

# Celebrating Pupils' Achievements and What They Can Do

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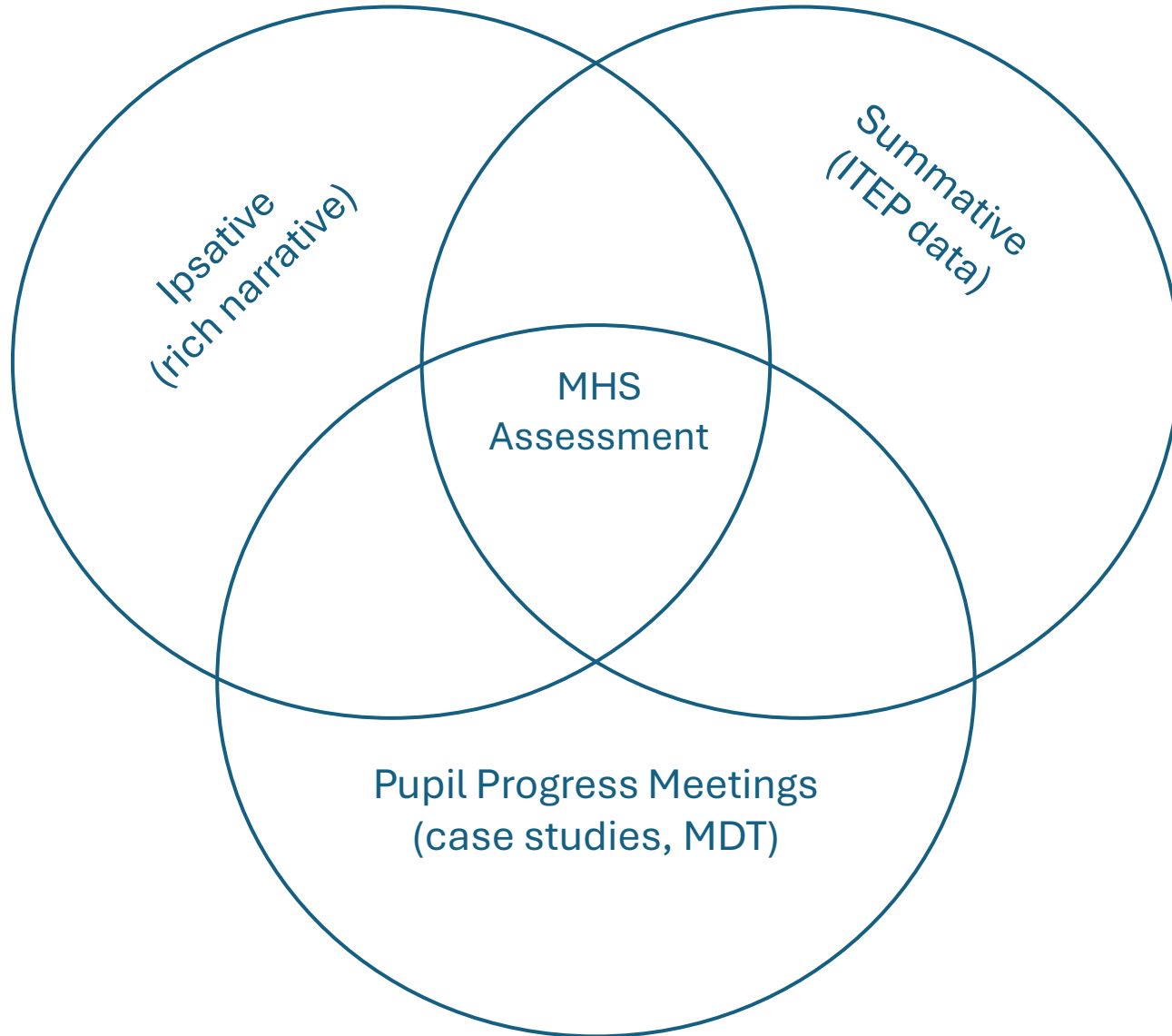
We have revised our curriculum around the Capabilities Approach. This is a model that highlights the key areas of human development that enable people to live well. For our pupils, it gives us a way to recognise and celebrate the breadth of what they achieve -not just in lessons, but in friendships, play, and everyday acts of independence.

