

Westminster Tutors



Assessment and Reporting Policy

2026-2027

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1. Introduction

- 1.1 This policy sets out Westminster Tutors' approach to assessment, recording and reporting. Assessment helps teachers and students understand progress, identify the next steps in learning and work towards high standards. Effective assessment connects teaching and learning with the curriculum and is carried out within the college's agreed aims.
- 1.2 Westminster Tutors Ltd is a private further-education tutorial college. It acts as a disclosed agent, arranging and coordinating Programmes of Tuition delivered directly by self-employed independent Teachers under their contracts with Clients. The college separately provides academic quality assurance, reporting and mock-examination coordination, public-examination administration, safeguarding, SEND coordination and pastoral support. References to Teachers in this policy do not alter that contractual arrangement.

2. Policy Aim

- 2.1 This policy explains the rationale and approach to assessment, recording and reporting in our college. It covers four linked areas:
 - Assessment
 - Recording assessment information
 - Reporting to students and, where appropriate, parents and guardians
 - Evaluation
- 2.2 The policy is informed by the Independent Schools Inspectorate's Private Further Education inspection framework and Keeping Children Safe in Education (DfE, September 2026). The college applies safeguarding arrangements appropriate to its private further-education provision and distinguishes child-protection arrangements for students under 18 from arrangements for adult students. The policy should be read with the Safeguarding Policy, SEND Policy and Data Protection Policy.
- 2.3 Independent Teachers systematically assess students and use assessment to plan and adapt the tuition they deliver.
- 2.4 The Principal ensures that the teaching coordinated through the college is regularly evaluated and that assessment information supports student progress and informs future tuition planning. The college has high expectations of every student, including students with special educational needs and disabilities (SEND).
- 2.5 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. Types of Assessment

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

Formative assessment

- 3.2 Teachers use formative assessment to evaluate students' knowledge, skills and understanding on a day-to-day and lesson-by-lesson basis and tailor teaching accordingly. This includes quick recap questions, scrutiny of students' work, feedback and students' responses, observational assessments and quizzes.

In-college summative assessment

- 3.3 Teachers use in-college summative assessment to evaluate what a student has learned at the end of a teaching unit or period. Where relevant, it includes internal standardisation. Examples include end-of-unit assessments, mid-year or end-of-year examinations and reviews for students with SEND.

Standardised summative assessment

- 3.4 Standardised summative assessment is externally set, marked, standardised and validated. This includes GCSE, AS and A level public examinations. Qualification components that are assessed by the centre must also follow the relevant awarding-body requirements for authentication, marking, internal standardisation and external moderation.
- 3.5 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 Assessment should fit its intended purpose. It is integral to teaching and promotes students' learning. Assessment should provide information that is clear, reliable and free from bias, and it should move learning forward. The following principles guide the college's approach.

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, set targets and provide focused teaching.
- 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 central to A level studies and effective teaching. Teachers should plan opportunities for students to develop depth and mastery before considering acceleration. Promoting depth helps learning to become secure and embedded.

7.3 The college's Senior Leadership Team (SLT) sets expectations linked to the relevant qualification's assessment criteria. Teachers use these alongside students' starting points and individual targets to support progress. These expectations must not place a ceiling on achievement or be treated as a guarantee that every student will reach the same outcome.

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. Assessment Programme and Calendar

