The Wildings

Assessment and Growth

Overview
1. Initial baseline work
2. Annual standardised tests
3. Wildings Assessment
4. Formative assessments
5. Aspirational targets
6. Progress files
7. Analysing progress
8. Reporting to homes

1. 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
- GL Assessment progress tests in English, reading, spelling and Maths
- GL Assessment Cognitive Ability tests
- dyslexia screening results
- colleague academic baselining

The Wildings

- Thrive assessment
- Special Needs Assessment Profiling in social and emotional aspects of learning.
- Strengths and Difficulties questionnaire
- Emotional literacy investigations

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

2. **Standardised Progress Tests**

We will run progress tests twice a year for each young person. The position in the year may be different, to reflect different times that a young person joined the school.

The tests will be conducted using GL assessment. They will provide information about three progress measures through the curriculum: Spelling, Reading and Maths. The tests give age equivalent and standardised scores.

The information gleaned from the test results will support:
- the measuring of the young person's progress against national norms
- 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.

3. **The Wildings System**

As a generic expectation, young people are expected to make one stage of progress a year.

Stage	National curriculum year group	Wildings pathway
P1 P2 P3	EY	Recovery
1	1	Establishing
2	2	
3	3	Developing

The Wildings

4	4	
5	5	Enhancing
6	6	
7	7	
8	8	Extending
9	9	
10	10	Specific
11	11	

Each young person will be assessed as they progress through schemes of work. Greater weighting will apply at the conclusion of the scheme, where the young person will be expected to be able to demonstrate their learning. Each enquiry culminates in a 'Challenge' event in which the young person will contribute to and demonstrate the skills and knowledge they have gained. This piece of work will be assessed against the milestones of the enquiry by colleagues.

4. **Formative assessments**

Formative colleague assessments take place in every learning experience.

Each young person will receive frequent feedback in order to celebrate achievement and identify next steps learning.

A young person will only be recorded as making sufficient progress through a curriculum pathway once colleagues are confident that the learning has been embedded.

A range of assessment techniques will be used to help colleagues check how well each young person is progressing. These include:

- Listening carefully to a young person's answers to questions posed.
- Listening carefully to the questions posed by a young person.
- Observing how a young person engages in learning.
- Marking work, both during and after lessons.
- Noting how a young person responds to guidance provided during marking and verbal feedback.

5. **Aspirational Targets**

Colleagues base targets on an expectation that each young person will maintain a parallel trajectory with 'national' from any given starting point.

Once colleagues are confident that the young person is on such a trajectory, greater aspiration can then be built in. Here, greater challenge will be seen in the day-to-day

