

Westminster Tutors



Assessment and Reporting Policy

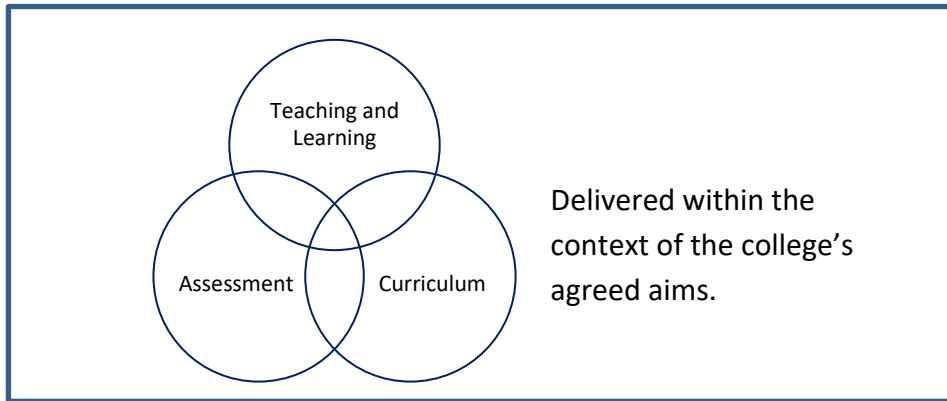
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1. Introduction

This policy supports the implementation of high-quality and informative assessment arrangements. Westminster Tutors sees assessment as part of one of our core purposes to ensure that all students make the best progress possible and attain high standards. Effective assessment practice is part of a whole college pedagogy informed by the effective implementation of:



2. Policy Aim

2.1 This policy aims to outline the rationale and approach to assessment, recording and reporting in our college. This policy has four parts:

- Assessment
- Recording assessment information
- Reporting to parents
- Evaluation

2.2 This policy is compliant with the expectations of the Independent Schools Inspectorate (ISI) under its Private Further Education Inspection Framework and with Keeping Children Safe in Education (DfE, September 2025)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.isi.net/about/what-we-do/private-further-education>

- Teachers systematically assess students and use assessment to plan and modify their provisions.
- The Principal ensures that teaching coordinated through the College is regularly assessed and that information from those assessments is used to support student progress and inform future tuition planning. Our college has high expectations of every student, including those with SEN
- The Principal ensures that a framework for student performance to be evaluated, by reference to the college's aims as provided to parents or national norms, or both, is in place.

3. Assessment: Types of Assessment

We assess in different ways and with different purposes during the academic year. We use three forms of assessment:

Formative assessment	In-college summative assessment	Standardised summative assessment
<p>Teachers use formative assessment to evaluate students' knowledge, skills and understanding on a day-to-day and lesson-by-lesson basis and to tailor teaching accordingly.</p> <p>This includes quick recap questions, scrutiny of students' work, providing feedback and students' responses, observational assessments, and quizzes.</p>	<p>Used by teachers to evaluate how much a student has learned at the end of a teaching unit and should include, where relevant, internal standardisation.</p> <p>This includes end-of-unit assessments, mid- or end-of-year exams, and reviews for students with SEND.</p>	<p>Externally set, marked, and standardised. An external body also validates it.</p> <p>This includes GCSE, AS and A-Level public examinations.</p>

- 3.1 All in-college summative assessments should be used formatively. Teachers should routinely analyse summative assessments and identify the next steps for subjects and specific students.

4. Principles of Assessment

- 4.1 The primary principle of assessment is that it should fit the intended purpose. Assessment is integral to teaching and lies at the heart of promoting students' learning. Assessment should provide information that is clear, reliable, and free from bias. Assessment should be used to move to learning forward. The guiding principles below are used to help ensure that we maximise the impact of our assessment.

