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| BRIGHTON GIRLS | | |
| **MARKING POLICY** | | |
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# PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by BGS related to marking. This policy is applicable to Brighton Girls Prep, Senior & Sixth Form School.

# List of Abbreviations & Meanings

BGS Brighton Girls’ School

EYF Early Years Foundation

GDST Girls’ Day School Trust

KS Key Stage

MFL Modern Foreign Languages

**May / Should** Advisory

**Shall / Must** Mandatory

# GENERAL REQUIREMENTS

# Introduction

The staff at Brighton Girls is committed to ensuring the delivery of a complete and well-rounded education to every student. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

# Aims

BGS recognises that feedback to pupils of their progress and attainment is an essential part of the teaching and learning process. We also value pupils’ assessment of their own progress and attainment.

# Effective marking and feedback will raise standards through:

* Being directly related to the learning outcomes given to pupils at the beginning of teaching sessions;
* Being directly related to schemes of work;
* Being clear and constructive in its guidance to individual pupils; being consistently applied and followed up;
* Being balanced in pointing to strengths as well as weaknesses;
* Being a way of comparing present with past work, and so celebrate progress made;
* Being a way of building pupil’s confidence;
* Being a part of the assessment process and so informing teachers' short-term planning
* Being part of whole school monitoring and target-setting
* Enabling pupils to develop skills of self-assessment.

# Marking & feedback should include:

* Written (formative) comments;
* Oral Feedback;
* “Light touch” marking;
* Grades/Numerical scores (please see individual Departmental marking policies);
* Asking pupils to explain work and commenting on their explanation;
* Discussing work in progress with pupils;
* Talking the whole class through common achievements, errors and ways to improve;
* Peer assessment;
* Self-assessment.

# Overview

* Marking is most effective if it is frequent and regular. Work should be returned to pupils within one week if they are to benefit from feedback. Some departments are the exception to the rule here if they only see a class once/fortnight. This work, once received, should be returned by the next lesson.
* Teachers should exercise professional judgment when marking an individual pupil’s work so that there is guidance and encouragement appropriate to their needs. There must be time built in to teaching for pupils to reflect upon marking and respond to it, and they must be taught the skills to respond appropriately to any feedback.
* All student work should be marked in green pen, unless stated otherwise in Department policy (e.g. to obey examination board rules for NEA and similar).

# Guidance

The learning objectives for the lesson should be shared with pupils and expectations of lesson outcomes should be clearly expressed to all the pupils in the class (these expectations may be differentiated for groups or individuals). Feedback should usually be given as part of the lesson.

Oral feedback should be given in a way to maintain the dignity and self-esteem of pupils. Not all work can, or should be marked in detail. Within each unit of work departments will identify a finite number of key pieces of work for more in depth, quality marking. It is likely that these will be the assessments recorded in SIMS. These pieces of work will focus on the assessment of progress in relation to specific learning objectives or if required curricular targets.

To support the giving of quality feedback at key points in the girls’ learning, other work may be marked in less detail. On occasions, it will be appropriate for pupils to be involved in marking their own and others’ work. This should be in the context of helping them to recognise their own strengths and weaknesses, and supporting each other through peer assessment.

Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises.

# Purpose

The focus of written feedback is on helping pupils gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. Written feedback should be predominantly encouraging and constructive and phrased as questions/prompts.

# For comments to be beneficial for pupils, they should:

* Understand the purpose of the task;
* How far they have achieved this;
* How to move closer towards a greater understanding of the learning objective;
* Before starting a task, pupils may find it helpful to see what a finished piece of work might look like;
* It can generate discussion about what makes a good piece of work and how examples might be improved.

# Grading

Grades/scores & comments should be used to inform each teacher’s judgements concerning a pupil’s progress and to inform teacher records and reports. The current grade awarded on a report card or full report will range from 9-1. For classwork and homework, grades or numerical marks can be awarded. If a numerical mark is awarded then this will be often be out of 20 but students and teachers must understand how all grading systems link to the 9-1 bands. Please see individual departmental marking policies for further information; these should detail the criteria and expectations to attain a specific grade. This should feed directly into the current level of attainment noted on the students’ work, on report cards or for the end of year exams.

In Years 7 to 9 the grades awarded do not reflect a GCSE grade (unless explicitly stated in Departmental policy i.e. Science, MFL and Mathematics). For years 10-11 the grades do relate to GCSE and years 12 and 13 grades relate to A-Level grades. Examination mark schemes should be used to help assess the grade awarded.

The information is of a confidential nature and a pupil should not be asked to read out their grade or total in front of their peers, nor should the teacher read out to a class the grades and scores achieved.

If a Department feels that grades are not always necessary, a mark or a comment may be more useful to the student. Grades sometimes can for be meaningless given the size/nature of the task, and distract from comments made. Grades can undermine confidence in some pupils and result in complacency for others. However, it is still important for teachers, parents and pupils to know how well the learning is going and what still need to be done. The effort grades are a vital tool in recognizing student progress.

All key pieces of work will be awarded an attainment grade and recorded in SIMS. These key assessment pieces are decided by the Department at the beginning of the academic year.

# Appendix

# NIL

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# Document History

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| **Document Title** | **Version** | **Date of Issue** | **Change** | **Updated by** | **Status** |
| BHHS Marking Policy | Initial | September  2016 | Full Review | Heidi Boyes | Expired |
| BHHS Marking Policy | 02 | November 2017 | New Policy Template | Paul Fairhurst | Expired |
| Brighton Girls Marking Policy | 03 | September 2019 | Policy review; change of school name. | Kate Ashdown | Live |

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