

Forest School and Outdoor Learning
Assessment Programme

Outdoor
Assessment
Progress
Tracker
With
Certificates

Forest School Awards

Forest School participants gain points by completing a wide range of activities and progressing through Bronze, Silver, Gold and Platinum levels. You can track progress and points through the baseline assessment which is updated at the end of each term or year. You can also input the assessment documents onto a spreadsheet using Excel.

Levels

Bronze:	0 – 29 points
Silver:	30 – 38 points
Gold:	39 – 45 points
Platinum:	46 – 66 points

The Assessment can be edited for your individuals or used to baseline at the start of the year and follow them through till they leave.

Hope this helps for employees working within the outdoor setting. I have been Ofsted 3 times using this assessment and comments made were 'Very Impressive' and 'Great Tracking Report'

Y7	Childs Name:		Baseline Assessment	<input type="checkbox"/>
	Date: S/F		On-going Assessment	<input type="checkbox"/>
			Summative Assessment	<input type="checkbox"/>

General Comments:

Responsiveness: change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way

Responds to familiar people		Can wait to take his/her turn	
Recognises different sounds or noises		Understands and follows FS rules	
Comes to Forest School willingly		Holds eye contact with adults	

Curiosity: demonstrates how a pupil is building on an initial reaction to a new stimulus

Happy to take risks		Feels secure (not a worrier)	
Wants to try new things		Displays involvement in self-chosen activities	

Discovery: the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement

Uses a variety of tools i.e. spade, trowel		Building and construction using objects	
Responds to commands		Beginning to understand different places	
Explores the forest school site and surroundings		Is excited and interested	

Anticipation: demonstrates whether a pupil is able to predict, expect or associate a particular stimulus with an event

Safe around the fire circle		Handling tools with confidence and control	
Able to use own imagination		Happy to make own decisions	

Persistence: the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding

Dresses and undresses independently (FS Kit)		Deals well with failure	
Maintain attention to task or activity		Good fine motor skills	
Participates in singing, rhythm and movement games		Good gross motor skills	

Initiation: demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome

Understanding the world by using their senses		Developing a positive attitude to learning	
Works independently		Engages in small tasks or activities	

Investigation: measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation

Shows interest through observation or participation		Recognising and making patterns	
Shows interest in mini-beasts and animals		Exploring colour, texture and space	

B	S	G	P
0-29	30-38	39-45	46-66

Total:	
Award:	

Y8

Childs Name:		Baseline Assessment	<input type="checkbox"/>
Date:		On-going Assessment	<input type="checkbox"/>
		Summative Assessment	<input type="checkbox"/>

Responsiveness: change in a pupil’s behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way

Responds to familiar people		Can wait to take his/her turn	
Recognises different sounds or noises		Understands and follows FS rules	
Comes to Forest School willingly		Holds eye contact with adults	
Building self-confidence		Positive relationships with adults or peers	

Curiosity: demonstrates how a pupil is building on an initial reaction to a new stimulus

Happy to take risks		Feels secure (not a worrier)	
Wants to try new things		Displays involvement in self-chosen activities	
Forms friendships		Enjoys discussions	

Discovery: the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement

Uses a variety of tools i.e. spade, trowel		Building and construction using objects	
Responds to commands		Beginning to understand different places	
Explores the forest school site and surroundings		Is excited and interested	
Uses a fire striker correctly		Explore FS area for selected objects (hunting games)	

Anticipation: demonstrates whether a pupil is able to predict, expect or associate a particular stimulus with an event

Safe around the fire circle		Handing tools with confidence and control	
Able to use own imagination		Happy to make own decisions	

Persistence: the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding

Dresses and undresses independently (FS Kit)		Deals well with failure	
Maintain attention to task or activity		Good fine motor skills	
Participating in singing, rhythm and movement games		Good gross motor skills	

Initiation: demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome

Understanding the world by using their senses		Developing a positive attitude to learning	
Works independently		Engages in small tasks or activities	