As a staff team, we have identified 5 key achievement statements for each capability that we see as meaningful, relevant, and consistent with our existing practice and commitment to both trauma informed practice and our Ask Accept Develop autism strategy.

We use ipsative (of the self) assessment that evaluates an individual's performance or traits by comparing it to their own previous performance, focusing on personal progress and growth. It differs from assessments that compare a person to a peer group, instead using an individual's past achievements as the benchmark to see progress. By accumulating rich narrative evidence of pupils over time, we can meaningfully focus on what they can do, rather rely solely on the use deficit models of assessment.

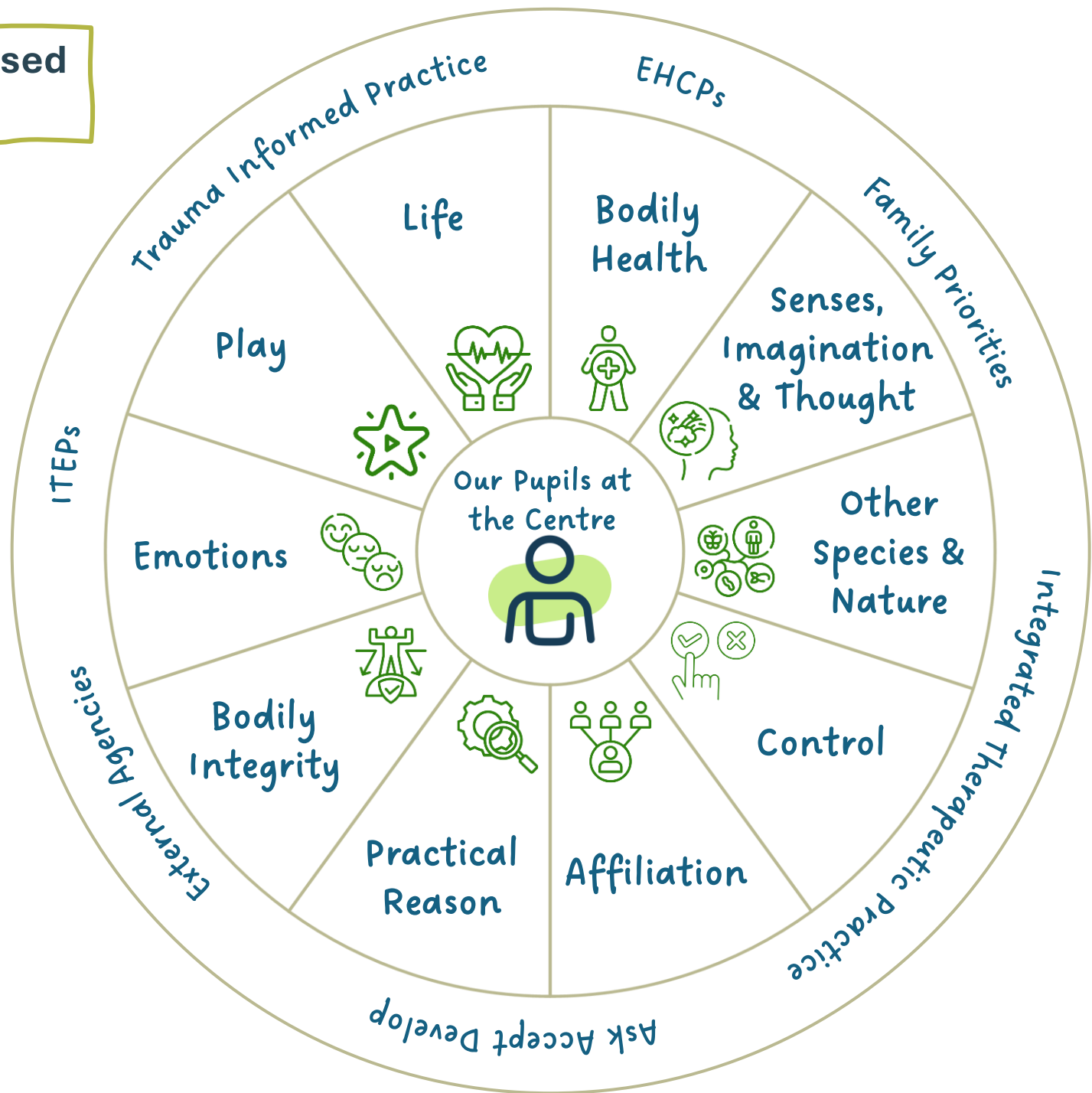
# Assessing Pupils' Progress

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We collect a variety of information to assess pupils' progress. Through combining observation, rich narrative evidence, and individual pupil target data, we work in a therapeutically integrated way to celebrate achievement and identify further areas of support and development for each pupil.

