

Assessment Policy

Policy Statement

Our Future Tutoring Services Ltd (OFT) is committed to assessment and recognises that it is essential in the realm of education and examinations, as it serves as the cornerstone for gauging students' understanding, progress, and readiness for the challenges of the future. Embracing rigorous and fair assessment practices not only ensures the validity and reliability of educational outcomes but also empowers educators to refine their teaching methods, adapt curriculum, and provide tailored support to every learner. Such dedication to assessment fosters an environment of accountability, equity, and continuous improvement, ultimately paving the way for educational excellence and student success.

Purpose

This Assessment Policy outlines the principles, guidelines, and procedures that govern the assessment of students within Our Future Tutoring. It serves as a foundational document to ensure fairness, transparency, and the promotion of effective learning outcomes.

Purpose of Assessment

Assessment at Our Future Tutoring serves the purpose of evaluating and improving student learning, curriculum effectiveness, and educational outcomes. Assessments will be conducted in a manner that promotes continuous improvement in teaching and learning strategies.

Principles of Assessment

- **Fairness:** All students shall have equal and fair opportunities to demonstrate their knowledge and skills.
- **Transparency:** Assessment criteria and expectations shall be clearly communicated to students.
- **Validity:** Assessments shall accurately measure the intended learning outcomes.
- **Reliability:** Assessment methods shall be consistent and dependable.
- **Feedback:** Students shall receive timely and constructive feedback on their performance.
- **Ethical Conduct:** All assessments shall be conducted with integrity, in accordance with the institution's academic integrity policies.

Types of Assessment

Our Future Tutoring employs a variety of assessment methods, including but not limited to:

- Examinations
- Coursework
- Projects
- Presentations
- Practical assessments.

Initial/ Diagnostic assessments are the foundation of effective education, providing educators with essential insights into a student's prior knowledge, skills, and learning gaps at the outset of their academic journey. These assessments serve as a compass, guiding personalised instruction and helping to tailor learning experiences to individual needs, ultimately fostering a more meaningful and successful educational experience.

Formative assessments are used to inform and improve teaching and learning. This is continuous and will be seen to take place, live, during tuition and teaching session.

Formative assessment is a dynamic and integral part of the learning process, serving as a valuable tool for educators to gauge students' understanding, identify areas of improvement, and adapt their teaching strategies to foster continuous growth and development.

Formative assessment is the compass that guides effective education, offering both educators and learners the opportunity to navigate their educational journey by providing timely feedback, shaping instruction, and promoting a deeper understanding of the subject matter.

Summative assessments are used to measure the achievement of learning outcomes. Summative assessment is the culmination of a learning journey, offering a comprehensive and conclusive evaluation of a student's overall knowledge, skills, and competencies in a particular subject or course, helping to determine their level of achievement and readiness for future endeavours.

Assessment Responsibilities

Assessment responsibilities encompass a shared commitment among educators, students, and institutions to ensure fair, accurate, and meaningful evaluation of learning outcomes. Educators bear the responsibility of designing valid and reliable assessments, offering constructive feedback, and using assessment data to improve teaching practices.

Students, on the other hand, are responsible for engaging in the assessment process, seeking feedback for self-improvement, and demonstrating their understanding. Educational institutions must provide the necessary resources, support, and a conducive environment for both educators and students to fulfil their assessment responsibilities effectively, ultimately promoting a culture of continuous learning and growth.

- Faculty members are responsible for designing, administering, and grading assessments in accordance with the established criteria.
- Students are responsible for preparing for and participating in assessments honestly and to the best of their abilities.
- Administrators and assessment coordinators are responsible for overseeing the assessment process and ensuring its alignment with institutional goals.

Assessment Schedule

- A clear assessment schedule shall be provided at the beginning of each academic term, outlining assessment dates and expectations.
- Any changes to the assessment schedule shall be communicated well in advance to students.

Feedback and Reporting

- Students shall receive timely and constructive feedback on their assessments.
- Assessment results shall be securely recorded and made accessible to students, faculty, and relevant administrators.

Assessment Review and Improvement

- Assessment data and results shall be regularly reviewed to identify areas for improvement in curriculum and teaching methods.
- The institution shall continually strive to enhance assessment practices to meet evolving educational needs.

Academic Integrity

- Any form of cheating, plagiarism, or unethical conduct during assessments shall be addressed in accordance with the institution's academic integrity policy.
- Please see Plagiarism Policy and Maladministration and Malpractice Policy for further information.

Conclusion

This Assessment Policy Statement represents a commitment to maintaining high standards of assessment within Our Future Tutoring. It is expected that all members of the institution's community will adhere to the principles outlined in this policy to ensure the integrity and effectiveness of our assessment processes.

Annual reviews of this policy will be conducted to ensure its ongoing relevance and effectiveness.

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0.2	1 st of January 2024	Leslee Henry	Unknown
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