



WESTERFIELD COLLEGE

LEARNING AND ENRICHMENT CENTRE

Discover. Lead. Excel.

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Status	Draft
Reviewing Member of Staff	Centre Manager
Review Date	June 15, 2026
Review Cycle	Annually

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IMPACT THE CHILD... IMPACT THE WORLD.

1. Introduction & Core Ethos

Westerfield College Learning and Enrichment Centre provides short-course, high-impact educational programmes where student development must be accurately identified, nurtured, and documented. Because our courses operate within a condensed timeframe of one to two weeks, traditional long-term testing models are ineffective.

This policy defines our framework for continuous assessment, tracking individual progress, and issuing formal certificates. We believe that robust assessment is not simply a tracking mechanism, but an active learning tool that builds confidence and provides clarity. Every student must know exactly where they stand, what they have achieved, and how they can continue to improve. Our certification serves as a credible, verified reflection of genuine academic and practical development, respecting international standards and motivating students to sustain their growth long after their departure from the centre.

2. Governance, Compliance & Professional Assurance

To ensure absolute academic validity, regulatory compliance, and alignment with modern British independent sector benchmarks, Westerfield College Learning and Enrichment Centre coordinates its assessment operations with certified external organisations for:

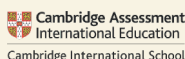
- External syllabus verification and validation of assessment criteria.
- Digital data security and compliance with GDPR for student tracking metrics.
- Independent standardisation audits for end-of-course portfolio reviews.
- Continuous Professional Development (CPD) regarding high-frequency formative assessment tracking.

3. Definition of Terms

To ensure operational consistency across all course pathways, the following definitions apply:

- Initial Assessment: A diagnostic baseline exercise conducted at the immediate start of a course to determine a student's existing skills, language competence, and academic level.

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- **Continuous Monitoring:** The ongoing, structured tracking of student participation, focus, comprehension, and practical application throughout every lesson.
- **Progress Milestone:** A key point during the short course where a student's accumulated work is reviewed to ensure they are on track to meet their target learning goals.
- **Course Portfolio:** A curated collection of a student's best work, projects, and assessment records compiled over the duration of the programme.
- **Graduated Certification:** A tiered certification model that awards distinct levels of achievement based on clear, evidence-backed participation and performance metrics.

4. Assessment Framework & Tracking Protocols

4.1 Rapid Baseline Diagnostics

- Due to the brief nature of our enrichment blocks, identifying a student's starting point must occur immediately. On the first day of the course, all students undergo a low-stakes diagnostic task. This task is carefully structured to reveal subject-specific vocabulary, analytical capabilities, and comfort levels with practical, collaborative projects. Teachers use this data to instantly adjust lesson materials and provide appropriate individual support.

4.2 High-Frequency Continuous Assessment

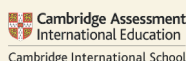
Assessment at the centre is woven directly into daily learning tasks rather than being isolated to stressful exam blocks. Teachers assess student performance dynamically using three primary categories:

- **Subject Comprehension:** Evaluating how well a student grasps new concepts, theories, and techniques during group work and independent exercises.
- **Practical Execution:** Monitoring a student's ability to apply theory to tangible outputs, such as presentations, code scripts, laboratory tasks, or design drafts.
- **Collaborative Contribution:** Assessing vital soft skills, including active listening, constructive peer feedback, leadership, and proactive problem-solving within a team.

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5. Progress Tracking & Pastoral Intervention

Our tracking systems are designed to identify stagnation or academic distress in real time, allowing for immediate supportive intervention.

5.1 The Daily Progress Log

- At the conclusion of every teaching day, instructors complete a digital Progress Log for their assigned cohorts. This log tracks attendance, engagement, and core task completion. If a student falls below the expected baseline for two consecutive sessions, the system flags an automated alert to the Centre Manager, triggering an immediate pastoral review.

5.2 Structured Stretching and Extension Support

- Progress tracking is used as much to push high-achieving students as it is to support those who are struggling. When the daily tracking logs show that a student is masterfully executing tasks ahead of schedule, teachers are required to introduce higher-tier extension tasks. These tasks are designed to challenge the student's independent research capabilities and deepen their portfolio content.

6. Proactive Assessment, Progress Verification and Certification Workflow

Day 1 Diagnostic Baseline -> Daily Progress Logging -> Mid-Point Portfolio Review -> Final Assessment Validation -> Certification Level Assignment

6.1 The Mid-Point Review

- For programmes extending past five days, a formal Mid-Point Review is conducted by the academic lead. The teacher and student sit down for a brief, five-minute feedback session to review the student's progress against their initial baseline. During this meeting, targets are adjusted, specific areas for improvement are clarified, and a concrete action plan is established for the remainder of the course.

