






EMERGE SCHOOL

Achievement & Attainment Policy

2025 - 2026

 **Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

 **Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

 **Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



Voice: *empowering every voice to speak, shape and be heard*



Connection: *rooted in relationships, thriving through authenticity*



Growth: *evolving with purpose, innovating with heart*



Inclusion: *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish.

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This Raising Attainment and Achievement Policy is part of a set which together make up our School Improvement Strategy. It should be considered alongside:

- School Development Plan/ School Improvement Plan
- Curriculum Policy
- Teaching and Learning Policy
- Well-Being Policy
- Self-Evaluation Form

and within the context of our Vision, Values and Aims statements.

1. RATIONALE

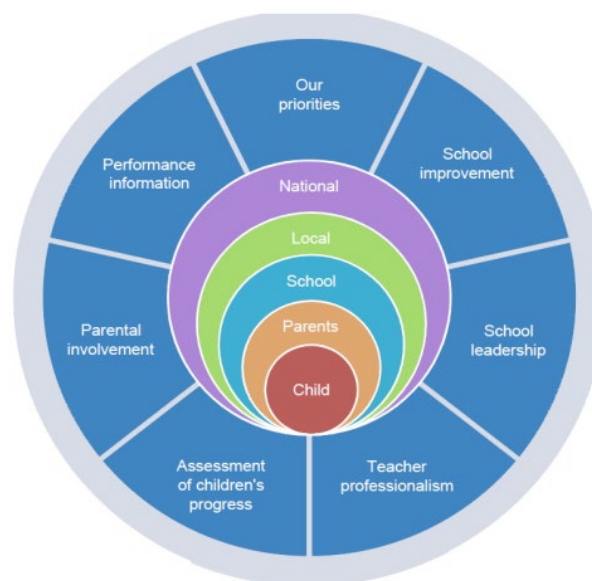
Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances.

***'Children's education should develop each child's personality, talents and abilities to the fullest.'* United Nations Convention on the Rights of the Child, Article 29**

2. THE NATIONAL IMPROVEMENT FRAMEWORK

The National Improvement Framework details key drivers for improvement and describes responsibilities at school level. Evidence from self-evaluation against these drivers will form the standards and quality reporting and the improvement priorities.

This policy is structured around the key drivers for improvement within the National Improvement Framework. This approach is used by Emerge School to review and develop its strategies to raising attainment and ensuring equity for all children



3. AIMS

- A school ethos that puts the wellbeing of children at its centre.
- An equitable approach to meeting the needs of all learners - a belief that every child matters and can achieve at the highest level.
- A strong focus on the teaching of Literacy, Numeracy & Mathematics and Health & Wellbeing.
- Ensuring high quality learning experiences across all curricular areas – learners who are engaged and active participants.
- Rigorous assessment procedures and an effective tracking system to monitor the progress of learners.
- Using data intelligently to identify strengths and areas for improvement.
- Leadership at all levels that empowers and builds the capacity focusing on improved outcomes for all learners.
- Professional learning opportunities that continually develop the skills and competences of our staff.
- A strong and effective partnership with all stakeholders, including parents, that positively impacts on the achievement of pupils.

4. IMPROVEMENT FRAMEWORK FOR EMERGE SCHOOL

Introduction:

Raising attainment & achievement and ensuring equity for all pupils is the core function of our school community. Attainment is a measure of educational progress assessed against recognised standards while achievement goes far beyond this to recognise the range of skills and personal successes gained in school, at home and within the community, including attributes such as effort, determination and independence. Attainment and achievement opportunities are equally important for children to develop self-confidence and become responsible citizens ready for lifelong learning and the world of work. This policy outlines how we plan to continue to raise attainment and achievement for all our children.

School Leadership

Leadership at all levels is recognised as an important aspect of the success of Emerge School. This includes leadership of learning and leadership of change. At Emerge, the Senior Leadership Team works in partnership with staff, children and parents to develop a shared vision for change and improvement.

