Unit 2, BizSpace
Planetary Road
Willenhall, WV13 3SW

www.editeducation.co.uk
contact@editeducation.co.uk
07850 444 238

ASSESSMENT FOR LEARNING POLICY

September 2025

Policy Review

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 01.09.2025.

It is due for review on 01.09.2026 (up to 12 months from the above date).

Signature (CEO):	*[signature]*	Date: 01.09.2025
Signature (COO):	*[signature]*	Date: 01.09.2025

Version Control

Version	Date	Changes
V1	04.09.2023	Original document
V2	01.09.2024	Terminology updates
V3	01.09.2025	Layout update

Purpose and Aims Assessment for Learning Policy

Assessment is at the heart of the process of promoting our student's learning, progression, and achievement. The main aim of assessment is to contribute to the process of teaching and learning, which helps all students to become more effective learners, thereby achieving accelerated progress.

General Aims of Assessment

- To ensure outstanding academic and pastoral (attendance and attitude) progress for all student
- To assess, monitor and record students' progress and achievement and attainment
- To acknowledge and celebrate students' progress and effort
- To develop student's confidence and self esteem
- To ensure consistency of approach

Edit Education wants assessment to be:

- Simple
- Effective
- Manageable
- Understandable by students, parents, carers, and staff
- A tool to raise standards for everyone

Assessing students' learning is one of the most important tasks a teacher undertakes. Assessment is fundamentally the responsibility of the class teacher ensuring effective assessment is completed and recorded in accordance with Edit Education policy.

Effective assessment provides:

For students:
- an understanding about what is being learnt, information about progress made
- feedback on areas of strength and areas for development and celebrates what has been achieved.

For teachers:
- a range of information that forms the foundations of effective planning and suitable interventions for all students.

For parents/carers:
- accurate information regarding their child's progress, achievements, and attainment
- encourages and strengthens the home-provision partnership.

For others:
- relevant information to assist employers, other educational establishments, etc.
- Successful assessment helps to promote the partnership between students, teachers, parents/carers, and the community

Types of Assessment at Edit Education

Formative assessment:
This is assessment **FOR** learning. It takes place on a lesson-to-lesson basis. Evidence is gathered from a variety of sources including questioning in the classroom, verbal feedback on student outcomes and portfolios. Formative assessment gathers evidence to influence further teaching and to meet the student's needs.

Ipsative assessment:
This is when a student's performance is compared with their own earlier performance, with a view to determining whether progress has been made over time. For example, the same practical skill completed prior to and after undertaking a unit of work. Any change in performance is the student's own performance and not the performance of other students.

Summative assessment:

This is the assessment **OF** learning. At Edit Education it includes:

- reporting to parents and host school
- reintegration assessment – would a student be a suitable candidate for GCSE Art & Design and Design Technology courses in mainstream education?

Half Term Data Collection

- Teaching staff to complete progress review reports that include overview, behaviour points, attitude and attendance information.
- CEO and COO to monitor

Ensuring Accountability

- Formal meetings between CEO/COO and their teaching staff to discuss outcomes and interventions
- Completion of in-depth review with personalised outcomes and interventions for all students
- Formal meeting of CEO and COO to prioritise future actions.

Planning for Assessment for Learning in the Curriculum

All assessment for learning should be planned and this should take place in the following order:

- Know the key learning objectives to assess and identify agreed success criteria
- Be aware of students' prior achievement
- SEN information
- Be aware of the students' learning style
- Plan appropriate assessment tasks or activities
- Plan learning activities which will be carried out with the students to achieve the learning objectives
- Plan for literacy and numeracy opportunities
- Plan for ICT opportunities
- Plan links for Social, Moral, Spiritual, Cultural
- Plan links for Fundamental British Values
- Share with the students what they are going to learn, the timescale, and how they will be judged
- Appropriate teaching and learning activities
- Assessment activity
- Learning marked in line with the marking policy and assessment transferred to mark book
- Feedback to students

Student Reviews

Reviews will take place at least once each half term. During the reviews pastoral and academic progress to date will be discussed as well as future targets.

Feedback

Feedback is an important element of teaching and learning and assessment of it. Feedback can be in portfolios, on individual outcomes, in booklets, in folders, verbal feedback, and any other means at staff's disposal to provide information to students about performance and progress in its widest form. The overall aim of giving students a range of feedback is to raise the standards of each student's achievement and accelerate their progression.

Continuous Professional Development

Edit Education is committed to the CPD of its entire staff so that they can develop and improve their knowledge and skills. It is essential that all feel secure in making accurate, professional decisions in assessment. Staff are encouraged to identify areas in which they feel they may benefit from further training. Such training may be provided via mentoring and coaching as well as attendance on courses and moderation internally and with host schools.

12. Monitoring, Evaluation and Review of policy

It is the responsibility of the COO to oversee and organise the monitoring and evaluation of this policy, in the context of the overall provision plans for monitoring.

The Board of Directors is responsible for overseeing, reviewing, and organising the revision of this policy.