



Student Assessment Procedures for Learning Grove Education

Learning Grove Education utilises a holistic approach to student assessment, recognising that progress in a forest school setting encompasses not only academic skills but also personal, social, and emotional development. Our assessment procedures are designed to capture this multifaceted growth and provide valuable information to schools, parents/carers, and the students themselves.

Assessment Methods:

We employ a variety of assessment methods, including:

- **Observation:** Staff continuously observe students during activities, noting their engagement, participation, interactions with others, and skill development. These observations are documented through anecdotal notes, checklists, and video/photo evidence (with parental/guardian consent).
- **Student Self-Reflection:** Students are encouraged to reflect on their learning experiences through journaling, discussions, and self-assessment forms. This helps them develop self-awareness and identify areas for growth.
- **Informal Assessments:** Staff conduct informal assessments during activities to gauge student understanding and skill acquisition. This may involve asking questions, observing problem-solving strategies, and reviewing student work (e.g., nature journals, craft projects).
- **Formal Assessments (primarily AQA Unit Award Scheme):** For students working towards AQA Unit Award Scheme qualifications, formal assessments are carried out in accordance with the AQA specifications for each unit. This may involve observations, practical demonstrations, written work, or portfolio building.
- **Weekly Reports to School:** These reports provide a summary of the student's progress and focus on the following key areas:
 - **Attitude to Learning:** Engagement in activities, effort demonstrated, willingness to try new things, and overall approach to learning.
 - **Behaviour in the Session:** Interactions with staff and peers, adherence to behavioural expectations, and demonstration of respect and responsibility.
 - **Personal Emotional Regulation:** Ability to manage emotions, resilience in challenging situations, and strategies used to self-regulate.

AQA Unit Award Scheme Assessment:

- **Unit Selection:** Appropriate AQA units are selected based on the student's individual needs and learning goals.



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- **Evidence Gathering:** Evidence of student achievement is gathered through a variety of methods, as outlined above.
- **Portfolio Development:** Some units require students to build portfolios showcasing their work and learning related to the chosen units. This can include photos, videos, written reflections, examples of their creations, and staff observations.
- **Internal Moderation:** Learning Grove implements internal moderation processes to ensure consistent assessment across all students. These will follow the AQA unit scheme requirements.
- **External Moderation:** Learning Grove will adhere to AQA's external moderation requirements, submitting reviews and documents to AQA as requested.

Weekly Report Content and Format:

Weekly reports to the school will be concise and informative, focusing on the three key areas mentioned above (Attitude to Learning, Behaviour in the Session, and Personal Emotional Regulation). The reports will:

- Be written in clear and accessible language.
- Provide specific examples of student behaviour and achievements.
- Highlight areas of strength and areas for development.
- Offer suggestions for supporting the student's learning and development in both the Forest School and school settings.
- Be submitted to the designated contact person at the student's school by Friday afternoon.

Communication with Parents/Carers:

Learning Grove values open communication with parents/carers and will provide regular updates on student progress. This may include informal conversations, parent/carer meetings, and weekly written reports. Parents/carers are also encouraged to contact Learning Grove staff with any questions or concerns.

Data Protection:

All student data is handled in accordance with relevant data protection legislation.

Review of Assessment Procedures:

These assessment procedures will be reviewed regularly to ensure their effectiveness and alignment with best practices.



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Example Weekly Report Snippet:

Monday

Session	Comments	Attitude to learning	Behaviour	Personal emotional regulation	Academic progress
Morning 1	Jane worked well with knots and paracord, making several keyrings and engaging with her peers.			1 <input type="checkbox"/>	
Break	Engaged well with peers, became upset when she couldn't have a game someone else was using.				
Morning 2	Prepared lunch, showing good fire lighting skills and cooking on an open fire. Struggled to engage with peers and preferred to work alone.				
Lunch	Silly behaviour during lunch, attempted to run away from staff and hide.				
Afternoon 1	Refused to engage in offered activity, even when alternatives were provided.				
Afternoon 2	Worked well on the art project, spending lots of time adding details to her work. Preferred to work alone but did share her resources with others.				

Above expectation	As expected	Below expectation	No engagement