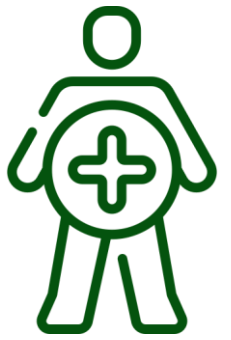
**Our Capabilities-Based Curriculum**



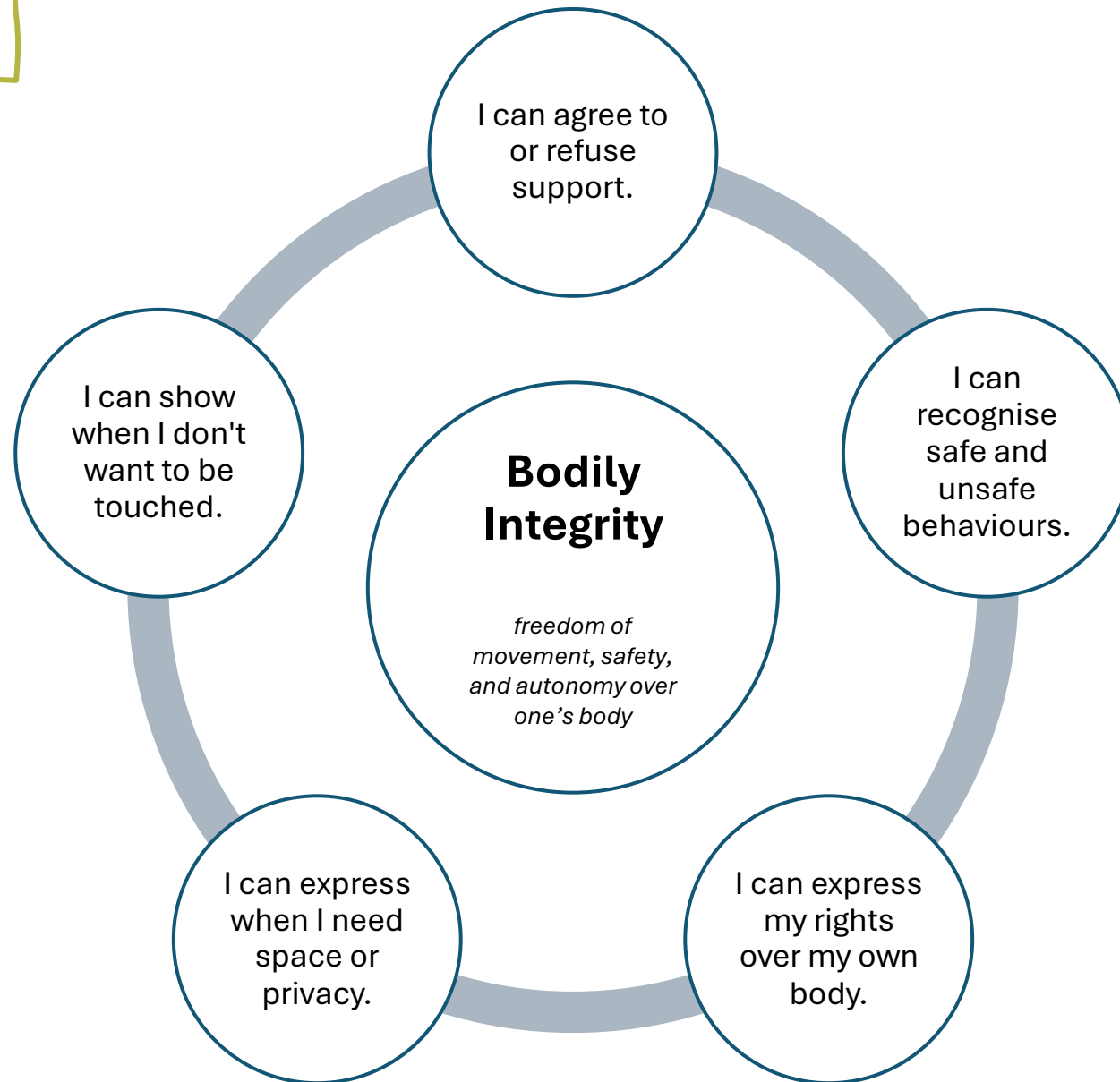