- 8.1 The Director of Studies (Academic) publishes the approved annual assessment, recording and reporting calendar. It gives the operative dates for the stages below, including any year-group differences, and is shared with staff, Teachers and students. Changes must be communicated and the policy, calendar and handbooks kept consistent. Staff must use the current approved calendar for exact internal deadlines.
- 8.2 For 2026–2027, Teachers complete autumn progress reports in learning records by 6 October 2026 for Year 13 and retake students and by 20 October 2026 for Year 12. Autumn progress reports are issued to parents or guardians on 23 October 2026. Teachers complete spring progress reports by 9 February 2027 for all students; these are issued to parents or guardians on 12 February 2027. Year 12 summer mocks take place from 1 to 4 June 2027. Teachers complete summer reports by 8 June 2027, and the college issues them to parents or guardians on 11 June 2027, the last day of the academic year. All sharing remains subject to section 14.
- 8.3 Autumn progress reports: teachers provide a working grade based on baseline and class assessments and homework. This gives an initial indication of whether the student is on track for their target grade. Reports are shared with students and with parents or guardians in accordance with section 14.
- 8.4 Autumn mock examinations: all students normally sit mocks in each subject during the autumn term. These assess preparation for examinations, guide further learning and are discussed in end-of-term reports.
- 8.5 Spring progress reports: teachers provide an updated working grade based on class assessments and homework before the spring half-term. The report indicates progress towards the target grade and is shared under section 14.
- 8.6 Spring mock examinations: all students normally sit mocks in each subject during the spring term. Results inform examination preparation, teaching and end-of-term reports.
- 8.7 Coursework and non-examination assessment: Year 13 and relevant retake students submit work by the subject's published internal deadline. Internal marking and standardisation, disclosure of centre-assessed marks, access to relevant materials and any internal review must be completed in time for the relevant awarding-body submission deadline. The college's examinations and internal review procedures apply.
- 8.8 Students must be told their centre-assessed marks and the deadline and route for requesting a review before final marks are submitted. They must have sufficient time to inspect the relevant materials and decide whether to request a review. JCQ guidance states that centres should normally allow at least five working days for this, taking account of the subject, cohort and staffing. The calendar must also allow time for the review, any changes and notification of its outcome before the external deadline. Centre-assessed marks remain provisional until awarding-body moderation is complete.
- 8.9 Summer mock examinations: Year 12 students normally sit at least one mock in each subject during the summer term. These are used formatively to assess preparation and inform end-of-term reports.

- 8.10 Public examinations: Year 13, retake and other entered candidates follow the published awarding-body timetable for their particular qualifications. Each student must check their individual examination timetable; there is no single start date that applies to every candidate or qualification.
- 8.11 Reasonable adjustments and individual variations to the assessment programme are considered under the SEND, access-arrangements and examinations procedures. Changes must still preserve assessment validity and meet any applicable awarding-body requirements.

9. Integrity of Assessment Information

- 9.1 To support robust and valid assessment, the college and Teachers develop and maintain assessment competence by:
- Using clear assessment criteria.
 - Assigning time to support staff and Teacher 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 Internal moderation is an important means of checking the validity and reliability of assessment judgements. Relevant Teachers compare how the assessment criteria have been applied, resolve differences and establish a consistent standard.
- 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 must follow the Data Protection Policy and safeguarding procedures. Only information necessary for that purpose should be shared, with student work anonymised where practicable and access kept secure.
- 9.5 Students must submit authentic work and acknowledge permitted assistance and sources, including any permitted use of artificial intelligence. Teachers must apply the AI Use Policy, assessment instructions and current awarding-body and JCQ requirements. General permission to use AI for learning does not authorise its use in a particular assessed task or remove authentication requirements. Suspected plagiarism, AI misuse or other malpractice must be handled through the college's assessment and examination procedures, with any safeguarding concern reported through the safeguarding route.

10. Use of Formative Assessment

- 10.1 Formative assessment helps Teachers understand each student's progress, strengths and areas for improvement so that instruction and support can be adapted. It should be used as follows:
- 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 Used consistently, formative assessment helps students understand their learning, act on constructive feedback and develop greater independence. Teachers and college leaders use the resulting evidence to improve academic and pastoral support.

11. Use of In College Summative Assessment

11.1 Summative assessment measures learning outcomes and achievement at particular points in a course. It should be fair, accurate and broad enough to evaluate the relevant learning. It should be used as follows:

- 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.

- Summative assessments should be administered under appropriate controlled conditions, with consistent instructions and the reasonable adjustments a student needs. For qualification assessments, permitted access arrangements and awarding-body requirements must be followed.
- In-college summative assessments should be marked promptly and used formatively. Feedback should identify specific actions students can take to make further progress, and help Teachers plan future learning strategies and individual support.
- 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 Careful planning, suitable assessment design, fair administration and constructive feedback make summative assessment useful for both measuring achievement and supporting further progress.