teaching. If a young person attains well, then the young person will be making up ground on his/her national counterparts.
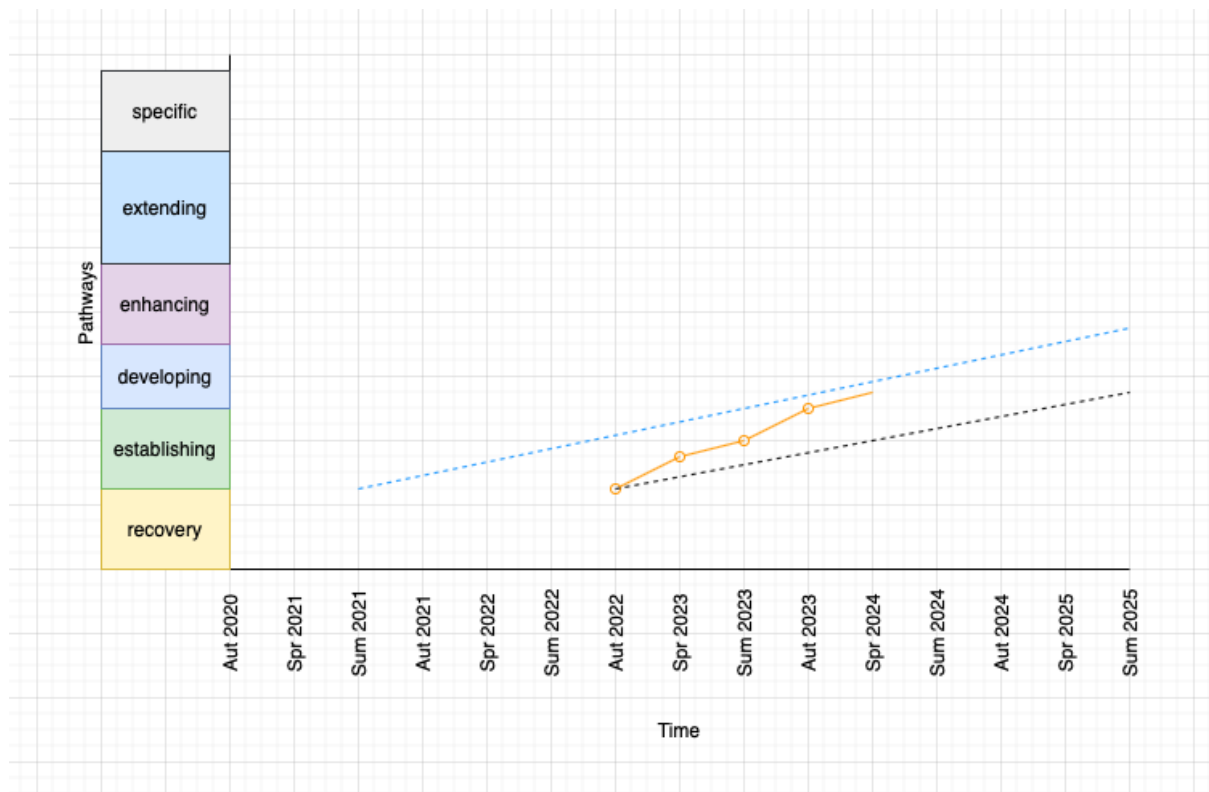
The graph helps to demonstrate ambition at The Wildings. The blue dotted line shows the liner trajectory for a 'typical' young person progressing through the national curriculum. Once a young person has been baselined, a starting point is established. The black dotted line is then projected, parallel to the blue 'national' line. The expectation is that the young person progresses along this trajectory. Through effective teaching and therapeutic provision, we hope to see the young person closing the attainment gap on 'national' – as shown by the solid orange line.

6. YP Enhanced case study

For each young person, there is a portfolio of evidence kept to demonstrate progress in their progress. We measure progress related to all aspects of The Wildings Tree. 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 informing teaching.

- Compiling the Enhanced Case Study.The Enhanced Case Study:

