



Assessment & Monitoring

Jan 2025

This policy outlines the approach to assessing learners aged 9–25 at The Life Skills Project, emphasizing individualized learning and progress tracking in both private tuition and group learning settings. The policy ensures that all learners, including those with additional needs, are supported to achieve their personal, academic, and life skills goals through robust assessment practices.

By addressing the unique needs of individuals and fostering a culture of respect and understanding, the policy ensures that every child and young person, regardless of their background, circumstances, or however they experience the world, is valued, supported, and empowered to thrive.

Status & Review Cycle: Statutory Annual

Next Review Date: January 2026

The Life Skills Project Assessment & Monitoring Statement 2025

It is essential to uphold ethical and professional responsibilities to create an accessible, supportive, and respectful process for assessing and monitoring progress at The Life Skills Project. This approach prioritizes the individual needs and wellbeing of all young people. Every effort should be made to ensure learners and their families feel valued, informed, and empowered throughout the assessment process. Families should feel confident that their input and perspectives will be respected and that their young person’s progress will be monitored with care and understanding.

This policy provides staff and tutors with a clear framework for conducting assessments and monitoring learner progress effectively. It outlines how The Life Skills Project ensures tailored learning opportunities are evaluated collaboratively with families and carers, supporting each learner’s unique strengths and challenges. Our goal is to create an inclusive and transparent environment where assessments and progress tracking empower every learner to achieve their full potential.

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Aims

- Provide clear guidelines for assessment and monitoring practices in private tuition and group learning.
- Use assessment to identify each learner's strengths, areas for growth, and additional support needs.
- Ensure assessments are learner-centered, focusing on individual progress toward personal and functional goals.
- Embed the Individual Learning Plan (ILP) as a key tool for tailoring and tracking progress.
- Maintain an accessible approach to assessment, ensuring learners with additional needs receive appropriate accommodations and support.

Principles of Assessment

Assessment at The Life Skills Project is designed to:

- Be flexible, adaptive, and responsive to individual learner needs.

- Support both academic and life skills development, including emotional wellbeing and independence.
- Empower learners and families by fostering transparency and collaboration in goal setting and progress review.
- Prioritize constructive feedback and achievable milestones to build confidence and motivation.

Individual Learning Plans (ILPs)

The ILP is central to our assessment framework:

- **Personalized Goals:** ILPs outline specific academic and life skills goals tailored to each learner's, goals, needs and aspirations.
- **Dynamic Monitoring:** Goals are reviewed and updated regularly to reflect progress and evolving priorities.
- **Collaborative Processes:** Families, care givers and other professionals can contribute to the creation and review of ILPs, ensuring shared understanding and support.
- **Holistic Focus:** ILPs can address academic achievement, life skills, social skills, communication, independence, and emotional regulation.

Types of Assessment

Formative Assessment:

Ongoing, informal assessments during sessions to evaluate understanding and engagement, including:

- Observation and discussion.
- Learning activities with learners.
- Session notes detailing progress against ILP goals.

Summative Assessment:

Periodic evaluations to measure progress, identify achievements, and set future targets:

- Regular ILP reviews
- Certification of achievements through external academic, functional skills or life skills frameworks

Reporting & Feedback

- Families, care givers or other professionals can receive regular updates on ILP progress and achievements
- Tutors provide feedback to learners during sessions, fostering self-awareness and ownership of progress
- Meetings with other professionals can include a comprehensive summary of outcomes, and setting long-term objectives for the learner

Accessibility & Additional Needs

Assessment practices at The Life Skills Project prioritize accessibility by:

- Offering adjustments to accommodate sensory, communication, or processing needs
- Using diverse tools and approaches to ensure a full understanding of each learner's progress
- Encouraging participation in self-assessment to promote confidence and independence

Monitoring & Quality Assurance

- Tutors and staff receive training on effective assessment methods
- Internal moderation meetings ensure consistency and reliability of assessment practices
- The Life Skills Project conducts annual reviews of assessment policies and practices to ensure alignment with learners' needs and industry standards.