



Cherry Tree
EDUCATION

CHERRY TREE SCHOOL ASSESSMENT POLICY & PROCEDURES

DATE AGREED: SEPTEMBER 2017

REVIEWED: FEBRUARY 2018

DATE OF NEXT REVIEW: SEPTEMBER 2018

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 has its own base line assessments for English, Math, Science and ICT which is a bespoke 'assessment without levels' tool which can be used for all areas of the national curriculum and functional skills and is used for both KS3 and for KS2 where pupils need to catch up. Cherry Tree also uses a bespoke 'Interconnected Learning' 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, the parent / carer 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 Individual Education Plan.

Examinations at levels from EL1 to L2 (GCSE equivalent) are encouraged regularly and in bite size chunks 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 pupils 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). 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 tutors 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**