There is a clear strategic improvement plan which is informed by effective self-evaluation and agreed collegiately with staff. Staff at all levels are empowered to develop leadership.

Opportunities for pupils to take on leadership roles, including the leadership of their own learning, are promoted throughout the school.

All staff are involved in the self-evaluation process to ensure a clear understanding of the school's journey to improvement and where they go to continue to improve.

All staff are engaged in the professional review and development process which has a positive impact on school improvement.

Leadership within the school is evident at all levels. Staff throughout the school are effective in leading School Improvement Plan priorities and are well supported and encouraged by the Senior Leadership Team in leading different initiatives. Most staff have responsibility for different curricular areas and have a strong involvement in community working. Teaching staff work collegiately to revise school policies and programmes. Staff are involved in sharing good practice through joint planning, peer visits, Professional Learning Communities, staff and school meetings.

Children demonstrate leadership through their roles in the Student Council, group learning tasks and community involvement. Children also demonstrate leadership through their roles as Buddies/Peer Mediators. Children have opportunities to take responsibility through assemblies, participating in class meetings and being buddies to younger pupils.

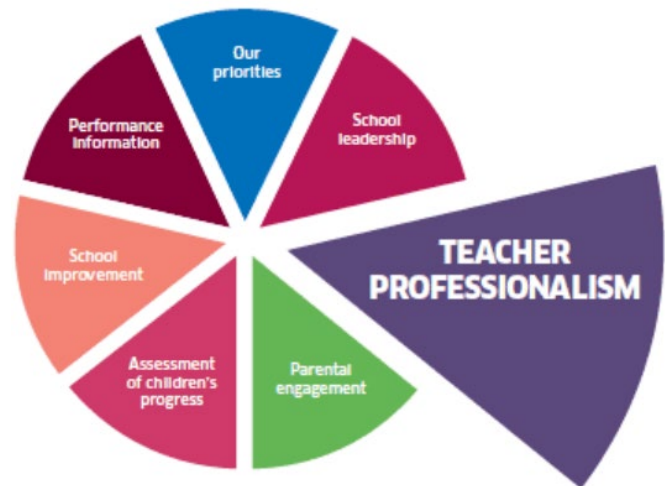


Teacher Professionalism

All teachers and support staff at Emerge School have a Professional Review and Development as detailed in our Appraisal policy. Our School Improvement Plan clearly details the professional learning required to implement priorities, this is linked to Staff Professional Review and Development and encompass all forms of professional learning. All teachers record and evaluate their professional learning as part of the requirements to uphold the Teaching Standards.

Staff at Emerge School have opportunities to lead on curricular developments and to be members of a professional learning community within the school. Professional learning communities are established to share practice and support pedagogical developments including assessment, learning and teaching. Practitioner enquiry is at the core of professional learning. At Emerge, this is supported by continued Professional Development and training, links with similar educational provisions and by Quality Improvement Framework.

Teachers' professional judgement within assessment is of crucial importance in ensuring the highest standards of attainment and achievement. There is an effective system in place at Emerge School to support teachers to engage in moderation activities. The central team within the Education Service provides a professional learning programme in relation to Curriculum for Excellence and Additional Support Needs. The Council's Education and Skills Agency provide recognised accredited qualifications including a Leadership and Management development programme and an award in Education and Training.