Investigation: measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation

Shows interest through observation or participation		Recognising and making patterns	
Shows interest in mini-beasts and animals		Exploring colour, texture and space	
		Sort a variety of materials into groups	

Total:	
Award:	

B	S	G	P
0-29	30-38	39-45	46-66

Childs Name:		Baseline Assessment	<input type="checkbox"/>
		On-going Assessment	<input type="checkbox"/>
Date:		Summative Assessment	<input type="checkbox"/>

Responsiveness: change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way

Responds to familiar people		Can wait to take his/her turn	
Recognises different sounds or noises		Understands and follows FS rules	
Comes to Forest School willingly		Holds eye contact with adults	
Building self-confidence		Positive relationships with adults or peers	
Listens and follows instructions		Takes turns to speak	

Curiosity: demonstrates how a pupil is building on an initial reaction to a new stimulus

Happy to take risks		Feels secure (not a worrier)	
Wants to try new things		Displays involvement in self-chosen activities	
Forms friendships		Enjoys discussions	
Able to work independently		Keen to learn and participate	

Discovery: the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement

Uses a variety of tools i.e. spade, trowel		Building and construction using objects	
Responds to commands		Beginning to understand different places	
Explores the forest school site and surroundings		Is excited and interested	
Uses a fire striker correctly		Explore FS area for selected objects (hunting games)	

Anticipation: demonstrates whether a pupil is able to predict, expect or associate a particular stimulus with an event

Safe around the fire circle		Handling tools with confidence and control	
Able to use own imagination		Happy to make own decisions	

Persistence: the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding

Dresses and undresses independently (FS Kit)		Deals well with failure	
Maintain attention to task or activity		Good fine motor skills	
Participating in singing, rhythm and movement games		Good gross motor skills	
Deals well with obstacles and terrain		Has good physical stamina	

Initiation: demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome

Understanding the world by using their senses		Developing a positive attitude to learning	
Works independently		Engages in small tasks or activities	
Uses body for expressions of feelings		A leader rather than a follower	

Investigation: measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation

Shows interest through observation or participation		Recognising and making patterns	
Shows interest in mini-beasts and animals		Exploring colour, texture and space	
Shows interest in plants and trees		Sort a variety of materials into groups	
Interested in the woodland environment and is curious to learn and understand		Develops concepts overtime	

B	S	G	P
0-29	30-38	39-45	46-66

Total:	
Award:	

Childs Name:		Baseline Assessment	<input type="checkbox"/>
Date:		On-going Assessment	<input type="checkbox"/>
		Summative Assessment	<input type="checkbox"/>

Responsiveness: change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way

Responds to familiar people		Understands and follows FS rules	
Recognises different sounds or noises		Holds eye contact with adults	
Comes to Forest School willingly		Positive relationships with adults or peers	
Building self-confidence		Takes turns to speak	
Listens and follows instructions		Happy in him/herself	
Can wait to take his/her turn		Encourages others to respect FS rules	

Curiosity: demonstrates how a pupil is building on an initial reaction to a new stimulus

Happy to take risks		Displays involvement in self-chosen activities	
Wants to try new things		Enjoys discussions	
Forms friendships		Keen to learn and participate	
Able to work independently		Speaks up for oneself	
Feels secure (not a worrier)		Doesn't worry what others think of him/her	

Discovery: the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement

Uses a variety of tools i.e. spade, trowel		Beginning to understand different places	
Responds to commands		Is excited and interested	
Explores the forest school site and surroundings		Explore FS area for selected objects (hunting games)	
Uses a fire striker correctly		Contributes ideas with peers on team activities	
Building and construction using objects		Enjoys discovering new places	

Anticipation: demonstrates whether a pupil is able to predict, expect or associate a particular stimulus with an event

Safe around the fire circle		Happy to make own decisions	
Able to use own imagination		Uses appropriate language for situations	
Handing tools with confidence and control		Asks a lot of questions	

