



**Educ8**

Education Delivered with Utmost Care

## **Educ8 (Luton) Ltd**

(Hereinafter referred to as "Educ8")

*A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.*

### **ASSESSMENT AND REPORTING POLICY**

#### **Rationale**

Assessment is a fundamental aspect of the curriculum and an integral part of the learning process and as an organisation we believe that both formative and summative assessment are vital for student achievement. Assessment should be a continuous process and one that should be regularly fed back to the student, the parent or carer and the commissioning body. Communication in regard to student progress and learning should be shared and transparent to ensure the best possible outcomes.

'What is taught' and 'what is learnt' are rarely the same. Effective assessment and tailored target setting can reduce the margin between what is taught and what is learnt, and thereby increase student achievement. 'Target setting' is the setting of specific goals/targets designed to raise educational standards and then taking the necessary action in order that those targets can be realised'.

#### **Definition**

Assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

#### **Aims**

- Assessment should recognise what a learner has achieved. Its overall purpose being to improve the quality of students' work.
- Learners need to know what they are expected to do. The criteria by which they will be assessed should be shared with them.
- Learners need to be involved and valued. Their experience of learning should be sought through self-assessment and through reflection and review of the learning that has taken place. This should be combined with the setting of achievable targets.
- Tutors should use assessment information to evaluate their teaching programmes. Assessment of individuals should inform the planning of individual programmes and subsequent work.
- A range of assessment methods should be used to measure progress in different kinds of learning experiences. Assessment strategies will vary depending on the requirements of the subject and the learner.
- Assessment needs to provide an accurate picture of students' progress in relation to the National Curriculum.
- Assessment of learners by teachers over a period of time is essential if reliable evidence is to be produced. Tutors, therefore, need to be confident and competent in assessment techniques. Procedures should be in place for reviewing and monitoring individual student's progress.
- The outcomes of assessment should be recorded in usable ways without overburdening tutors or learners and take into account the needs of those who may wish to use the information. Parents or carers should be encouraged to take an active interest in the assessment process.
- Assessment should raise students' expectations of themselves and hence their attainment.



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### **Objectives**

- To assess, record and report students' achievements in order to assist students in their educational and personal advance (assessment for learning, records, and reports).
- To assess students' achievement in order to inform others and to qualify students for appropriate further courses and/or careers (summative assessments).
- To assess students' achievements in a variety of ways.
- To celebrate success.
- To assess, record and report students' achievements in order to evaluate and improve methods of teaching/learning.

### **Practice**

Communication with all stakeholders is the key to successful learning and assessment, all tutors are expected to complete their reports daily by 8pm at the very latest, entering them onto the website for quality checking before they are emailed to commissioning bodies and parents at the end of the week. The reports should contain the learning objectives and methods in which this will be communicated. Following or during the session the learning and progress should be reviewed by both the tutor and the learner. Clear targets should then be set based upon this evaluation, this could take the form of homework or planning for the following session. Being in the unique position of tutoring at home a summary of the progress made or any concerns regarding the learning or behaviour should be communicated with the parent or carer briefly at the end of each session.

Students who are on a school roll, where the work is provided by schools should be assessed by the class teacher, however, ongoing assessment of the learning should occur each session. Where students are not attached to a school it is the tutor who is responsible for formal assessment including the marking of coursework. Moderation will be arranged with the support of other tutors within the organisation.

### **References:**

Education and Inspection Act 2006  
The Education Act 2011  
The Use of Assessment During Inspections OFSTED (2014)  
DFE Behaviour and Discipline in Schools (2015)  
DFE Statutory Assessment and Reporting in Schools (2016)  
DFE Keeping Children Safe in Education (2022)

*N K Jones*  
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