Best Foot Forward – Assessment, Reporting & Progress Policy

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Review Draft: 15 October 2026
Assigned Review Period: 1 Year
Proposed Next Review Due: October 2027

1. Aims

This policy aims to:

- Provide clear guidelines on Best Foot Forward's approach to **formative** and **summative** assessment.
- Establish accurate, accessible recording and reporting for learners, authorised families and commissioning schools or authorities.
- Clearly set out how and when assessment practice will be **monitored and evaluated**.
- Use flexible assessment for SEND, SEMH and EBSA, recognising academic, communication, engagement and personal development as distinct outcomes.
- 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

- BFF is a non-school provider of one-to-one education and mentoring in homes, schools, community settings and online. This policy applies to employees, self-employed practitioners, contractors and others assessing or reporting learning.
- Practice reflects applicable Equality Act 2010, SEND and data protection requirements, DfE alternative provision guidance and the non-school AP voluntary national standards (2025). School statutory reporting duties are not automatically BFF duties: the commissioning school retains its responsibilities. Agree BFF's contribution, reports, recipients and deadlines at placement planning.

The Education (Pupil Information) (England) Regulations 2005 govern relevant school reporting. BFF supplies agreed evidence to support the school's reports; its progress reports do not replace them. Follow current rules for statutory tests or qualifications through the responsible school/centre.

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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, evidenced information about attainment, progress and continuing needs.
- Allow for **summative assessment** to track meaningful progress towards expectations and individual learning plan goals.

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- 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.
- Identify strengths, gaps and barriers relative to starting points and the agreed curriculum.
- Reduce bias through accessible methods, consistent criteria and review of judgements.
- Drive improvement for students in an **alternative provision setting**.
- Ensure feedback contributes to improved learning and focuses on **specific, tangible objectives**.
- Show meaningful progress over time without inventing scores or treating attendance, task completion or confidence as proof of mastery.
- Provide **individualised objectives** for each student, aligned with their referral information and assessed needs.

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4. Assessment Approaches

Establish a dated baseline from referral/school information, relevant EHCP advice, work samples, learner discussion and suitable diagnostic activity. Record method, conditions, adjustments and assistance. If anxiety, fatigue or limited attendance affects validity, explain this and build the baseline gradually. Agree realistic, specific ILP targets and a review date. Assessment informs teaching and the learner's individual learning plan (ILP), roadmap or agreed proposal. Use proportionate methods suited to the commissioned programme and learner. The three broad approaches are:

1. **In-session formative assessment**
2. **In-session or programme summative assessment**
3. **Standardised assessments and externally regulated qualifications, where relevant**

4.1 In-Session Formative Assessment

Effective in-session formative assessment enables:

- **Tutors** to identify understanding and misconceptions, adapt teaching and select the next step.
- **Learners** to understand success criteria and receive specific feedback with an opportunity to use it.
- **Commissioners** to understand evidenced strengths, development needs and effective support.

Tutors use a variety of assessment methods, including:

- Differentiated questioning
- Accessible self-assessment; peer assessment only where suitable, agreed and safe
- Tutor observation, discussion, retrieval and dated work samples
- Targeted feedback

Use suitable end-of-topic tasks or progress checks, with clear criteria and feedback. Record whether work was independent, prompted, modelled, scribed or otherwise supported, including resources and adjustments. Revisit learning to check retention and application; compare results fairly when conditions or support change.

Progress is monitored through:

- **Weekly reports**
- **ILP and progress reviews at least every six weeks, and sooner where needed**
- **Ongoing tutor "check-ins"**

Use these points to identify barriers, review provision and agree action. Raise safety, suitability or unmet support needs promptly; do not wait for a scheduled review.

6-Week Reviews

Review the ILP and provision at least every six weeks, and sooner for shorter placements, changed needs or stalled progress. Include learner views accessibly, family and commissioner input where appropriate, and record:

- **Attendance:** commissioned and delivered sessions/hours, absences and cancellations with reasons where known. Explain the period and denominator; do not present BFF session attendance as whole-school attendance.
- **Engagement and wellbeing:** factual observations, learner voice, barriers and effective adjustments, distinguishing these from academic attainment and avoiding assumptions about motivation.
- **Objectives and provision:** progress against dated baselines and ILP/EHCP-related goals, work evidence and support levels; agree revised targets, actions, owners and next review date.

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.

Choose assessments suited to the learner and programme, with consistent marking criteria and appropriate adjustments. Label practice tests, mock grades and teacher estimates as provisional, stating the paper, marking method and limitations. Do not present these as awarded grades or predict a secure GCSE grade from an unvalidated short task.

4.3 Standardised Assessment and Qualifications

Use a standardised test only for its intended age range, purpose and administration conditions. Explain limitations; a tutor diagnostic score is not automatically a national benchmark or diagnosis.

They enable:

- Leaders to interpret valid comparisons alongside work samples, support levels and wider evidence.
- Tutors to check learning gaps without treating a single score as a fixed measure of ability.