Persistence: the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding

Dresses and undresses independently (FS Kit)		Deals well with failure	
Maintain attention to task or activity		Good fine motor skills	
Participating in singing, rhythm and movement games		Good gross motor skills	
Deals well with obstacles and terrain		Has good physical stamina	

Initiation: demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome

Understanding the world by using their senses		Developing a positive attitude to learning	
Works independently		Engages in small tasks or activities	
Uses body for expressions of feelings		A leader rather than a follower	

Investigation: measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation

Shows interest through observation or participation		Recognising and making patterns	
Shows interest in mini-beasts and animals		Exploring colour, texture and space	
Shows interest in plants and trees		Sort a variety of materials into groups	
Interested in the woodland environment and is curious to learn and understand		Develops concepts overtime	

B	S	G	P
0-29	30-38	39-45	46-66

Total:	
Award:	

Y11	Childs Name:		Baseline Assessment	<input type="checkbox"/>
	Date:		On-going Assessment	<input type="checkbox"/>
			Summative Assessment	<input type="checkbox"/>

Responsiveness: change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way

Responds to familiar people		Understands and follows FS rules	
Recognises different sounds or noises		Holds eye contact with adults	
Comes to Forest School willingly		Positive relationships with adults or peers	
Building self-confidence		Takes turns to speak	
Listens and follows instructions		Happy in him/herself	
Can wait to take his/her turn		Encourages others to respect FS rules	

Curiosity: demonstrates how a pupil is building on an initial reaction to a new stimulus

Happy to take risks		Displays involvement in self-chosen activities	
Wants to try new things		Enjoys discussions	
Forms friendships		Keen to learn and participate	
Able to work independently		Speaks up for oneself	
Feels secure (not a worrier)		Doesn't worry what others think of him/her	

Discovery: the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement

Uses a variety of tools i.e. spade, trowel		Beginning to understand different places	
Responds to commands		Is excited and interested	
Explores the forest school site and surroundings		Explore FS area for selected objects (hunting games)	
Uses a fire striker correctly		Contributes ideas with peers on team activities	
Building and construction using objects		Enjoys discovering new places	

Anticipation: demonstrates whether a pupil is able to predict, expect or associate a particular stimulus with an event

Safe around the fire circle		Happy to make own decisions	
Able to use own imagination		Uses appropriate language for situations	
Handing tools with confidence and control		Asks a lot of questions	

Persistence: the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding

Dresses and undresses independently (FS Kit)		Good fine motor skills	
Maintain attention to task or activity		Good gross motor skills	
Participating in singing, rhythm and movement games		Has good physical stamina	
Deals well with obstacles and terrain		Expresses wishes and preferences clearly	
Deals well with failure		Makes spoken contribution to group/teamwork	

Initiation: demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome

Understanding the world by using their senses		Engages in small tasks or activities	
Works independently		A leader rather than a follower	
Uses body for expressions of feelings		Works well as part of a team	
Developing a positive attitude to learning		Has compassion for others	

Investigation: measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation

Shows interest through observation or participation		Exploring colour, texture and space	
Shows interest in mini-beasts and animals		Sort a variety of materials into groups	
Shows interest in plants and trees		Develops concepts overtime	
Interested in the woodland environment and is curious to learn and understand		Encourages others to respect environment	
Recognising and making patterns		Has respect for the environment	

B	S	G	P
0-29	30-38	39-45	46-66

Total:	
Award:	



This is to certify that

has achieved the following award

Bronze Award

on the Forest School Awards Scheme

at

(School Name)

J Doe

J Doe
Forest School Practitioner

Date: _____



This is to certify that

has achieved the following award

Silver Award

on the Forest School Awards Scheme

at

(School Name)

J Doe

J Doe
Forest School Practitioner

Date: _____



This is to certify that

has achieved the following award

Gold Award

on the Forest School Awards Scheme

at

(School Name)

J Doe

J Doe
Forest School Practitioner

Date: _____



This is to certify that

has achieved the following award

Platinum Award

on the Forest School Awards Scheme

at

(School Name)

J Doe

J Doe
Forest School Practitioner

Date: _____