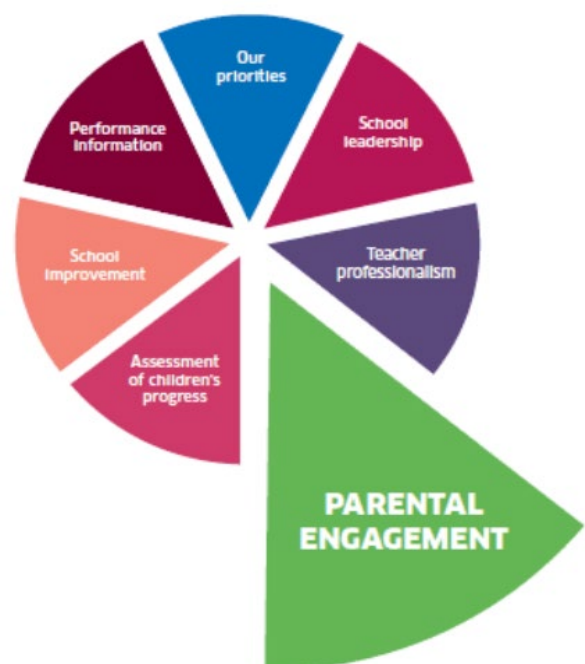


Parental Engagement

Parents and carers have a key role in supporting their child's learning and development at Emerge School.

Parents are provided with clear information in relation to their child's progress through parent consultations and interim/end of year reports. Arrangements for reporting have been developed in line with parent feedback.

Emerge has a programme in place to involve parents and carers in their child's learning and development. Parents and carers have planned opportunities to work in partnership with the Senior Leadership Team and Class Teacher to plan and review pupil targets for universal and targeted support plans.



To ensure equity for all children, Emerge School works in partnership with a range of agencies including Social Care, Health, Police and voluntary organisations. This is a crucial element of the implementation of a holistic and nurturing approach encompassing every child in our school.

5. ASSESSMENT OF CHILDREN'S PROGRESS

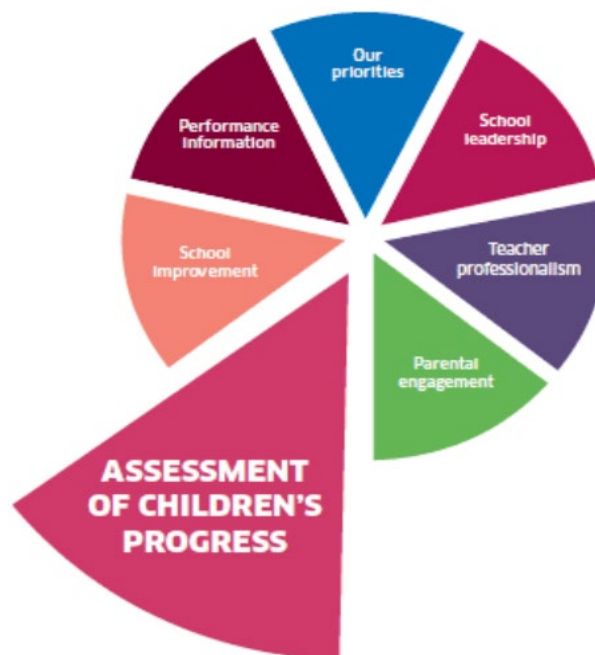
(See Assessment, Feedback and Marking Policy)

Assessment Strategy

Emerge School has an assessment strategy in line with National Curriculum measures and expectations.

The following key elements are in place:

- purpose and principles of assessment
- links between learning, teaching and assessment
- place of formative assessment
- range of assessment methods
- place of summative or standardised methods
- arrangements for moderation
- arrangements for tracking and improving children's progress
- reporting, recognising and achievement profiling



Data is used effectively to rigorously analyse attainment to form improvement. Emerge School has an effective tracking system to track the attainment and achievement of individual children with the appropriate intervention strategies in place to provide support. At Emerge, we record the level achieved by individual pupils in Reading, Writing, Speaking and Listening and Numeracy.

We are working towards developing a process to track children's progress in Health and wellbeing. Emerge School ensures that the tracking of children's progress is supported by effective intervention to assess, support and monitor children with additional support needs. There is a system in place to track children's wider achievement including intervention for those who need additional support or reasonable adjustments to their provision.