## Achievement Statements



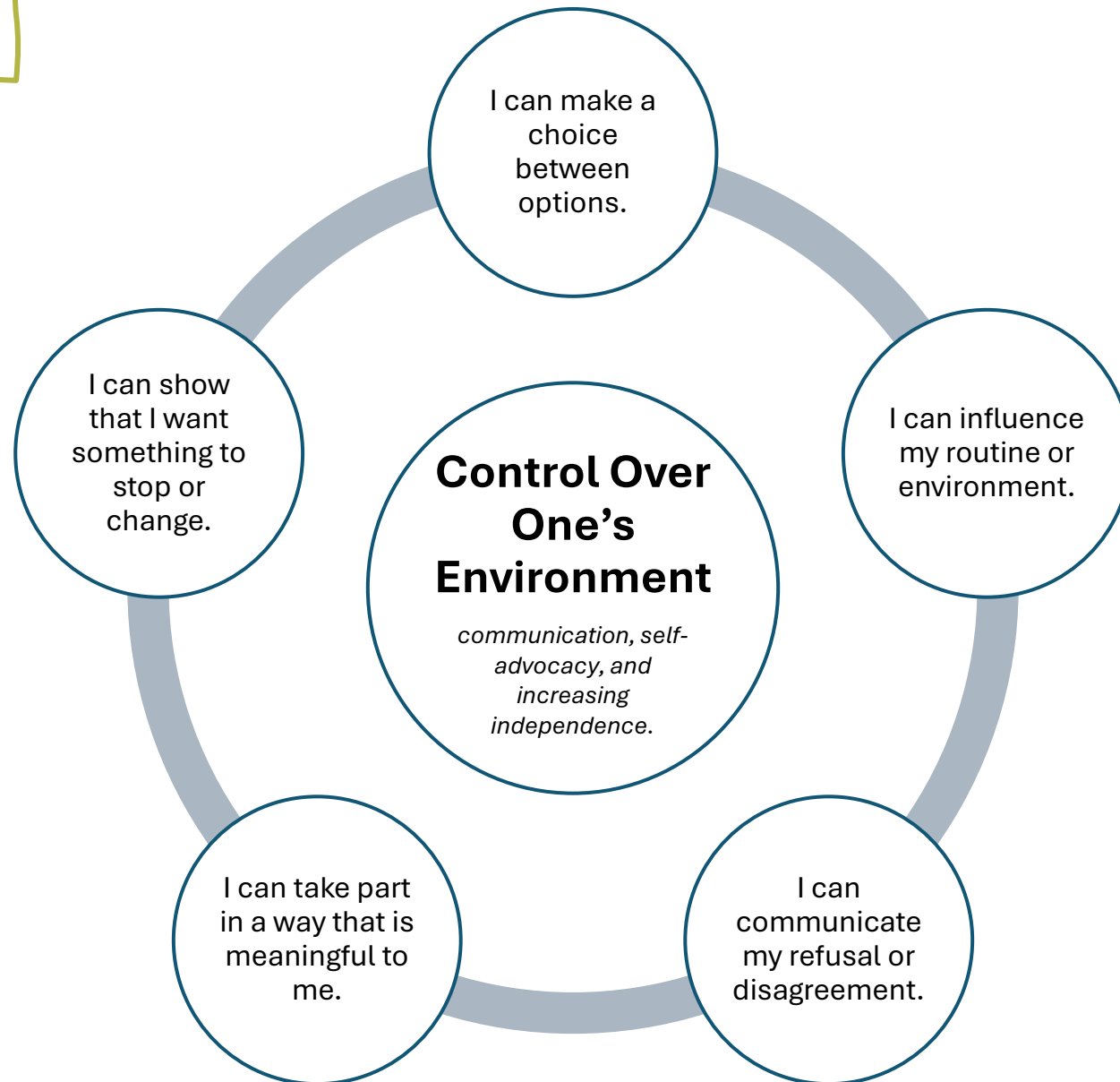