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6.2 Portfolio Compilation and Internal Verification

- Every student builds a physical or digital Course Portfolio containing their project pieces, reflective notes, and daily feedback slips. On the penultimate day of the course, a sample of these portfolios from each class undergoes internal verification by senior academic staff. This process ensures that grading standards, feedback clarity, and performance expectations remain perfectly uniform across all teaching groups.

7. Certification Standards, Attendance Rules and Academic Sanctions

Receiving an official qualification from the centre requires consistent dedication. Certificates are earned through active engagement, not simply through course attendance.

7.1 Tiered Certification Model

To reflect the varied efforts and achievements of our short-course student body fairly, the centre issues certificates across a three-tiered framework:

- **Certificate of Excellence:** Awarded to students who achieve an overall attendance rate of 95% or higher, display exceptional leadership, and produce a portfolio that meets advanced criteria in all assessed areas.
- **Certificate of Merit:** Awarded to students who maintain excellent attendance (90% or higher), participate fully in all practical exercises, and submit a complete portfolio showing clear progress from their starting baseline.
- **Certificate of Completion:** Awarded to students who meet our minimum attendance threshold (85%) and fulfill core classroom requirements, but whose work did not consistently meet the markers for higher-tier recognition.

7.2 Non-Certification and Attendance Sanctions

- **Failure to Certify:** If a student's attendance drops below 85% without a verified medical or emergency reason, or if they consistently refuse to participate in assessment tasks, they will not receive a formal course certificate. Instead, they will be issued a basic Letter of Attendance.

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- **Deliberate Assessment Avoidance:** Refusing to complete assessment tasks or engaging in plagiarism is a serious breach of academic integrity. A first instance results in a Level 2 sanction, requiring a full rewrite under strict staff supervision. Repeated offenses will lead to a Level 4 academic suspension and a total loss of certification eligibility.

8. Accelerated Assessment and Grading Appeals Mechanism

8.1 Right to Fast-Track Assessment Review

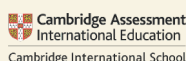
If a parent, legal guardian, or international booking agent disputes a student's final certification tier, an assessment score, or a non-certification decision, they have a right to an accelerated review.

- **Submission Timeline:** The appeal must be submitted in writing via email directly to the CEO, Michael Dosunmu, within 48 hours of the certificate or final performance report being issued.
- **Document Retention:** All physical and digital portfolio assets, teacher logs, and daily feedback entries are preserved securely by the centre while the appeal process runs its course.

8.2 Panel Resolution and Final Outcome

- **The CEO, Michael Dosunmu,** will assemble an emergency Assessment Appeals Panel consisting of himself and at least one independent, senior educational examiner or external quality assurance consultant detached from the original grading process.
- **Final Judgment:** The panel will re-examine the student's full portfolio, compare it directly against the standardized grading rubrics, and interview the assessing teacher if necessary. The CEO will issue a final, binding decision in writing within 3 working days, establishing whether a certificate upgrade, a revised performance statement, or an alternative academic resolution is required.

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9. Standardisation & Quality Reporting

9.1 Pre-Course Alignment Briefings

- Before the start of any new educational cycle, all instructors must attend a mandatory standardisation briefing. This session focuses on aligning teacher expectations regarding portfolio boundaries, establishing consensus on what constitutes "Excellence" versus "Merit," and practicing consistent feedback techniques.

9.2 Post-Course Quality Reporting

- Following the conclusion of each programme block, the Centre Manager compiles a comprehensive Academic Quality Report. This internal document reviews certification distributions, tracking alert frequencies, and external moderator feedback. The insights generated from this report are used to continually refine our curriculum, assessment designs, and teacher standardisation training for subsequent cohorts.

10. Policy Review & Version History

10.1 Policy Review

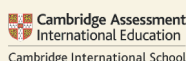
To preserve absolute alignment with both statutory regulations and internal administrative shifts, this policy is subject to a formal, rigorous review cycle annually by the Centre Manager. If internal restructuring, legislative changes, or independent inspection assessments necessitate an earlier update, the review window will be moved forward accordingly.

10.2 Version History

The table below tracks the complete evolution of this policy document:

- No: 1
- Revised on: 30th November 2024
- Version: Version 1.0
- Changes: Initial baseline formulation for student internet access codes and basic computer lab guidelines.
- Approved by: Academic Board
- Date of Approval: 30th November 2024
- Revised by: Policy Lead

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- No: 2
- Revised on: 15th June 2026
- Version: Version 1.1
- Changes: Comprehensive upgrade implementing enterprise-grade automated filtering controls, real-time trigger keywords alerts, a detailed digital code of conduct, fast-tracked 12-hour parent/agent notifications, parental financial travel liabilities for digital exclusions, and accelerated appeal tracks under the joint authority of the CEO, Michael Dosunmu, and the Centre Manager.
- Approved by: Centre Manager

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