In some lessons this may look like a young person annotating their work, in another it may be in the form of an 'exit' question which demonstrates core understanding.

Teachers set weekly outcomes personalised to each young person, and assess their progress towards these outcomes. This data is collated and analysed. Staff provide a narrative for when learning outcomes haven't been achieved, and next steps are identified to address this. Where outcomes continue not to be achieved leaders provide support to explore ways of changing the teaching or the outcome to achieve better outcomes for each young person.

The nature of the curriculum at the Wildings also provides multiple opportunities for embedding and securing knowledge. Our young people have significant deficits with working memory and executive function, and so the need for repetition is vital. Through creative arts, the Wheel of Independence and other wider curriculum opportunities, core english and maths skills are practised and consolidated.

Our daily briefings also provide a time for staff to share challenges and successes, and opportunities are provided to share teaching methods that have worked and may support a young person to make better progress.

Weekly data is provided giving a progress score for each young person for each area of study.

Half termly this data is collated and progress each half term is analysed with teachers providing a narrative for the data. Through this, adaptations and or interventions are identified to support both teacher and young person.

5. Reporting to key adults

Key adults are invited into the school at the end of the Autumn, Spring and Summer terms. Here, Wildings' colleagues talk to the young person and their key adult(s) about the learning undertaken since the last meeting.

Key adults receive a written report at the end of each academic term (3 times per year). This report includes information about the young person's:

- progress through the curriculum

- attitude to learning
- conduct
- personal and social and emotional development

Key adults are invited to respond to the report. Colleagues reflect on this feedback and use it to inform the teaching strategy for the next academic year.

6. YP Progress Files

For each young person, there is a portfolio of evidence kept to demonstrate progress in their academic work. This file is maintained for the duration of the young person's placement. This means that progress can be seen over time and will be helpful in informing teaching. The Wildings' colleagues will seek external moderation of progress files from local mainstream schools. It is expected that each portfolio will contain pieces of moderated work in English and Maths.

Impact

Through rigorous assessment of and assessment for learning, the Young people at the Wildings will develop a greater understanding of their strengths, build confidence in grappling with their challenges and leave the Wildings as a successful young adult, ready to embark on the next stage of their life long learning journey.

Last updated: 18/11/2024

Reviewed annually by the [Principal](#) and [Curriculum Lead](#).