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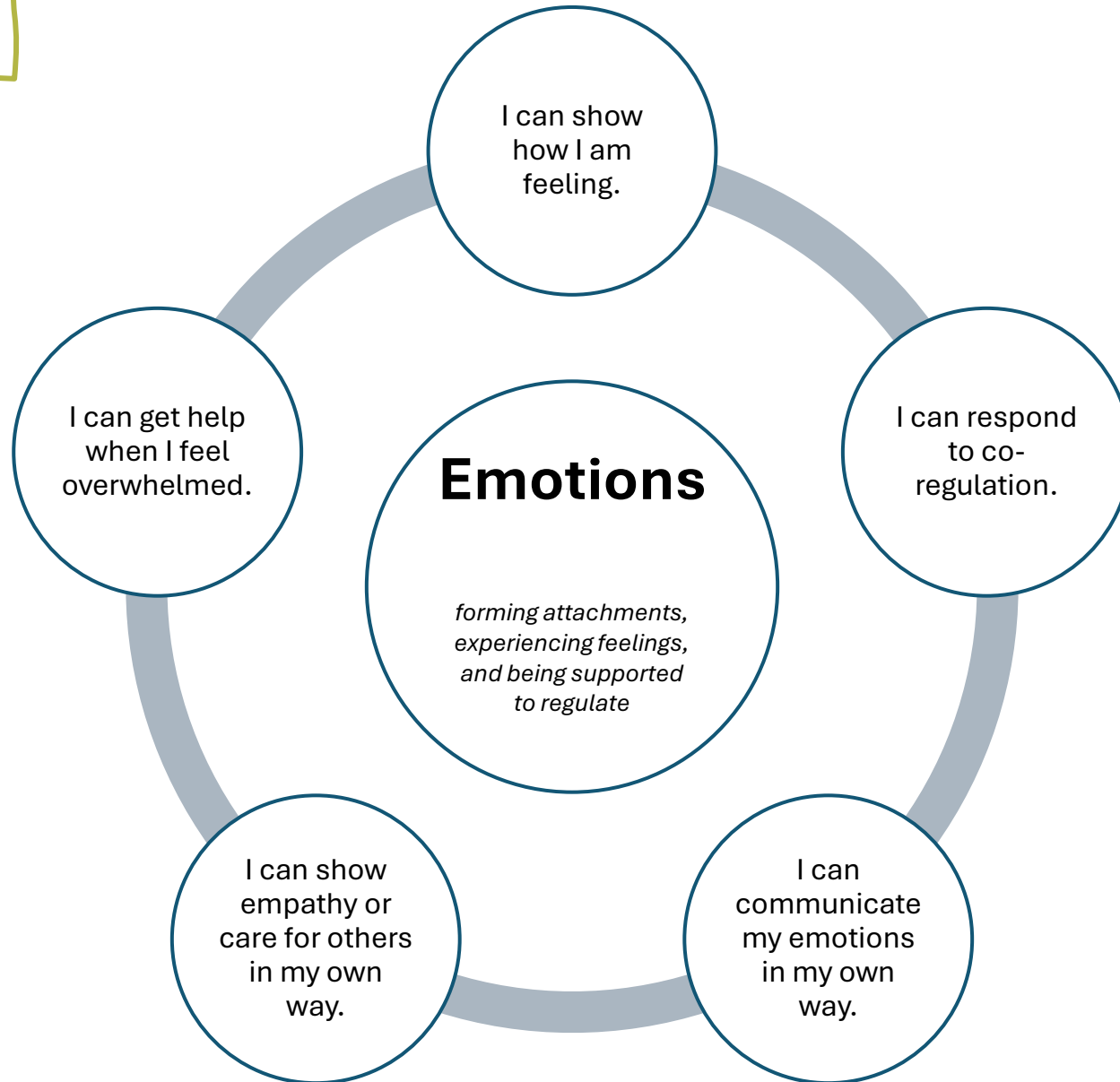
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