5. Principles of Formative Assessment

- 5.1 Formative assessment should:
- Give 'of the moment' information about students' knowledge and understanding of a topic, skill or concept.
 - Be interactive and lead to dialogue.
 - Help students understand what they have done well and what they need to do to improve;
 - Be inclusive of all abilities.
 - Support immediate planning to improve progress and attainment.

- Support home learning and home-college partnership.

6. Principles of in-college and Standardised Summative Assessment

6.1 These forms of assessment should be used:

- Formatively by teachers to plan for the next steps, target set, and precision teach.
- To triangulate broader assessment judgements.
- To evidence progress over time.
- To compare cohorts and groups of students.
- To assess against agreed benchmark standards.
- As a basis for reporting.

7. Mastery and Depth

7.1 The A-Level curriculum is predicated on developing depth and mastery in learning. This does not exclude acceleration, but 'moving on' should never be at the expense of depth and mastery.

7.2 A mastery approach to learning is at the heart of A-Level studies and is also part of excellent pedagogy. This means that teachers need to think, plan, and teach differently. Teachers must ensure their students have opportunities to develop depth and mastery in their learning before considering acceleration. By promoting depth, learning is more likely to become secure and embedded.

7.3 Our college ensures that our students meet the minimum expectations set by Westminster Tutors' SLT, linked to A-Level assessment criteria. Our staff understand that our expectations are designed to identify the minimum expectations and should not be used to put a ceiling on our students' achievement and attainment.

7.4 Regarding mastery in learning, we look for the following characteristics:

- Students consistently demonstrate understanding and application of key knowledge, understanding, and skills to undertake tasks.
- Students understand the objectives to be studied and make tangible progress and attainment outcomes.
- Students have plentiful opportunities to achieve mastery.
- Learning is undertaken logically and systematically with plentiful opportunities for the practical application of key concepts.
- While students study smaller focused sections of the subject, they can make broader links across topics, units, and subject as a whole.
- Students are supported to assess their learning metacognitively and to construct feasible next steps to make progress and raise attainment.
- Teachers provide rapid intervention and feedback to help and support learning difficulties.

8. In-college and Standardised Summative Assessment

8.1 Our key summative assessment points over the year, whether in college or standardised, are identified in the following assessment planner so that all staff and students can see and prepare for them.

Year Group	Assessment	When	How is the data used?
All	Progress report: teachers provide working grade, based on class assessments and homework	October 27th	Working grade provides an initial indicator of whether student is on track for target grade. Data is sent to parents
All Students	Mocks	Week of 1st December	Important assessment of exam preparation. Results are discussed in end of term reports
All Students	Progress report: teachers provide working grade, based on class assessments and homework	February 16th	Working grade provides an initial indicator of whether student is on track for target grade. Data is sent to parents
All Students	Mocks	Week of 9th March	Important assessment of exam preparation. Results are discussed in end of term reports
Y13 and some Re-take	Final deadline for submitting coursework	April 1st	Coursework is internally marked and moderated and internal marks are given to students by April 21st
Y12	Mocks	Week of 25th May	Important formative assessment of exam preparation. Results are discussed in end of term reports
Y13 and Re-take	A and AS Level Exams	Starting 11th May	

9. Integrity of Assessment Information

9.1 For our assessment processes to be robust and valid, we ensure that all staff are competent in using assessment. We do this by:

- Using clear assessment criteria.
- Assigning time to support staff training in what constitutes robust assessment.
- Assigning time for the moderation of assessment judgement.

- Triangulating judgements from a range of assessments, including from learning walks and student work.
- 9.2 An essential strategy for ensuring that assessment judgements are valid and reliable is using in-college moderation. Moderation is used to ensure that the judgment of all relevant staff about the quality of a piece of work or an assessment piece is the same.
- 9.3 The College will look for opportunities to moderate assessment judgements with colleagues from other colleges, such as through cross-moderation with other teachers, schools, and colleges.
- 9.4 Any external moderation will take place in accordance with the College's Data Protection Policy and safeguarding procedures to ensure confidentiality of student information.