6. WELLBEING, EQUALITY AND INCLUSION

Wellbeing is central to the life and work of Emerge School. There are a highly visible nurturing and caring ethos across the school where relationships between adults and children are extremely positive, and children are treated with equality, fairness and respect. There are positive working ethos and a sense of fairness for both staff and pupils alike.

Children are respectful of others, confident and articulate in expressing their opinions and ideas. Staff are alert to the social and emotional needs of pupils and ensure these are well

supported. Overall, there is a strong emphasis on the care and welfare of children. A robust PSHE programme is well established across the school and is clearly impacting positively on pupil resilience and the wider school ethos, also providing support to children experiencing loss.

Learners' needs are very well met through an effective and well documented individual targeted support process. Staff have a clear understanding of the various strategies that could be employed to provide universal support within a classroom and can identify appropriate strategies to provide targeted support where necessary. Support for learning is effectively co-ordinated and ensures children experiencing barriers to learning are identified early and that they are well supported to access the curriculum and the wider life of the school. Pupils are involved fully in the setting of targets and pupil-friendly plans to ensure ownership is regularly developed. Support staff are very effectively deployed in classrooms to support pupils. There are very effective transition arrangements for children with additional support needs. Staff know their children very well and information is shared appropriately and in advance of transitions.

Information from EHCPs , PEPs and individual risk assessments is used to ensure that children from the most disadvantaged backgrounds or at the highest risk are identified, their progress is closely monitored, and appropriate interventions are made to support them. We use the ASSESS-PLAN-DO-REVIEW model

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

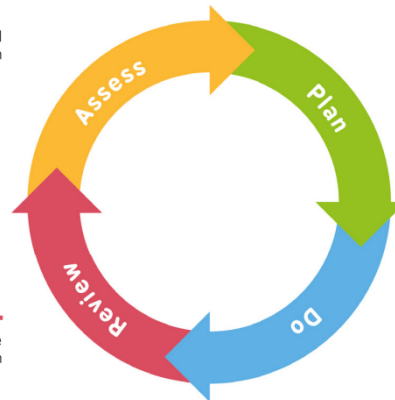
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

7. TEACHING, LEARNING AND ASSESSMENT

Teachers employ a range of teaching styles and strategies to engage children in their learning. Children have opportunities to work both individually and in pairs or groups across the school in stimulating learning contexts. Teachers use questioning to elicit prior learning and to make explicit links with real life contexts.

Formative assessment is used in class lessons and as an integral part of target setting. Teachers and children engage with learning intentions, co-construct success criteria and have opportunities to self and peer assess against these success criteria.

Learners are motivated and engaged. They demonstrate good levels of understanding and are given opportunities to develop skills for learning and life. Through target setting and the co-constructing of success criteria children are aware of how to be successful in their learning and know how to achieve their next steps in learning.

A variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is used to report on children's progress and inform next steps and planning.

8. THE CURRICULUM

The rationale for the curriculum is based on a strong ethos of respect for all, aspiration and achievement. Curriculum development has involved staff taking forward school initiatives in a range of curricular areas and adapting these creatively to engage pupils and encourage learning. By adapting a creative approach to learning and providing regular opportunities for success, we can support each child in developing confidence within their own abilities and build the resilience they need to continue improving, thus enabling them to achieve the outcomes necessary to transition into adulthood successfully.

Curriculum areas are revised on a regular basis. The future focus for school initiatives will be centred around Literacy and Numeracy to develop basic skills and break down barriers to learning.

Teachers plan lessons in all subjects using progressive skills-based programmes based on experiences and outcomes. Forward plans in these areas encourage teachers to plan across levels thus ensuring there is no ceiling to achievement. Moderation activities provide valuable opportunities for staff to engage in professional dialogue, share good practice and consistently agree the achievement of levels. Benchmarks are used to support this based on both peer and national expectations.