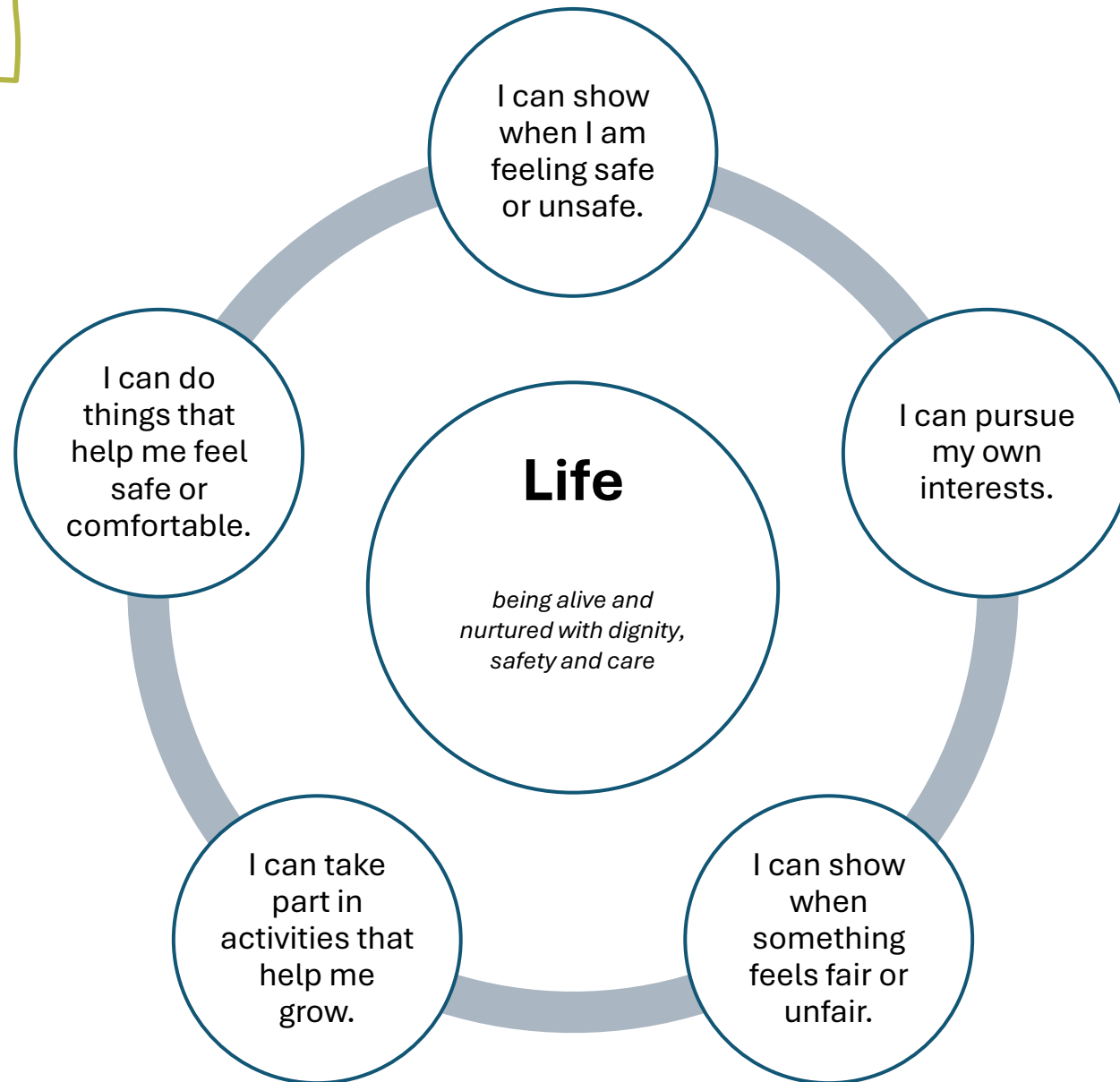
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