



Cherry Tree  
EDUCATION

# CHERRY TREE SCHOOL ASSESSMENT, RECORDING, MARKING AND REPORTING POLICY

DATE AGREED / REVIEWED: SEPTEMBER 2017, SEPTEMBER 2018,  
SEPTEMBER 2019, SEPTEMBER 2020, SEPTEMBER 2021, MARCH 2022

DATE OF NEXT REVIEW: SEPTEMBER 2022

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, Marking and Reporting Policy

## Initial / Diagnostic Assessment

Cherry Tree School regards assessment as a critical element of teaching and learning. Valid reliable and varied 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 functional English and Maths when pupils join Cherry Tree and then bi-annually to measure progress.

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 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 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 track their progress over short and long term timeframes. Reviews and records of assessment and

achievements will be informed to pupils and parents / carers through biannual reports (terms 3 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 and marked during every lesson with the pupils, including them in the process. This will ensure the feedback is timely and meaningful to the pupils. The pupils will also be asked to feedback on the lesson itself, including them in the reviewing and development process of teaching and learning. 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. Pupils are encouraged to comment on their views of the lesson and how they did. 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 or another appropriate place. If the same word is misspelt multiple times then only add the word once into the margin or appropriate place but continue to underline the misspelt word.
- **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, differentiated marking may be implemented. This may be to avoid self-esteem issues (from too much green pen over their work) 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.

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