



BRIGHTON GIRLS

MARKING POLICY

Document Control

Document Owner & Contact Person :

Kate Ashdown
Deputy Head

School:

Brighton Girls Senior, Sixth

Version: 06

Valid as of:

August 2021

Last Review: September

August 2021



TABLE OF CONTENTS

1.	PURPOSE & APPLICABILITY	3
2.	LIST OF ABBREVIATIONS & MEANINGS	3
3.	GENERAL REQUIREMENTS	3
3.1.	INTRODUCTION	3
3.2.	AIMS	3
3.2.1.	EFFECTIVE MARKING AND FEEDBACK	3
3.2.2.	MARKING & FEEDBACK SHOULD INCLUDE	4
3.3.	OVERVIEW	4
3.4.	GUIDANCE	4
3.5.	PURPOSE	5
3.5.1.	COMMENTS TO PUPILS	5
3.6.	GRADING (including Grade 9/A* policy)	5
4.	APPENDIX	6
5.	DOCUMENT HISTORY	6



1. 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 Senior & Sixth Form School.

August 2021: This policy will operate as normal unless [Covid-19 system of controls](#) overrule it.

2. 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

3. GENERAL REQUIREMENTS

3.1. 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.

3.2. 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.

3.2.1. 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 short-term planning
 - Being part of whole school monitoring and target-setting
 - Enabling pupils to develop skills of self-assessment.

3.2.2. 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.

3.3. 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 into 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).

3.4. Mock exam marking

All school assessments and examinations for GCSE and A Level courses but especially the Year 11 and Year 13 school mocks held in January need to use question papers and mark schemes supplied by the examination boards. In the rare situation where these may not be available (for a new topic which has not been on the specification before, for example) the questions and mark schemes devised by the teacher must adhere to the current examination models and standards.



It is school policy that January mocks for Yr11 & Yr13 should be marked fairly BUT FIRMLY - not over-generously. Their purpose is to encourage identifying areas needing more work. HODs should establish grade boundaries according to the Examination Board's grade boundaries for the papers used and should also factor in past years' subject grade percentages. While there is no requirement to apply these rigidly, it is vital to be realistic in the expectations mocks will foster in students and parents.

In 2020-21 to support TAGs there was a Second Mock examination period. These happened in lessons and were scheduled during the second half of the Spring Term but during a normal working day. They were formal and invigilated but NOT a complete repeat / complete set of mock exams. Instead they were likely to be one section of one paper OR a synoptic question OR a more challenging section of a paper OR dealing with material that has only been covered since the exam OR there could be different questions for different students - e.g. matched to the areas individuals need to practise.

Should the Covid context require it a similar Second Mock period might occur in 2021-22 but this will not be scheduled unless another Lockdown and changes to the Public Examination process requires it.

3.5. General Marking 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.

3.6. 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.



3.6.1. 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.

3.7. 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 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.

Classwork and homework should also be awarded an effort grade - and the effort grades have been reviewed for Sept 2021 - with the addition of "improvement needed". The grades are:

E = Excellent

G = Good

S = Satisfactory

I = Improvement needed

U = Unsatisfactory

See Appendix 1 below for the grading 9-1 and effort grade grids.

3.6.1

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.

3.6.2

Grade 9: it is school policy NOT to award grade 9 or A* to students' work/exams/report cards/reports in Year 10 or Year 12. As the first year of GCSE and A Level courses, it is reasonable to understand that the tasks may not be covering



Grade 9 / A* work or work to a Grade 9/A* depth. It is also vital that staff and students value Grade 8/Grade A and sometimes Grade 9 or A* has seemed to down value these excellent grades.

At KS3 Grades 9-1 are available but Grade 9 should always be used sparingly.

While Departments will, of course, know their own subject percentages, these statistics are worth noting:

GCSE Grade 9	UK	Brighton Girls	A Level Grade A*	UK	Brighton Girls
2018	4.5%	18%	2018	8.0%	17.7%
2019	4.7%	16%	2019	7.7%	19.8%

**NB 2020: Centre Assessment Grades & 2021 Teacher Assessment Grades replaced the traditional public exam series.*

This embargo on Grade 9 for Years 10 and 12 and advice to issue sparingly in all other years is meant to be realistic but definitely should also work to grow ambition and challenge.

In Years 11 and 13 it is vital that there is more than one piece of evidence (within a piece of work or – for an exam or Report grade – across several pieces of work) to validate the Grade 9.

3.6.3

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 be meaningless given the size/nature of the task, and they might even distract from the teacher's comments. 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 needs 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.

4. APPENDIX

4.1. Current Grade 9-1 descriptors

Grade		Descriptor
9	Expert	The student can generate new ideas, products, or ways of viewing things.

8	Mastered	The student can suggest a range of detailed reasons to justify a decision(s) or course of action, and
7	Mastering	The student can suggest a range of reasons to justify a decision, or course of action.
6	Secured	The student can break down their learning into parts in order to explore concepts or ideas, and relationships.
5	Securing	The student can apply their understanding of a concept or idea and apply their learning to another situation.
4	Developed	The student is able to understand an idea or concept, and be able to explain it.
3	Developing	The student is able to remember information and shows an understanding of an idea or concept. The student is able to describe the idea or concept.



4.2. Effort grade descriptors

Excellent:

- This student is always fully engaged in lessons and contributes to discussion.
- The work produced in class and at home is always completed to the best of their ability and all deadlines are met.
- This student is well organised, bringing the correct equipment to lessons.
- This student is punctual and always ready to learn.
- She is resilient and her work demonstrates an independent attitude to learning and consolidation of her learning.
- This student is not a distraction to others.

Good:

- This student is hardworking and attentive in lessons.
- The work produced in class and at home is always complete, presented to the best of her ability and usually handed in on time (allow an exception).
- The student is rarely late to lessons and as a rule is fully equipped for every lesson.
- There is evidence of some independent learning and consolidation of her ideas.
- This student is not a distraction to others.

Satisfactory:

- This student is generally hardworking and attentive, but her focus can slip.
- Work both in class and at home does not always reflect the best of her ability and may suffer from a lack of thought and preparation.
- This student is usually on time to lessons and comes with the correct equipment.
- Deadlines are generally met.
- This student may distract others at times.
- There is little evidence of independent learning and consolidation of ideas.

Improvement needed:

- This student is not always engaged in lessons and her behaviour is often below expectations.
- Work in class and at home does not always reflect their ability and additional work is required to remedy this.
- The student is often late to lessons (without good reason) and is sometimes poorly organised, failing to bring the correct equipment.
- Work is sometimes handed in late or incomplete.
- Revision for tests or assessments may be lacking.
- This student is often a distraction to others.

Unsatisfactory:

- This student is not engaged in lessons and her behaviour is below expectations.
- Work in class and at home does not reflect their ability.



- The student is often late to lessons (without good reason) and is frequently poorly organised, failing to bring equipment.
- Work is frequently handed in late or incomplete.
- Revision for tests or assessments is lacking or negligible.
- This student is often a distraction to others.

5. DOCUMENT HISTORY

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	Expired
Brighton Girls Marking Policy	04	August 2020	Covid-19 update	Kate Ashdown	Expired
Brighton Girls Marking Policy	05	September 2020	Grade 9/A* update – embargo in Years 10 & 12	Kate Ashdown	expired
Brighton Girls Marking Policy	06	August 2021	Effort grade & covid context update	Kate Ashdown	Live



END OF DOCUMENT