

Beacon Alternative School CIC (and Alternative Provision)

Assessment and Feedback Policy



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Note: Beacon Alternative Provision operates under Beacon Alternative School CIC, which is not currently a registered school but is working toward future registration. This policy applies to all staff working with young people across all Beacon settings.

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1. Introduction

Beacon Alternative School CIC recognises that effective assessment and review are essential to supporting young people's progress, engagement, and emotional well-being.

Many young people attending Beacon have experienced disrupted education, anxiety, trauma, or unmet special educational needs. As a result, assessment must be flexible, proportionate, and responsive, with a clear focus on identifying what each young person needs in order to move forward.

This policy sets out how Beacon uses assessment and structured review processes to inform planning, support EHCP outcomes, and evidence meaningful progress over time.

2. Aims and Principles

Beacon's approach to assessment and review aims to:

- Identify individual starting points accurately
- Support re-engagement with learning
- Inform appropriate teaching and support strategies
- Recognise progress across emotional, social, and academic domains
- Provide clear evidence for review, reporting, and EHCP processes

Assessment and review at Beacon are:

- **Individualised rather than comparative**
- **Trauma-informed and neuro-affirming**
- **Focused on progress from baseline**, not age-related attainment
- **Used to inform provision**, not to label or limit young people

3. Scope of the Policy

This policy applies to:

- All pupils attending Beacon provision
- Academic, vocational, therapeutic, and life-skills learning
- On-site, off-site, and community-based provision

It applies to all staff involved in assessment, teaching, mentoring, or learning support.

4. Approach to Assessment and Review

Beacon uses a **formative, pupil-centred approach** to assessment and review.

Assessment is used to:

- Establish emotional readiness and engagement
- Identify strengths, interests, and barriers to learning
- Inform teaching and support strategies
- Monitor progress over time

Review is used to:

- Evaluate the effectiveness of provision
- Adjust targets and strategies
- Evidence impact for internal and external stakeholders

Formal testing is used only where appropriate and is always balanced with professional judgement and observation.

5. Baseline and Initial Assessment

On entry to Beacon, young people may take part in an initial assessment process to establish:

- Emotional readiness to engage with learning
- Levels of engagement and confidence
- Social, emotional, and behavioural needs
- Academic skills in Maths and English (where appropriate)
- Reading ability, where appropriate

Baseline assessment may include:

- Structured assessment activities
- Observations of engagement and regulation
- Work samples
- Discussion with the young person
- Information from schools, families, and professionals

Baseline assessment information is used to **inform planning and support**, not to set fixed expectations.

6. Ongoing Assessment and Review for Learning

Ongoing assessment and review are embedded within daily practice and may include:

- Observation of participation and engagement
- Questioning and discussion
- Review of work produced
- Reflection activities with pupils
- Monitoring progress towards targets

Formal review points take place approximately every **6–12 weeks**, or sooner if appropriate.

Reviews consider:

- Progress against agreed targets
- Changes in emotional readiness or engagement
- Effectiveness of support strategies
- Whether provision remains appropriate

Progress may occur at different rates across different areas and is recognised as valid.

7. Learning Plans, Targets and Next Steps

Each pupil has an individual learning plan informed by assessment and review.

Learning plans include:

- Summary of assessment outcomes
- Current working levels (where appropriate)
- Engagement and emotional regulation targets
- Social, life-skills, and/or academic targets
- Support strategies and reasonable adjustments
- Review date

Targets are:

- Specific and achievable
- Linked to assessment findings
- Reviewed and adjusted regularly
- Aligned with EHCP outcomes where applicable

8. Recording, Evidence and Use of Assessment Information

Assessment and review information is recorded in a **proportionate and meaningful** way and may include:

- Assessment packs and annotated tasks
- Learning plans and review notes
- Session notes and observations
- Work samples
- Engagement or incident logs where relevant

This information is used to:

- Inform planning and review meetings
- Evidence progress over time
- Support EHCP annual reviews
- Inform transitions and reintegration planning

All records are maintained in line with data protection requirements.

9. Reporting Progress and Review Outcomes

Progress may be shared with:

- Young people
- Parents/carers
- Schools
- Local authorities and commissioning bodies

Reporting focuses on:

- Progress from starting points
- Engagement and participation
- Development of skills, confidence, and independence
- Impact of support and provision

Reports are clear, contextualised, and sensitive to individual circumstances.

10. Supporting Diverse and Neurodivergent Learners

Beacon recognises that traditional assessment and review methods do not suit all learners.

Staff adapt assessment and review processes to ensure they are:

- Accessible and low-pressure
- Strengths-based
- Responsive to sensory, emotional, and cognitive needs

Alternative ways of demonstrating learning and progress are actively encouraged.

11. Monitoring, Quality Assurance and Review

The effectiveness of assessment and review practices is monitored through:

- Staff reflection and supervision
- Review of learning plans and progress records
- Moderation of assessment outcomes
- Feedback from young people and families

This policy is reviewed annually, or sooner if required by changes in statutory guidance.

12. Related Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Anti-Bullying Policy
- Data Protection Policy