

# Best Foot Forward – Assessment, Reporting & Progress Policy

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## 1. Aims

This policy aims to:

- Provide clear guidelines on Best Foot Forward's approach to **formative and summative** assessment.
- Establish a consistent and coherent approach to recording assessment outcomes and reporting to parents and referral agents.
- Clearly set out how and when assessment practice will be **monitored and evaluated**.
- Explain how Best Foot Forward caters for **SEMH students** and those with other forms of **SEND**, through flexible assessment approaches that value and monitor **behavioural, pastoral, and social indicators**.
- Ensure curriculum, student objectives, and assessment procedures are adapted to meet **individual student needs**.
- Match assessment approaches with curriculum themes, ensuring a **flexible, student-centred system**.

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## 2. Legislation and Guidance

- Since the removal of National Curriculum levels in 2014, schools and alternative provisions have been free to develop their own assessment frameworks.
- This policy is informed by the recommendations in the **Final Report of the Commission on Assessment Without Levels (2015)** and adheres to statutory reporting requirements in the **Education (Student Information) (England) Regulations 2005: Schedule 1**.

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## 3. Principles of Assessment

The overarching aim of assessment at Best Foot Forward is to ensure that assessment benefits the student. Through effective systems, assessment will:

- Provide **reliable information** to referral agents about student performance.
- Allow for **summative assessment** to track meaningful progress towards expectations and individual learning plan goals.
- Enable **formative assessment** through continuous “assessment for learning” approaches, informing next steps in planning and teaching.
- Ensure **regular, informative feedback** to referral agents.
- Produce **clear, transferable, and accessible information**, combining both qualitative and quantitative elements.
- Differentiate attainment and identify students who are **falling behind or excelling**.
- Ensure assessment information is **reliable and free from bias**.
- Drive improvement for students in an **alternative provision setting**.

- Ensure feedback contributes to improved learning and focuses on **specific, tangible objectives**.
- Produce measurable data demonstrating progress against expected standards over time.
- Provide **individualised objectives** for each student, aligned with their referral information and assessed needs.

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#### 4. Assessment Approaches

Assessment is an integral part of teaching and learning at Best Foot Forward, encompassing both **academic and social** elements of development.

We use three main types of assessment:

1. **In-session formative assessment**
2. **In-session summative assessment**
3. **Nationally standardised summative assessment**

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##### 4.1 In-Session Formative Assessment

Effective in-session formative assessment enables:

- **Tutors** to identify student performance on a continuing basis and use that information to provide targeted support, evaluate teaching, and plan future sessions.
- **Students** to measure their understanding against learning objectives and identify areas for improvement.
- **Referral agents** to gain a broad picture of strengths, weaknesses, and development areas.

Tutors use a variety of assessment methods, including:

- Differentiated questioning
- Self- and peer-assessment
- Tutor observations
- Targeted feedback

At appropriate end points, tutors set, mark, and provide feedback on session work and progress tests where appropriate to the individual's roadmap or **Best Foot Forward Proposal**.

Progress is monitored through:

- **Weekly reports**
- **6-week progress reviews**
- **Ongoing tutor "check-ins"**

These tracking points allow leadership to identify trends, evaluate progress, and implement interventions where needed.

##### 6-Week Reviews

After the first 6 weeks of provision, Best Foot Forward completes a **Student Progress Review** assessing:

- **Attendance:** Marks-by-date report produced.
- **Attitude and Engagement:** DCPro behaviour and engagement summary, including recorded positive behaviour and incidents.
- **Individual Roadmap / Best Foot Forward Proposal Objectives:** Review of learning goals, targets, and progress.
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## 4.2 In-Session Summative Assessment

Effective in-session summative assessment enables:

- Leaders and tutors to monitor performance, identify where interventions are required, and ensure appropriate support is in place.
- Tutors to evaluate learning outcomes and teaching effectiveness at the end of defined periods.
- Students to understand how well they have learned and what steps are needed to improve.
- Referral agents to remain informed about achievement, progress, and wider outcomes.

Best Foot Forward provides access to assessments appropriate to each student's **age, ability, and study programme**.

This may include BTEC, Functional Skills, or GCSE assessment routes.

Assessment outcomes are shared with **students, parents (on request), and referral agents**.

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## 4.3 Nationally Standardised Summative Assessment

These assessments allow Best Foot Forward to monitor student progress against national benchmarks.

They enable:

- Leaders and tutors to evaluate performance within a wider national context.
- Tutors to reflect on teaching impact and effectiveness.

Students may complete **Functional Skills** or **BTEC vocational qualifications**, depending on starting points, study length, and programme of learning.

Some students also sit **GCSE exams** through their school, where appropriate.

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## 4.4 SEL and Personal Development Assessment

Certain aspects of Best Foot Forward's curriculum focus on **personal and social development** rather than formal accreditation.

Progress in these areas is measured through:

- Improved knowledge, understanding, and retention.
- Increased attendance and engagement.
- Enhanced behaviour and wellbeing.
- Achievement of **EHCP outcomes**, including communication, resilience, independence, and social skills.

These elements are reviewed systematically to ensure holistic development.

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## 5. Collecting and Using Data

- All assessment data is recorded and managed through DCPPro, Best Foot Forward's central data platform.
- Data is collected at **key points** and shared with students, referral agents, and families (on request).
- Data is used exclusively to enhance student learning and track progress.
- **6-week reviews** are shared with referral agents and relevant stakeholders.

When a student completes their studies at Best Foot Forward, a **summative report** is produced outlining:

- Behaviour and attendance
- Academic and personal progress

- Social and emotional development
  - Recommendations for next steps
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## 6. Inclusion

The principles of this policy apply to **all students**, including those with **SEND** or **SEMH** needs.

Assessment will:

- Contribute to early identification of learning or support needs.
- Use **meaningful measures** beyond attainment, including communication, resilience, independence, and wellbeing.
- Set **high expectations** for all learners, while recognising effort as well as outcome.
- Reflect progress **relative to starting points** and account for individual barriers to learning.

### Access to Qualifications for Learners with Disabilities or Specific Needs

- Best Foot Forward's **Equality and Diversity Policy** ensures equal opportunity to access qualifications and fair assessment for all.
  - Learners with protected characteristics under the **Equality Act 2010** will not be disadvantaged.
  - Every learner should achieve recognition that reflects their true ability, supported through reasonable adjustments and inclusive practice.
  - Assessment will identify, where appropriate, the support available during delivery and qualification processes.
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## 7. Training

Through continuous professional development (CPD), staff are regularly updated on best practices in assessment.

Ongoing internal training and information-sharing ensure that all tutors maintain a strong understanding of **assessment theory and practical application**.

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## 8. Roles and Responsibilities

### 8.1 Best Foot Forward CEOs

The CEOs are responsible for:

- Ensuring this policy is implemented effectively.
- Monitoring standards across all subjects.
- Analysing student progress and attainment data.
- Identifying and prioritising actions to address underachievement.
- Reporting on key aspects of **student progress**, engagement, and trends to referral agents.

### 8.2 Tutors

Tutors are responsible for:

- Following all assessment procedures outlined in this policy.
  - Conducting accurate and timely assessment, recording results on DCPro.
  - Providing constructive feedback and ensuring assessment drives progress.
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## 9. Monitoring and Review

This policy will be reviewed annually by the Best Foot Forward CEOs.

At each review, the updated version will be shared with all tutors.

All staff are expected to read, understand, and follow this policy.

The CEOs are responsible for ensuring compliance and for monitoring the **effectiveness and consistency** of assessment practices across the organisation.