Where Functional Skills, BTEC or GCSE routes are agreed, confirm the specification, registration/entry, responsible approved centre or partner, assessor and quality-assurance roles, costs and deadlines before commitments. Tutoring does not establish BFF as an approved exam centre. Only verified outcomes may be reported as awards. AQA Unit Award Scheme certificates recognise unit achievement; they are not regulated qualifications or GCSE equivalents.
Authenticate formal assessed work, retain required evidence and follow current rules on internal quality assurance, malpractice and appeals. Explain permitted help and AI use. Do not certify achievement from attendance alone or use AI as the sole basis for a consequential judgement. An assessment query follows BFF's Complaints route or the responsible centre/awarding body's assessment appeal process, as appropriate, without missing external deadlines.

4.4 SEL and Personal Development Assessment

Social and emotional learning (SEL) and personal development use agreed, observable goals and proportionate evidence rather than forced disclosures or compliance scores. Indicators may include:

- Knowledge, understanding, retention and application evidenced over time.
- Participation and attendance, with barriers and opportunities to attend explained.
- Communication, self-advocacy, wellbeing and engagement, recognising that progress may fluctuate.
- BFF's evidenced contribution towards relevant EHCP outcomes, such as communication and independence; do not claim the whole outcome is met from isolated participation.

Review these outcomes separately from attainment. Invite learner views without requiring personal trauma, faith or family disclosures. Withdrawal or distress is a cue to explore support needs, not evidence of low ability or poor character.

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5. Collecting and Using Data

- Record routine attendance, assessment summaries, session records and weekly progress through DCPro. Keep necessary assessment evidence in approved secure locations, following centre rules where relevant. Safeguarding concerns belong in restricted CPOMS records and must be reported promptly to the DSL, not included in ordinary progress reports.

Weekly reports describe the content taught, evidenced outcomes, level of independence and support, barriers and clear next steps. Use specific, constructive language and sufficient context for the reader. If academic work was not completed, say why and what support occurred; do not invent progress. Attendance concerns and safeguarding concerns require immediate action under their policies rather than waiting for a weekly report.

- Agree reporting arrangements at placement planning and explain them accessibly. Share only necessary information with verified, authorised recipients through approved routes. Requests from parents or other people require checks of identity, entitlement, the learner's age/capacity, confidentiality, court restrictions and safeguarding risks; access is not automatic.

- Use information for stated lawful purposes, including education, commissioning, safeguarding and quality assurance. Apply the relevant lawful basis and additional conditions for sensitive data, privacy notices, role-based access and the retention schedule. Refer access requests, disputed records or disclosure concerns through the Data Protection/SAR procedures; preserve an audit trail of corrections.
- **Share six-week reviews** with the commissioner and other authorised recipients under the agreed arrangements. Explain significant gaps or deterioration promptly, agree support or provision changes and record decisions.

On completion or early ending, provide the agreed summative/transition report securely and promptly to authorised recipients, recording:

- Actual attendance and participation, reasons for interruptions and effective support.
- Academic progress from starting points, evidence, assistance and verified awards.
- Personal development, learner voice, remaining barriers and unmet needs.
- Next steps, effective adjustments, receiving provision and agreed handover actions.

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6. Inclusion

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

- Help identify support needs; tutors must not diagnose from a test score.
- Use accessible methods and meaningful measures of communication, independence and wellbeing alongside attainment.
- 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.
- Make reasonable adjustments and address discrimination; consider communication, sensory, physical, language, literacy, health and emotional needs without lowering the construct being assessed.
- Adapt pace, format, environment and response method; pause or assess gradually if distress or fatigue makes results unreliable. Record limitations rather than repeatedly testing to obtain a score.
- For formal assessments, liaise early with the entering centre, SENCo or authorised assessor under current awarding-body and JCQ rules where applicable. Supply evidence of need and normal way of working. Classroom adjustments do not automatically authorise exam arrangements; BFF must not promise approval. Refer temporary exam-day difficulties to the centre's special-consideration process.

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7. Training

Management identifies role-appropriate CPD through supervision, sampling and moderation. Staff need competence in assessment, reasonable adjustments, report writing, data protection, authentication and applicable qualification rules. Seek advice where an assessment or learner need exceeds the practitioner's competence.

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8. Roles and Responsibilities

8.1 BFF Leadership

Leadership is responsible for:

- Implementing this policy and confirming commissioning, reporting and assessment responsibilities.
- Sampling planning, evidence, marking and reports across practitioners and subjects; moderate comparable judgements and record corrections and follow-up.
- Reviewing progress and attendance fairly, accounting for starting points, support and incomplete evidence.
- Addressing stalled progress, unmet needs and unsuitable provision with the commissioner and learner/family as appropriate.
- Ensuring authorised reporting, secure systems, competent assessors and verified centre arrangements.

8.2 Tutors

Tutors are responsible for:

- Following all assessment procedures outlined in this policy.
- Assessing accurately, maintaining dated evidence and recording session attendance and progress promptly in DCPro.
- Giving useful feedback, completing weekly reports and raising concerns or errors promptly.

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9. Monitoring and Review

Leadership reviews this policy annually and after significant changes in law, guidance, qualification rules or provision. Sample records and reports each term, recording findings, actions, owners and follow-up; communicate revisions to practitioners.
Read alongside Teaching, Learning and Assessment; Curriculum; Inclusion and SEND; Attendance; Equality and Diversity; Safeguarding; Data Protection/SAR and retention; ICT/Online Safety; and Complaints policies. October 2027 is the proposed next review.