12. Inclusion

- 12.1 The college has high expectations of every student, including students with SEND. Assessment should take account of individual needs, starting points and agreed targets. Reasonable adjustments are made where needed to enable a valid assessment of what the student knows, understands and can do. Progress is evaluated against the individual's starting point and circumstances; the policy does not assume that all students progress at the same rate.
- 12.2 Assessment and reporting arrangements must take account of the college's applicable Equality Act 2010 duties and the SEND Policy. Public examination and qualification assessment adjustments must also satisfy the relevant awarding-body rules. Safeguarding concerns arising during assessment or reporting follow the Safeguarding Policy, with age-appropriate arrangements for children and adults.

13. Recording Assessment

- 13.1 Westminster Tutors uses student learning records to keep a coherent record of assessment outcomes. Records should make students' starting points, assessment evidence, progress and next steps clear to those who need them. The Director of Studies (Academic) publishes the assessment, recording and reporting calendar. Information is held and accessed securely under the Data Protection Policy and Data Retention Policy.

14. Reporting to Students and Parents

- 14.1 Westminster Tutors values partnership with students and their parents or guardians. Reports provide clear academic information and appropriate pastoral information to help students make progress. Students should understand their own assessment outcomes and next steps.

- 14.2 Reports supplement regular dialogue. A parent or guardian with a query may contact info@westminstertutors.co.uk to request an appointment with the student's personal tutor. Communications and progress reports are shared securely under the Data Protection Policy and Student Privacy Notice, including the UK GDPR and Data Protection Act 2018 requirements applicable to the college.
- 14.3 Throughout the academic year, the college provides the following reporting and contact arrangements, subject to the information-sharing safeguards in this section:
- Formal reports are provided at the end of each term for all students. They include detailed written summaries of progress and commentary on the most recent mock examinations where relevant. Year 13 and retake students do not normally sit mock examinations in the summer term.
 - Before the autumn and spring half-terms, a progress review gives Teachers' judgements on the student's working grade and whether the student is on course to meet their target grade. Exact completion and distribution dates, including any year-group differences, follow the approved annual calendar.
 - Each student has a personal tutor who is familiar with their progress and liaises with Teachers and, where appropriate, parents or guardians. The personal tutor can answer email queries and meet in person, online or by telephone. Meetings are usually arranged as needed and commonly take place two or three times a year.
- 14.4 Parents, guardians and fee-payers do not have an automatic right to an adult student's information. For students aged 18 or over, routine sharing must be necessary, proportionate and supported by an appropriate lawful basis, as explained in the Student Privacy Notice. Students may raise an objection with the Principal. The student's wishes and the reason for any sharing must be considered; payment of fees alone does not give unrestricted access to the student's record.
- 14.5 Sensitive pastoral, health and safeguarding information must not routinely be included in academic reports or shared more widely than necessary. Any disclosure must have an appropriate lawful basis and, where required, an additional condition for special-category data. The college's safeguarding procedures govern information needed to protect a student; routine reporting must not delay protective action.

15. Evaluation

- 15.1 The college publishes particulars of academic performance during the preceding academic year, including public examination results, in line with its applicable inspection and reporting arrangements. Published information must be accurate and protect students' personal information.
- 15.2 The college reviews attainment and achievement through its Achievement Narrative. This is reviewed regularly to identify trends between agreed starting points and endpoints. Relevant groups are monitored and tracked. The college shares the Achievement Narrative with the Governance Advisory Board for scrutiny and accountability, with appropriate protection of personal information.

16. Responsibility

- 16.1 The Director of Studies (Academic) is responsible for oversight of this policy and its annual evaluation. College staff and independent Teachers are responsible for applying the policy within their respective roles.
- 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 appropriately with students and parents or guardians to support learning, with adult-student confidentiality and individual circumstances respected.
- 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 adapt teaching so that students can develop their potential during each stage of their GCSE, AS, A level or other agreed course.
 - 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 college leaders monitor the progress of relevant groups, for example by gender, SEND, English as an additional language (EAL) or higher prior attainment, identify possible disadvantage or underachievement and respond with appropriate support.

Ownership and consultation	
Historic document author	Will Bynoe, Director of Studies (Academic)
Approved by	Sean Doherty, Principal
Audience	Principal, college staff and independent Teachers
Version control	
Status	Approved for 2026–2027
Approval date	15 October 2026
Historic implementation date	September 2024
Historic review recorded in source	September 2026
Next scheduled review in source	September 2027
Adoption	Approved by Sean Doherty on 15 October 2026