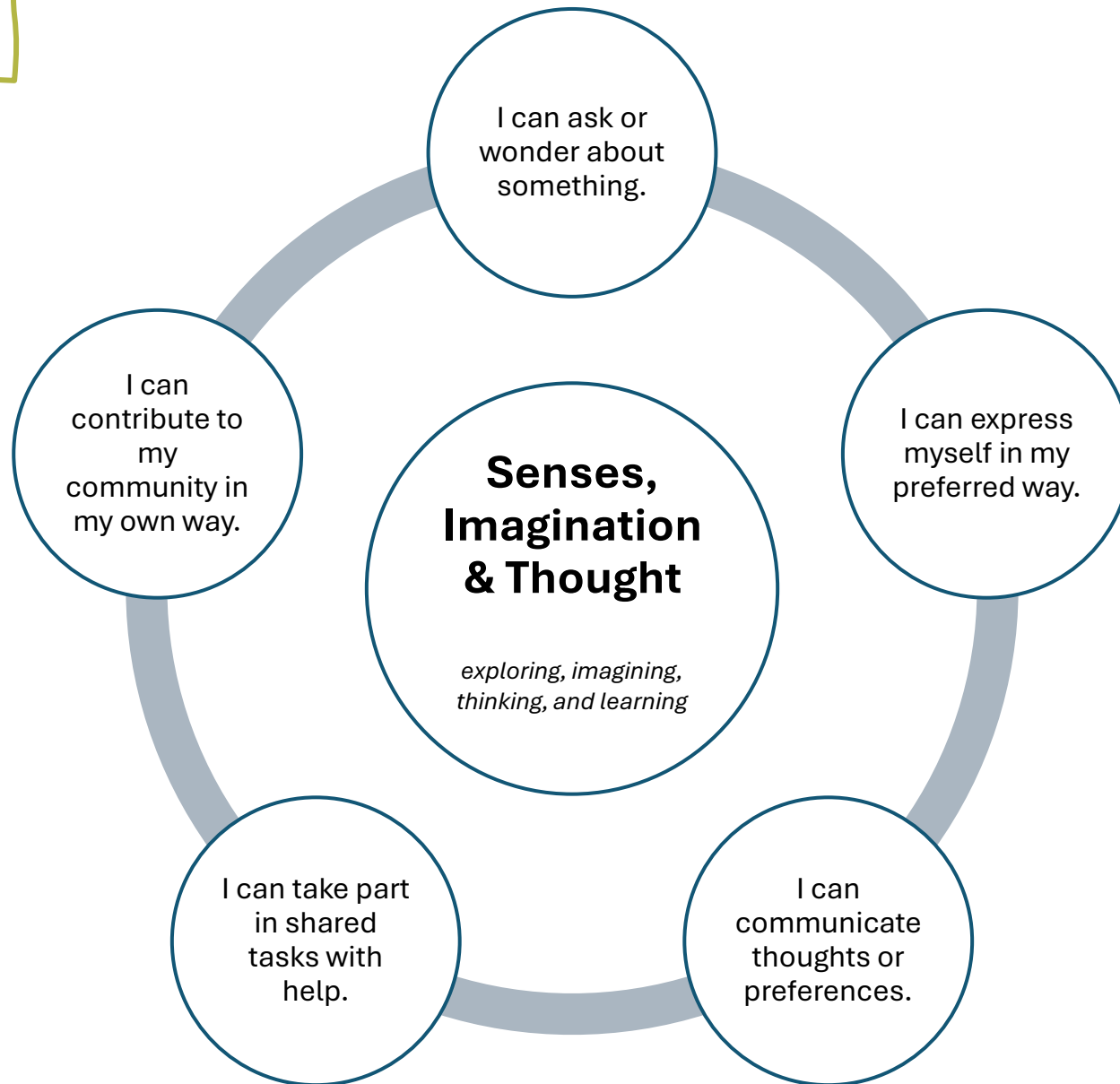
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