



The Belsteads School Assessment & Homework Policy

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The Belsteads School supports pupils who have significant barriers to learning because of needs including Autism, ADHD and Social, Emotional and Behavioural Difficulties. This means that Assessment has to be wider in focus than curricular progress only. We use creative approaches that recognise and support learning in its broadest sense, with the development of life skills a priority.

Purpose of Assessment:

- To enable staff to identify what has been learned and where there are gaps in understanding
- To show pupils what they have learned and what they need to do to improve skills further
- To celebrate achievements
- To inform the planning of future lessons
- To provide evidence of learning and progress to parents, carers and Local Authorities who commission places at the school

What is Assessed?

Pupils are assessed on:

- Curriculum targets
- EHCP targets
- Targets set from observation of the pupils and based on behavioural and social skills not identified in their EHCP. These may be short term, in response to a particular issue that has arisen.

Methods of Assessment:

Formative Assessment

- Written work is kept in exercise books and is marked as it is completed. Staff comments should acknowledge what has been done well, then give advice for further improvement.
- Spelling and punctuation errors should be shown, with a focus on misspellings of the most common words as priority.
- Photographs that evidence learning not captured in writing should be printed out and annotated with remarks showing the skills developed, rather than just a description of the activity. This is particularly important for assessing progress against Social and Emotional targets from EHCPs and staff observations
- Clickers, tallies and pictorial representations may be used to evidence progress in managing a negative behaviour, for example to count and record incidents of swearing over time.

Summative Assessment

Few of our pupils are able to complete lengthy, formal tests. Summative Assessment is therefore tailored to individuals. For some, it may take the form of regular short tests of spelling or facts learned in a lesson. Others may be able to complete extended assessments, including practice exam papers or individual projects completed independently.

EHCP targets are tracked half-termly to show progress over time.

Reporting to Parents and Carers:

- Formal reporting to parents is completed via an Annual Report
- Informal reporting is done through regular contact via phone or email so that parents and carers know how their child's day or week has gone.
- Staff attend PEP and LAC meetings, completing written reports on progress against curriculum and EHCP targets, attendance and behaviour.
- Parents, carers and social workers if applicable are informed as soon as possible of significant incidents, including copies of reports.

Reporting to Local Authorities:

- Staff complete PEP and LAC forms and attend those meetings to give additional information as needed.
- Information on relevant pupils is shared and their work, behaviour and attendance data are shown at monitoring visits.
- When EHCP targets are considered to have been fully met, this is reported to LAs and new targets are proposed.

Homework:

Homework is not routinely set by The Belsteads School.

Our pupils often have quite rigid thinking about the boundary between home and school. In addition, several pupils have long journeys at the start and end of each day. Experience and discussions with parents have shown that trying to get pupils to complete homework tasks creates conflict and distress in the home that outweighs any potential benefits. However, pupils who choose to complete additional tasks or projects outside of school hours are rewarded and praised accordingly.