The curriculum provides opportunities for children to make links across their learning. Staff plan cross-curricular learning across a range of subjects including Art/ D&T, Drama, History, Geography and Science. Focus areas enable children to receive a breadth of learning planned within relevant themes and topics with links to other curricular areas. Learning through cross cutting themes such as sustainability, global citizenship and enterprise is embedded in topic work and is supported by our in-depth PSHE scheme. The use of digital technology and the application of Literacy and Numeracy skills across learning ensure that pupils have a depth of knowledge and regular opportunities to recall and practise skills.

The curriculum for Health and Wellbeing is well planned using effective planned frameworks based on the experiences and outcomes. Links are also made to other curricular areas. There is a comprehensive PSHE programme of study in place. The school provides children's entitlement of two hours quality physical education each week as well as regular opportunity for alternative outdoor education. Sexual Health and Relationships Education is implemented through a whole school approach.

Children are provided with challenging and interesting experiential activities to develop their knowledge, understanding and skills in science focused on the experiences and outcomes. Our RE and SMSC programmes provide children with an understanding of beliefs, values

and practices of world religions alongside the importance of British Values including Respect and Tolerance. Links are made to other curricular areas and cross-curricular topics. In the Expressive Arts. Children's art work is linked to other curricular areas and demonstrates a wide range of skills and an understanding of how techniques can be effectively used. Children experience stimulating lessons in drama which are used to develop their self-confidence. Learners demonstrate effective teamwork and confidence in evaluating others' work. They can justify their opinions linked to success criteria. There is a clear focus on skills progression in ICT linked to other curricular areas. Staff provide children with appropriate challenges in using technologies through a wide range of stimulating opportunities.

9. ATTAINMENT OVER TIME

There is a robust and effective system for tracking children's progress which informs teaching approaches to ensure progression, depth and breadth of learning. A suite of school assessments is used alongside standardised assessments and the evidence from these underpins professional dialogue and informs learners' of next steps. Baseline and Standardised tests are analysed by the Senior Management Team in order to track pupils' progress and determine gaps. This information is shared with teaching staff and helps them to organise groups and meet the needs of individual children.

The school is committed to self-evaluation and there is a robust system for monitoring teaching and learning and meeting the needs of children. Senior managers are committed to improving the quality of learning and teaching in classes, they carry out classroom observations, quality teaching and learning meetings to feedback on observations. Learning conversations with children are used to gather pupil's views about their learning experiences and are also regularly conducted to ensure pupils voice is recognised, valued and acted upon.

Pupil Progress Meetings encourage professional dialogue between teachers and senior managers to assess and track how learners needs are being met and developed in accordance with their EHCP targets and personalised learning packages.

10. RECOGNISING WIDER ACHIVEMENT

Wider achievement is tracked and recognised in several ways:

- Daily celebration of success
- Classroom Recognition board
- Praisetexts/ post card/ positive messages home
- Achievement Assemblies
- Newsletter
- Displays in school
- Reduction of behaviours
- Emotional resilience and use of coping mechanisms
- Engagement in the wider community
- Improvement in communication
- Rewards

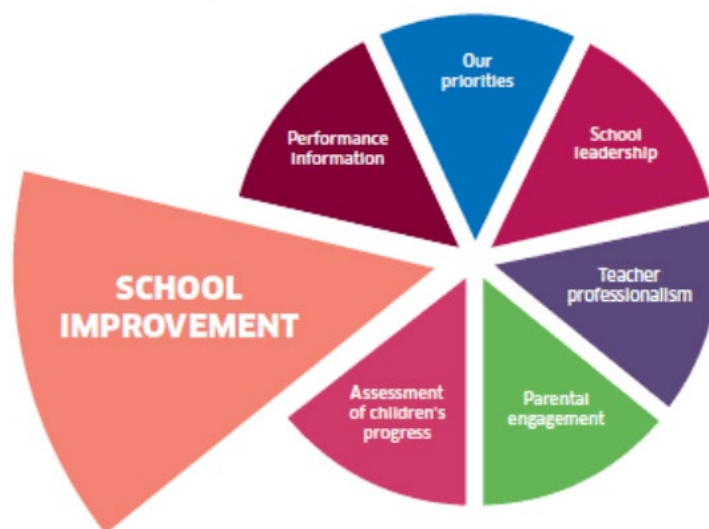
11. SCHOOL IMPROVEMENT (See SDP/ SIP/ SEF)

At Emerge School, the key to raising attainment and achievement lies in the successful implementation of individualised support and learning plans to meet the varying needs of all our pupils.