The Wildings

- ○ Folder comprises of the following:
    - ■ 1)Front Page Summary Grid
    - ■ 2)Section for each of the strands of recovery and growth (ie vocational, attendance, Thrive etc)
    - ■ 3)Testimonials (Student and Parent/Carer Voice)
- ○ For each strand, we compile two types of key information:
    - ■ 1)What things where like before and;
    - ■ 2)What things are like now.
- ○ Number 1 only needs to be done once, during induction to the Wildings and baselining, unless new information comes through about how things were before.Number 2 is done every 13 weeks in an internal "Team around the Child" Meeting.
- ○ For number 2, we do the following for each strand:
    - ■ 1)Review what we have about how things are now
    - ■ 2)Select the best piece of evidence to exemplify it.
    - ■ 3)Evidence can be attendance print outs, reports (such as Snap-B, GL or Thrive), photos/ photocopies of pieces of work or photos of the student doing the activity.
    - ■ 4)Date the evidence and annotate it. This may involve circling text or bars in a bar chart or annotating an image of work to show specifically where they have improved.
    - ■ 5)We then assess which column of progress it goes into:a.Establishing.Developing C.Enhancing.Extending
    - ■ 6)The criteria for each strand may be slightly different: percentage figures for attendance, number and size of gains for Snap-B or if in doubt consider the engagement with the strand as a whole:
        - ● Establishing: Little independence, many reminders
        - ● Developing: Some independence, regular reminders
        - ● Enhancing: Majority independence, some reminders
        - ● Extending: Sustainable independence, few reminders
    - ■ 7)File the evidence in the section for the strand of recovery
    - ■ 8)Fill in the Front Page Summary Grid in the right strand and column of progress (put the date of the evidence and a one line description of the gains or reference to the report i.e. 29/3/22–attendance 98% up from 70% (see attendance printout
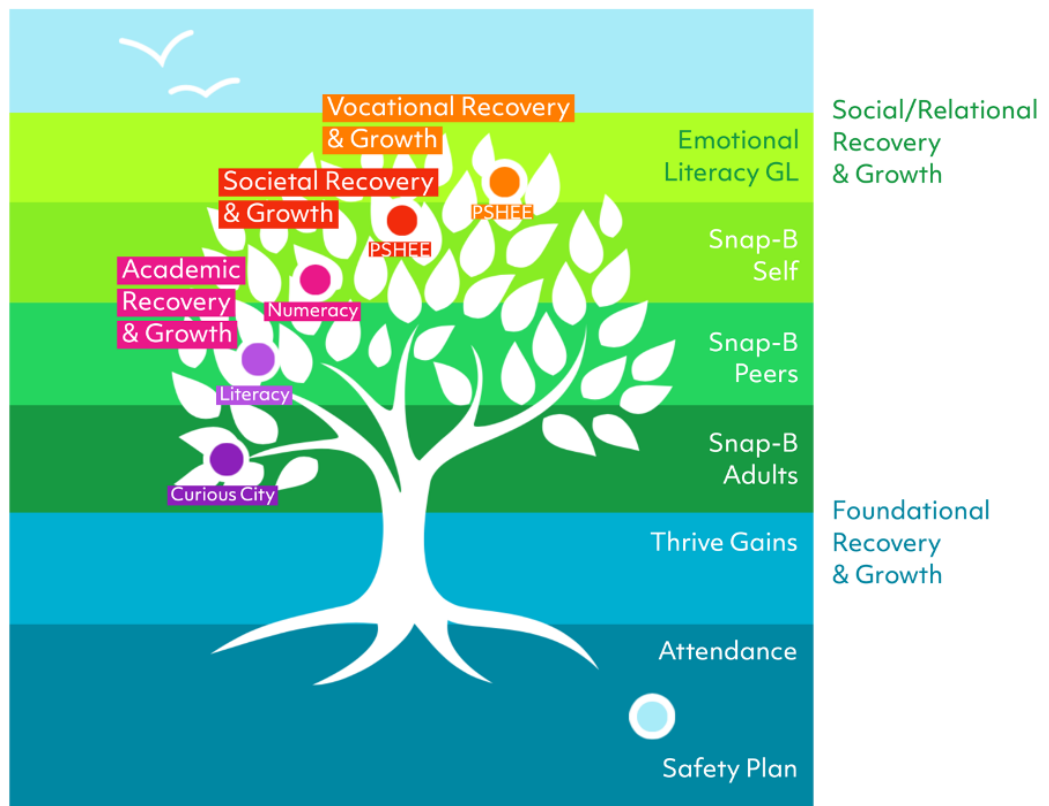
The Wildings

Strand of Recovery & Growth	Admission Profile	Rate of Recovery & Growth			
	"Before The Wildings"	Establishing	Developing	Enhancing	Extending
Vocational Recovery & Growth					
Careers (PSHEE)					
Societal Recovery & Growth					
Citizenship, RE Relationships for Life & British Values (PSHEE)					
Academic Recovery & Growth					
Numeracy/ Maths					
Literacy/English					
Curious City					
Social/Relational Recovery & Growth					
Emotional Literacy					
self (Snap-B)					
peers (Snap-B)					
adults (Snap-B)					
Foundational Recovery & Growth					
(Thrive)					
Attendance					
Safety Plan					

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The Wildings Tree is the symbol of the whole approach, divided into 12 strands of recovery and growth:

3 roots for building resilience
4 shoots for self-discovery
5 fruits for future fulfilment

7. Analysing Progress

The Wildings sets high academic standards. The initial baseline assessment determines starting points within our curriculum. Progress from these starting points are measured throughout the year. Our ultimate aim is that our young people recover to meet age related expectations whenever possible. We develop trajectories for each young person related to

The Wildings

this data. A young persons progress towards ARE is monitored by colleagues constantly and analysed in detail 3 times per year.

8. 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 his/her key adults 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.