10. Use of Formative Assessment

- 10.1 Formative assessment is a crucial component of the learning process that can significantly contribute to students' success. When undertaken effectively, it can guide teachers in understanding each student's progress, strengths, and areas of improvement, leading to personalised instruction and targeted support. Here is how formative assessment should be undertaken to secure students' success:
- Formative assessment should be thoughtfully integrated into the educational journey as an ongoing and interactive process.
 - Teachers must employ various formative assessment techniques and strategies that provide real-time insights into individual student understanding and learning needs.
 - Formative assessments should be designed to be supportive and developmental, fostering a positive learning environment where students feel encouraged to take risks and learn from their mistakes.
 - Formative assessments should be conducted regularly and aligned with specific learning objectives.
 - Teachers should continuously monitor student progress; teachers can identify knowledge and skill development gaps, enabling timely interventions and tailored instruction.
 - Teachers must address individual learning challenges promptly and appropriately adjust their teaching methods and materials.
 - Students should be involved in the formative assessment process, which can enhance their self-awareness and self-regulation skills.
 - Students should self-assess and reflect on their learning journey to foster a sense of ownership and accountability, ultimately motivating them to take an active role in their education.
 - Formative assessment should also emphasise qualitative feedback over merely assigning grades. Constructive feedback that highlights areas of improvement and offers specific suggestions for enhancement empowers students to understand their strengths and weaknesses better, promoting a growth mindset and continuous learning.

- Formative assessment should be leveraged to inform instructional decisions, curriculum design, and educational policies. By collecting and analysing assessment data at a broader level, the college can identify trends, evaluate the effectiveness of teaching methodologies, and implement evidence-based improvements to maximise student success across the board.

10.2 When formative assessment is conducted with diligence and purpose, it becomes a powerful tool in securing students' success. By utilising ongoing assessment techniques, engaging students in their learning process, providing constructive feedback, and using data to drive instructional improvements, educators can create a dynamic learning environment that nurtures individual growth, leading to improved academic outcomes and the holistic development of each student.

11. Use of in-college Summative Assessment

11.1 Summative assessment is critical in measuring students' overall learning outcomes and academic achievements at specific points in time. To secure students' success, summative assessments should be conducted with fairness, accuracy, and a focus on a comprehensive evaluation. Here is how summative assessment should be undertaken to secure students' success:

- Summative assessments should be administered as a balanced and reflective culmination of their learning experiences that closely align with the stated learning objectives and provide a comprehensive representation of students' knowledge, skills, and abilities acquired over a defined period.
- It is essential to establish clear and measurable learning outcomes before conducting summative assessments. When objectives are well-defined, educators can design assessments that accurately gauge the extent to which students have met these goals, enabling a fair evaluation of their academic progress.
- The design of summative assessments should encompass a variety of question types and formats the student will experience in public examinations. By offering exam-specific style assessment tasks, students can showcase their understanding and competencies in ways that match their final evaluation process.
- The administration of summative assessments should be conducted under standardised and controlled conditions, ensuring fairness and consistency across all students, including those with SEND, by implementing the students' reasonable adjustments.
- In-college summative assessments should be marked in a timely fashion, formatively, and provide specific action tasks for students to undertake to make further progress. Although these assessments are typically final evaluations, feedback is invaluable in helping students understand their strengths, weaknesses, and areas for improvement. Teachers can use summative assessment feedback to guide future learning strategies and individualised support, ensuring continuous growth and progress.
- Summative assessments should complement formative assessments throughout the learning journey. Integrating formative assessment practices allows for ongoing feedback and course correction, enhancing the overall learning experience and ultimately contributing to better performance in summative assessments.

- The results of summative assessments should be used not only for grading purposes but also to inform educational planning and decision-making.
- The college will analyse assessment data to identify areas of strength and weakness in the curriculum and instructional approaches. A data-driven analysis approach can lead to targeted interventions and improvements that benefit both individual students and the broader learning community.

