



Cherry Tree
EDUCATION

CHERRY TREE SCHOOL ASSESSMENT & MARKING POLICY & PROCEDURES

DATE AGREED / REVIEWED: SEPTEMBER 2017, FEBRUARY 2018,
SEPTEMBER 2018

DATE OF NEXT REVIEW: SEPTEMBER 2019

HEADTEACHER SIGNATURE:

MANAGEMENT COMMITTEE CHAIR SIGNATURE:

ALL STAFF MUST HAVE ACCESS TO THIS POLICY, AND SIGN TO
CONFIRM THAT THEY HAVE READ, UNDERSTOOD AND WILL
ADHERE TO ITS CONTENTS.

Assessment, Recording and Reporting Policy

Cherry Tree School regards assessment as a critical element of teaching and learning. Valid, regular and various assessments of learners' progress, informs both teachers and learners how they are doing and what they need to do to improve. We view assessment as an ongoing part of the learning process rather than in addition to it.

We will set both formative and informative assessment tasks as part of day to day teaching through marking, testing and providing opportunities for self and peer assessment.

Cherry Tree will carry out Functional Skills base line assessments for English, Maths, and ICT, firstly when pupils join Cherry Tree and then bi-termly to measure progress. Staff also use a KS2 and KS3 tracking tool which can be used for all areas of the National Curriculum and helps us to know where pupils have learning gaps and need to catch up. Cherry Tree also uses a bespoke PSHE baseline assessment which measures cognitive, emotional, behavioural, environmental and social difficulties that are affecting the pupil's ability to learn. This assessment involves the pupil and the tutor to give a more holistic snap shot of the pupil's individual needs. The needs identified are then used to inform the pupil's PSHE curriculum and Individual Education Plans.

Examinations at levels from EL1 to L2 (GCSE equivalent) are encouraged sensitively to ensure anxious learners develop the confidence and self-assurance to stretch themselves to achieve their potential.

On entry to Cherry Tree an initial assessment will be made taking the following into account where appropriate and available:

- The pupil's statement of Special Educational Needs
- The pupils Education and Health Care Plan
- The pupils' previous school records and data
- Professional reports including Education Psychology and Clinical Psychology reports
- Cherry Tree's baseline assessments

These assessments will enable staff to:

- identify each pupil's level of achievement
- identify specific difficulties which are affecting pupil progress
- identify specific issues which are affecting the pupil's readiness to learn
- plan and implement appropriate learning experience and behavioural support which promotes pupil progress. This in turn informs the development of Individual Education Plans, and day to day lesson planning.

Our assessment procedures will:

- Aim to mark work in a timely fashion and respond meaningfully to what learners have done. Marking codes used are WWW (What Went Well) and EBI (Even Better

- If). EBI focuses on the subject knowledge and not the presentation of the work (unless writing presentation is a specific part of the lesson)
- Marking across the school is carried out by all staff **in red pen** as follows:
 - Capital letters** – the correct capital letter will be written over the letter that should be a capital
 - Full stops** – these will be added where needed and then circled
 - Spelling** – underline the word misspelt and put the correct spelling in the margin
 - Spaces** – a forward slash will be inserted where a space is needed
 - Missing words** – a coloured triangle () to be inserted where the missing word should be, and the word written in the margin
- All other corrections will be made / decided by the English teacher. The decisions of what to correct will be influenced by the learning level and the learning journey of the pupil so that confidence and self-esteem is not affected.
- For the pupils to assess their own work, a simple system using colour coded stickers is used. They can choose a sticker that means that they either need a **LOT** of help, **SOME** help or when they can complete the task / work without the tutor's input, **NO** help. This is also known as WIS (What I Say). We will encourage peer assessment when it is appropriate for them to do so. Reminders of the assessment procedures are on the walls in each classroom.
 - Assess pupils' achievements in each subject in ways that are valid, varied and fair
 - Comment on both effort and attainment and set specific targets
 - Inform pupils what is being assessed and provide success criteria
 - Enable staff to build a clear and accurate picture of pupils' abilities to inform teaching and learning
 - Inform pupils and parents and carers about achievements and concerns in their learning
 - Ensure electronic and hard copies of all assessments and examinations inform next steps and are kept orderly and are available for inspection
 - Positively praise all achievements no matter how small
 - Collect meaningful data on pupil progress and use the information to set targets and compare with other national outcomes
 - Ensure a bi-termly report is completed to inform both pupils and parents / carers of progress and next steps
 - Use all assessment methods as a positive tool for encouraging learning

Cherry Tree bi-termly reports will use the guiding principal that all reports are written in a positive, personal and individual way. Our reports will include academic and behaviour data and will also focus on the wider holistic progress and achievements of our pupils.

**This policy will be reviewed annually by the Headteacher and or the
Management Committee**