



Assessment Policy	
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CONTENTS:

	Page
1. INTRODUCTION	2
2. OVERVIEW	3
3. THE FOUNDATION PATHWAY	3
4. ACADEMIC PROGRESS	5
5. AREAS OF ASSESSMENT AND QUALITY ASSURANCE	6
6. MONITORING ARRANGEMENTS	6
7. LINKS WITH OTHER POLICIES AND DOCUMENTS	6

1. INTRODUCTION

1.1 Context and Philosophy

Ruskin Mill Trust offers holistic learning opportunities to pupils and students through role modelling positive relationships in the fields of arts, crafts, commerce, agriculture, nutrition, living skills and the environment with pathway support onto further education bespoke to the individual.

Since 1987, the Trust has developed its unique brand of expertise working with young people with complex behaviour, and learning difficulties and disabilities including the autistic spectrum and conditions. Our provisions offer both day and residential placements and we accept admission applications all year round.

Grace Garden School offers outdoor learning opportunities through our Steiner-inspired holistic curriculum which provides the skills, experience and character necessary for young people aged 9-16 years old with complex needs to flourish and thrive in modern society. The school, located on the outskirts of Bristol on an 18 acre farm, is a place of therapeutic learning and growing which brings together hand, heart and head to support personal development and progression.

1.2 Ruskin Mill Trust Vision and Values

Our Vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

Our Values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

Signed by:

Helen Kippax
Board of Trustees

Date:

Francesca Meynell
Executive Headteacher

Date:

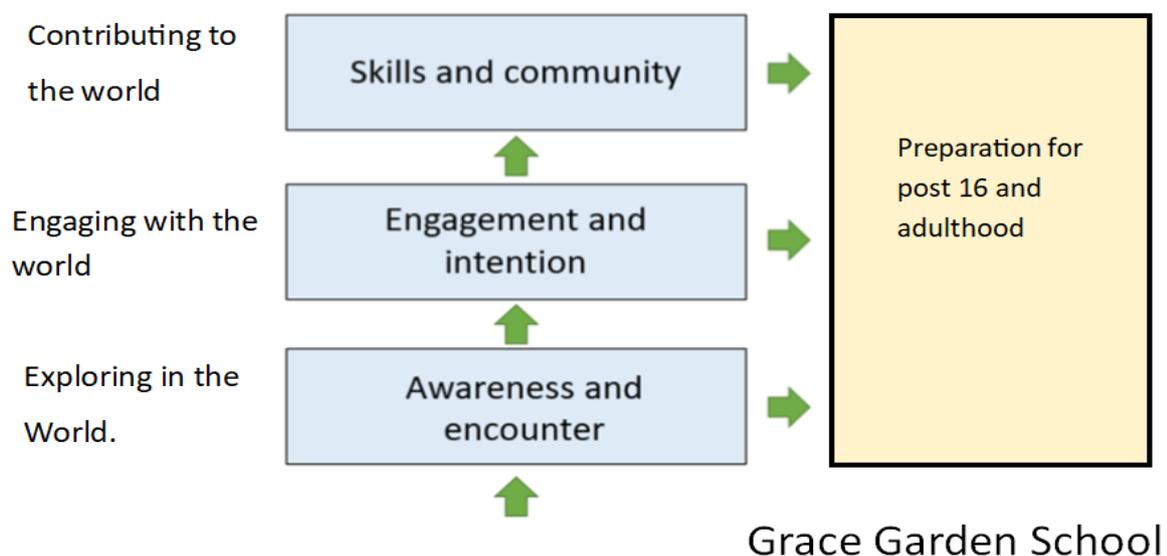
2. OVERVIEW

Grace Garden School's model of education is founded in the Practical Skills Therapeutic Education (PSTE) approach to human development through the delivery of a curriculum based in the application of the Seven Fields of Practice. In order to plan the delivery of this curriculum in line with the evolving developmental needs of our children and young people, Grace Garden School has developed an assessment model of therapeutic educational pathways for engaging with and contributing to the world. These pathways allow us to better align the learning activities and resources necessary for a PSTE curriculum to the specific needs of individual learners throughout their developmental journey. These pathways enable us to measure progress towards independence and contribution for individuals and groups.

The primary framework of these pathways is the movement from **Exploring in the world, Engaging with the world**, and **Contributing to the world**. These three stages encompass the movement from self to community and the acquisition of the skills needed to engage in meaningful action, keep oneself and others safe, and feel a sense of belonging.

The framework provides a solid foundation preparing the pupil for post 16 and life-long learning. It aligns with each learner's aspiration and post-Grace Garden School destination. The framework holds central the EHCP outcomes and attains these in the deepest sense as the pupil moves through these three stages.

3. THE FOUNDATION PATHWAY



The foundation pathway

This pathway is for students below the age of 16. It is oriented towards a broad and varied collection of learning activities and skills that will provide a solid foundation for life-long learning.

