



Cherry Tree
EDUCATION

CHERRY TREE SCHOOL ASSESSMENT & MARKING POLICY & PROCEDURES

DATE AGREED / REVIEWED: SEPTEMBER 2017, FEBRUARY 2018,
SEPTEMBER 2018, SEPTEMBER 2019, SEPTEMBER 2020

DATE OF NEXT REVIEW: SEPTEMBER 2021

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 and Marking Policy

Assessment

Cherry Tree School regards assessment as a critical element of teaching and learning. Valid, regular and various methods of assessment 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 summative 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-terminly to measure progress.

Controlled assessments 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 where applicable
- 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 experiences and behavioural support which promotes pupil progress. This in turn informs the development of Individual Education Plans, and day to day planning.

Assessment for courses and qualifications will be planned and implemented with the awarding organisations policies, procedures, and qualification specifications in mind. Assessment will be valid, authentic, current, sufficient, and reliable (VACSR) in line with the qualification specification. A delivery and assessment plan will show that assessment is well timed for and methods of assessment will be agreed prior to the course starting. Marking and feedback, although outlined below, may have to take into consideration the awarding organisations recommendations and guidance.

Controlled assessments will be facilitated and stored under the guidance of the awarding organisations it is regulated under. Internal and external assessment regulation documents for all awarding organisations will be regularly updated and referred to by all staff involved in the relevant qualifications.

Assessment will build a clear picture of the learner's achievements and learning journey. When assessment is set it will be clear to the learner what is being assessed and how it is being assessed. The pupils will be encouraged to complete any assessment to their highest potential, and given constructive feedback on positives, and ways to improve. Assessment will additionally well inform future teaching and learning to develop their curriculum and lesson planning.

Assessment will be well maintained by all staff involved in teaching learning and assessment. Workbooks, work folders, electronic files, observations, photographs etc. of pupil's assessment will be made available for any inspections or visits from any external organisation. Assessment records will also inform meaningful data on pupil's progress. Data will be used to analyse pupils' achievements against national standards, and tracker their progress over short and long term statistics. Reviews and records of assessment and achievements will be informed to pupils and parents / carers through termly reports (terms 2, 4 and 6).

Marking and Feedback

Feedback after teaching, learning and assessment is an ongoing process in every lesson. The feedback procedures are:

WWW (What Went Well) and EBI (Even Better If) feedback slips are used in every lesson, and marked during lessons with the pupils, including them in the process. This will ensure the feedback is timely and meaningful to the pupils. The pupils will also feedback on the lessons itself, including them in the reviewing and development process of teaching and learning. Pupils will assess the lesson on a scale in relation to their learning outcomes and whether they have achieved them. In the feedback slips contain three colours to review their lesson; green – learning outcomes achieved, amber – learning outcomes partly achieved, and red – learning outcomes not yet achieved. This involves the pupil in their learning journey and tracking their progress.

WWW comments should:

- identify what they have achieved
- help them see what they are improving on
- relate feedback to the learning objective
- promote independent and hard work
- encourage learners to keep on improving
- focus on 1 or 2 key areas

WWW comments should not:

- focus on behaviour within the lesson (unless it's taking account of positive behaviours in relation to the tasks)
- be vague in content
- have negative connotations

EBI comments should:

- guide learners on what and how to improve

- promote viewing their work in different ways
- ask learners questions to draw answers and solutions
- be constructive, so that students feel encouraged and motivated to improve
- stimulate reflection, interaction, and dialogue about learning improvement
- focus on 1 or 2 key areas

EBI comments should not:

- read as judgemental
- focus on the negatives in a condescending tone
- be missing
- criticise the efforts of the learner

Marking across the school is carried out by all staff **in green pen** as follows:

- **Capital letters** – the correct capital letter will be written over the letter that should be a capital
- **Punctuation** – will be added where needed
- **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** – an arrow / caret (^) to be inserted where the missing word should be, and the word to be added above

However, for pupils with individual educational needs, other marking schemes may be implemented. This may be to avoid self-esteem issues (from too much green pen) as their work may be excessively marked, or there may be other benefits to changing the method for the pupil to understand their marked work. These individual marking procedures will be documented in the staff information folders and adhered to in all lessons.

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**