11.2 Securing students' success through summative assessment requires careful planning, thoughtful design, fairness in administration, constructive feedback, and a commitment to using assessment data to drive continuous improvement. By adopting these principles, the college and its teachers can ensure that summative assessments become valuable tools for measuring achievement and supporting students on their educational paths.

12. Inclusion

12.1 Our college has high expectations of every student, including those with SEDN. Students with SEND are assessed appropriately according to their needs. Adaptations will be made where this enables a more valid and robust assessment outcome. Students with SEND are expected to make the same rate of progress as other students.

12.2 All assessment and reporting arrangements for students with SEND comply with the College's duties under the Equality Act 2010 and are consistent with the safeguarding principles set out in Keeping Children Safe in Education (DfE, September 2025).

13. Recording Assessment

13.1 It is essential that Westminster Tutors has a coherent and understood system for recording assessment outcomes. Within our college, we record data using student learning records. The Director of Studies (Academic) publishes a calendar of assessment, recording, and reporting shared with staff.

14. Reporting to Parents

14.1 Westminster Tutors values our partnership with parents/guardians, and reports ensure that parents/guardians have clear information about pastoral and academic matters concerning their child(ren).

14.2 Reports to parents do not replace our regular dialogue with them. Any parent or guardian with a query or concern can contact the College at info@westminstertutors.co.uk to request an appointment with their child(ren)'s SLT tutor. All communications and progress reports are shared securely in line with the College's Data Protection Policy (UK GDPR and Data Protection Act 2018).

14.3 Throughout the academic year, we report to our parents in the following ways:

- Formal reports are provided at the end of each term for year 12 students, and at the end of the autumn and summer terms for year 13 and retake students. These include detailed written summaries of the student's progress as well as commentary on most recent mock examinations
- Before the autumn and spring half-terms, parents are sent a half-term review, which gives the teachers' judgements on the student's working grade and an indication of whether the student is on course to meet their target grade
- Each student has a personal tutor, who will be very familiar with the progress of their tutees and will liaise between teachers and parents. The personal tutor is available to answer email queries about student progress and meet with parents, either in person, online or over the phone. Such meetings are usually organised on an *ac hoc* basis, but are usually held two to three times a year

15. Evaluation

15.1 This policy complies with the Private Further Education standards. As is expected, we publish particulars of the college's academic performance during the preceding college year, including the results of any public examinations.

15.2 The college reviews the attainment and achievement of students through the Achievement Narrative. This document is reviewed regularly and ensures oversight of achievement trends within the college between the agreed start and endpoints. Notable groups are monitored and tracked within this document. The college shares its Achievement Narrative with the Governance Advisory Board for scrutiny and accountability purposes.

16. Responsibility

16.1 The person responsible for this policy's overview and yearly evaluation is the Director of Studies (Academic). However, all staff members are responsible for ensuring this policy is implemented and acted on.

16.2 When evaluating the use and impact of this policy, our college leaders will evaluate the extent to which:

- Assessment information is gathered and used to inform teaching and learning, including ensuring that students falling behind or those with SEND are supported in their learning.
- Assessment information is shared with parents to help them support their students.

16.3 When evaluating the accuracy and impact of assessment, our college leaders will evaluate the extent to which:

- Teachers use assessment to establish students' starting points.
- Teachers use assessment to modify teaching so students can achieve their potential by the end of A-Levels years one and two.

- Assessment draws on a range of evidence of what students know, understand, and can do across the college’s curriculum.
- Teachers make consistent judgements about students’ progress and attainment, for example, within a subject, across a year group, and between year groups.
- The use of assessment is leading to the improved progress of all students.

16.4 When evaluating the effectiveness of leadership and management, The Governance Advisory Board will consider the following:

- The effectiveness of our college leaders' actions to secure and sustain improvements to teaching, learning, attainment, and progress.
- How effectively Westminster Tutors’ leaders monitor the progress of groups of students (e.g. gender, SEND, more able, EAL) to ensure that none fall behind and underachieve.

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