The three stages of the foundation pathway can be further characterized as follows:

1. **Exploring the world:** at this level, pupils develop awareness and interact with the world around them. Their level of intentionality is developing and their experiences can appear passive or highly supported and engagement can be fleeting. They are able to complete simple activities and begin to recognise and progress towards distinguishing their feelings. They engage in objects and others around them through their experiential encounter with the world. At this level the pupil is supported by the curriculum to develop sensory and emotional regulation.
2. **Engaging with the world:** at this level, pupils begin to act through their will upon the world with increased intentionality. Many of their actions are in response to their immediate needs, but begin to understand more complex cause and effect relationships and anticipate responses. Their attention becomes much more self-directed (endogenic) and they are able to focus and investigate through their own structured choice. They are able to begin to recognise and regulate their emotions and can complete more complex tasks.
3. **Contributing to the world:** in the third level, pupils are able to develop and apply the skills that will enable them to contribute to their community in a meaningful way. Their actions are oriented towards a sense of belonging to their community through gaining and engaging in the skills that will enable them to support their community in education, vocation, and the household. Their conceptual ability expands, as does their ability to plan and sequence, resulting in higher levels of focus and more complex task completion. On an emotional level, learners exhibit more empathy and understanding in relation to the feelings of others.

It is important to stress that no child or young person fits neatly into any of the three above levels. Instead, their development will be centred within one primary level. Learning opportunities are available in the other two and the pathway is delivered with thorough knowledge of the pupil's needs. Learning is therefore aligned accurately with the pupil's level of development and an individual learning plan (ILP) can be formed accordingly, enabling pupils to successfully achieve their ECHP outcomes. The ILP works towards the EHCP outcome with long-term and short-term outcomes. Short term outcomes are assessed 3 times a year.

By using the three stages, activities can be planned and progress assessed in the categories of learning from the SEND Code of Practice (2015). Examples are as follows:

	Cognition and learning	Social and emotional	Motor, sensory, and physical	Communication and interaction
Contributing to the world	Is able to complete activities that make a difference in their environment, can engage in tasks with purpose, brings individual creativity to solving problems	Is able to understand the emotions of others, demonstrates empathy, actively and appropriately seeks to meet others' needs	Has general control of movement at all levels, able to engage in purposeful movement, has resilience in sensory experiences	Can engage in increasingly complex communication on both a receptive and expressive level
Engaging with the world	Shows an interest and curiosity in	Is consistently able to recognise and regulate	Has a basic ability to control fine and gross	Can express and receive simple communication

	learning new things, able to complete more complex actions, can focus for longer on activities	emotions, can recognise the effects actions has on others	movement, can grasp and manipulate items, seeks out sensory stimuli	and indication of need
Exploring the world	Completing simple actions, responding to prompts, directing attention	Beginning to regulate emotions with support, beginning to engage in appropriate and safe behaviour with others	Able to generally control fine and gross motor movements, basic ability to grasp items, starts to tolerate a broader range of sensory experiences	Is able to use resources to communicate basic needs and desires

4. ACADEMIC PROGRESS

Pupils at Grace Garden School will experience significant difference between their biological and developmental ages, meaning that their academic level often does not correspond with age-related expectations.

Grace Garden School uses the B-Squared, Progression Steps framework for all students working just below, at, or above key stage 1, a range that was formerly measured as p-level 5 and above. Pupils also work within the phonics framework and access a range of reading schemes appropriate to their level.

A thorough **baseline assessment** is completed for each area of learning within the first 4 weeks of placement. The baseline assessments inform the individual learning plans (ILPs) and enables accurate forecasting in each academic subject. ILP progress and data from progression steps is reviewed 3 times a year with meetings around the pupil to assess progress and development.

For pupils working below the range of Progression Steps, Grace Garden School create **bespoke academic outcomes** based on the needs of the individual. All academic progress is assessed in relation to the subject areas of maths, English, and science through these criteria and for the subject areas of human and social, aesthetic and creative, physical, and technological through the delivery of subject activities in these areas pitched at an appropriately ambitious level.

Achievements and progress are also recorded at the end of lessons in reflective workbooks containing annotated photos. Pupils are encouraged to be reflective throughout their lessons, and are supported appropriately with bespoke templates to develop meaningful contribution. Academic workbooks are marked at timely regular intervals to pitch next steps accurately, according to the Marking and Feedback policy.

Pupils 14+ access **accreditation** through OCNs and are supported to attain **qualifications** through Functional skills and GCSE.

5. AREAS OF ASSESSMENT AND QUALITY ASSURANCE

Areas of assessment recorded at Grace Garden School include:

- Baseline assessment
- Summative assessment of learning, including ILPs, termly reports, accreditation, case studies
- Formative assessment of learning, including achievements and progress through workbooks and self-assessment
- Attendance
- Behaviours including positive occurrences
- EHCPs
- Independent living skills
- Post-16 transitions
- Residential progress and well-being
- Safeguarding

The Senior Leadership team quality assure learning and assessment through learning walks, lesson observations, workbook scrutiny and focused team meetings, including in collaboration with residential.

Data analysis is carried out by the Senior Leadership team to inform the review meetings three times a year, for both individual pupils, at a whole school level and cross-Trust comparison.

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Francesca Meynell (Executive Principle) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Executive Team.

Impact of Non-Compliance For:

Staff	Performance Review/ Disciplinary action
Students	Potential risk of missed learning opportunities, opportunities to progress
Legislation / organisation	Poor student achievement results, reputational damage, non-regulatory compliance

File Path:	
Dissemination (who will receive the policy):	Senior Management Teams, teaching staff
Associated Training Requirements:	Assessment training for key staff

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

Grace Garden School Curriculum Policy

Marking and Feedback Policy