



Assessment, Reporting & Feedback Policy

Responsibility for review of the policy	Date of Approval	Date of Review (Annual)
Fay Morris	01.10.2025	31.09.2026

1. Purpose

At Kernow Tuition, we believe that assessment, feedback and reporting are integral to personalised one-to-one tuition that places the learner at the heart of their journey. Effective assessment identifies starting points, clarifies progress, supports adaptation of tuition and empowers the learner with clear next steps—in line with our ethos of unlocking individual potential, boosting confidence and nurturing a lifelong love of learning.

2. Scope

This policy applies to all tuition delivered by Kernow Tuition for learners aged 7-17 in one-to-one format covering all primary subjects; secondary English, Maths, Science; Functional Skills; GCSE; SATs preparation.

3. Definitions and Types of Assessment

3.1 Baseline assessment: Initial assessment at enrolment to identify prior attainment, gaps, strengths, preferred learning style and aspirations.

3.2 Diagnostic assessment: As needed, to identify specific learning needs (e.g., for SEND, gaps in skills).

3.3 Formative assessment: Ongoing throughout sessions—use of questioning, observation, session outcomes, mini-quizzes, reflection by learner and tutor.

3.4 Summative assessment: Periodic formal assessment points (e.g., termly or at key milestones) to measure attainment relative to objectives.

3.5 Feedback: Tutor provides timely, constructive feedback to learners, focusing on what they've done well, areas to improve and clear next steps.

4. Assessment & Feedback Process

4.1 On enrolment: Tutor administers baseline assessment and records results. Learning Plan is formulated based on that evidence.

4.2 Session level: At the end of each one-to-one session, tutor and learner review the learning objective, discuss progress, address misconceptions, and agree next steps. Feedback is recorded in the session log.

4.3 Formative checkpoints: Tutors implement mini-assessments/quizzes, check for understanding, adjust pace or approach accordingly.

4.4 Summative review: At agreed intervals (e.g., every term or at key exam preparation points), tutor administers a formal assessment aligned to subject and learning plan objectives. Results are compared to baseline and targets to evaluate progress.

4.5 Adapting the plan: If assessment shows slower than expected progress, the tutor, learner and parent/guardian meet for a review of the Learning Plan and adjustments are made.

4.6 Feedback to learner: Feedback is clear, jargon-free, actionable. The learner is encouraged to reflect on their work, ask questions and set their own targets in collaboration with the tutor.

4.7 Reporting to parents/guardians: At least once per term (or at milestones such as GCSE, Functional Skills or SATs preparation), the tutor provides a written report including: starting point, current attainment, progress made, learner strengths, areas for improvement, recommended actions and next steps. A meeting (virtual or face-to-face) may accompany the report.

5. Roles and Responsibilities

5.1 SLT: Oversee assessment policy implementation, monitor assessment data across learners, ensure quality and consistency.

5.2 Tutors: Conduct assessments, record results, provide feedback, adjust Learning Plans, report to parents/guardians, maintain session logs.

5.3 Parents/guardians: Engage with reports, discuss progress with learner, support next steps at home, contact the tutor with concerns.

5.4 Learners: Participate in assessments, review feedback, engage with targets, reflect on their own learning and ask for help when needed.

6. Recording & Data Management

6.1 All assessment data, feedback logs, reports and Learning Plans are stored securely (in accordance with our Data Protection & Privacy Policy).

6.2 Trend data (e.g., cohort of learners, year groups, subject areas) is analysed by SLT to identify patterns, allocate resources and share best practice.

6.3 Data retention: Records are retained in accordance with statutory requirements and our Data Retention Schedule.

7. Quality Assurance

7.1 SLT will sample learner files, review session logs, feedback reports and outcomes to ensure consistency, high standards and alignment with ethos.

7.2 Tutors undergo periodic peer review/observation to monitor the quality of assessment and feedback practices.

7.3 Learner voice: Learners' feedback on sessions, clarity of feedback, pace and progress is gathered at least annually and used to inform improvement.

8. Review of Policy

This policy will be reviewed annually or sooner if changes in examination requirements, legislation or best practice occur.