This requires the three elements:

- A relevant and adaptive curriculum;
- Purposeful Assessment; and
- Quality of Teaching and Learning to be linked and informed by robust self-evaluation.

The aim is to ensure progression in learning for all children and young people.



As a school, we work across various sectors to develop and implement approaches to the curriculum, assessment, teaching and learning to best suit the needs of our pupils. The Independent School Standards and Ofsted Inspection Framework has informed the development of this approach.

Emerge School has a clear curriculum framework with the following in place:

- Clear rationale for the curriculum.
- Clear strategic framework to support planning.
- A skills progression within each curriculum area.
- A plan in place to develop and refresh curriculum areas.
- Planning ensures progression in learning.
- A framework in place for Literacy, Numeracy and Health and Well Being.

12. PERFORMANCE INFORMATION

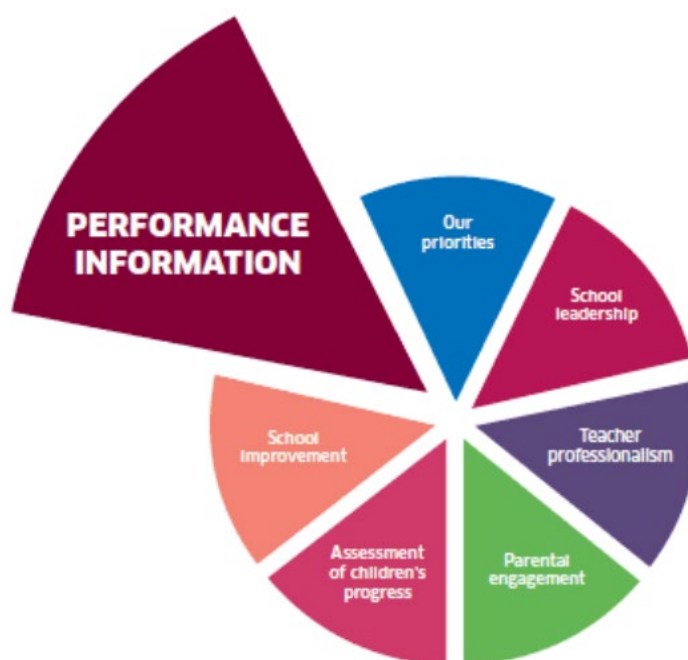
Emerge uses a wide range of data to form approaches used to raise attainment including:

- Information from monitoring and tracking systems.
- On-going Assessment (formative).
- Periodic Assessment.
- Standardised Test results.
- Baseline results.
- Strengths and Difficulties results.

Standardised test results are recorded for each pupil as part of the tracking of attainment for individual children.

This data is also analysed as part of self-evaluation to inform improvement at class and school level.

As an alternative education service, we recognise the key role of the school and staff in raising attainment and have ensured that specific strategies to do so are located within the context of the improvement actions, these focus on developing the quality of teaching and learning informed by assessment, but which are also underpinned by a holistic and therapeutic approach in recognition of the adverse, challenging needs of our pupils.



Review Date	September 2025
Reviewed By	Danielle Clowes & Andy Gould
Next Review	September 2027
Summary of Changes	<p>First Edition</p> <p>February 2025 Updated Deputy Head details.</p> <p>September 2025 Updated Headteacher details</p> <p>Approved by Headteacher –Sarah Mason</p> <p>January 2026</p>

Approved by:



Head Teacher:

Date:06-01-2026