



**BURGESS HILL**  
— GIRLS —

<b>Marking Policy - Senior School &amp; Sixth Form</b>	<b>4b</b>
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<b>Responsible for Initiating Review of Policy</b>	HODs
<b>Committee to Review</b>	SLT
<b>Last Review Date</b>	September 2017
<b>Review Period</b>	3 years
<b>Approved by (Committee and Date)</b>	SLT
<b>Approved by Board of Governors</b>	
<b>Effective Date of Policy</b>	September 2017
<b>Next Review Date</b>	September 2020
<b>Related Policies</b>	Assessment Policy – Recording and Reporting

(This document should be read with reference to the Senior School Assessment Policy 4a)

**Aim:** To facilitate effective learning throughout the school.

**Purpose:** Careful thought is given to the purpose of marking in all subject areas. Ranges of marking strategies are adopted in order to enhance learning opportunities and support Assessment for Learning. Regular marking is an integral part of the teaching and learning process, and should be both a formative and summative tool. (See Appendix 4b(a) Senior School Assessment for Learning Policy)

**Outcome:** The outcomes of marking should modify our teaching methods and provide feedback on departmental schemes of work, as well as indicate pupil progress. Each Department recognises the potential role of assessment in developing a positive self-image in the student, by using positive and constructive feedback, and the feeling of success which encourages further study.

**Practice:** Each Department has its own Marking Policy which is guided by the whole-school Assessment Policy (4a) and Senior School Literacy Policy (see Appendix 4b(b)).

Details of departmental policies should be available in Departmental Handbooks.

Teachers in the department use a common framework for marking which is understood by all the team. Results of regular marking are recorded by the individual subject teachers and, for key assessments, within departments. (See Policy 4a).

### **Merit Marks**

- These are awarded to Years 7 – 9 only. They may be given for achievement or attitude to Learning – to be decided on an individual basis or following departmental guidelines.
- Pupils complete their merit mark record and present it to staff for signing.
- Merit Marks may also be given for helpfulness or any other activity staff feel is appropriate.
- Merit marks are collected by the houses each term and count as a part of the annual inter-house competition.
- Girls themselves receive certificates - Bronze, Silver, Gold or Platinum. Gold Certificates are presented in Assembly and Platinum Certificates on Founders Day.
- Tutors provide the certificates for Bronze, Silver and Gold – blanks are kept in the grey metal drawers in the Staff Room. Platinum certificates are individually made by the administrative assistant via Deputy Head.

**EXAMINATIONS**

- Years 7-11 Examinations should be marked as a percentage and the median for the whole year group should be calculated.

**Appendix 4b (a) Senior School Assessment for Learning Policy**

*(This document should be read with reference to the Senior School Marking Policy 4b)*

Assessment for Learning is a key part of high quality teaching and learning and is a powerful way of raising pupils' achievement. It allows pupils to assess their own learning in a way which makes sense to them as individual learners. Assessment for Learning uses informed evidence and focused feedback to identify where students are in their learning, what they need to do next and how best to achieve this. It is not an isolated activity but something which feeds into the school's cumulative understanding of pupils' achievements. It should be a positive, purposeful experience which enhances both pupil progress and informed lesson planning.

**AIMS –**

- To ensure every student knows how they are doing and understands what they need to do to improve.
- To provide assessment that offers the support students need to be motivated, independent learners and empowers them to improve.
- To embed the process of seeking and interpreting evidence for use by learners and their teachers to inform effective Assessment for Learning throughout the school.

**OBJECTIVES –**

- Encourage every Head of Department to have in place structured and systematic assessment systems for their subject area for making regular, useful, manageable, and accurate assessments of pupils and for tracking their progress.
- Motivate and equip all staff to provide well founded, high quality focused oral and written feedback which moves students forward in their learning.
- Foster self-assessment as part of the learning process in order to motivate students to build on their strengths and find strategies to develop any weaker areas.
- Inform every parent/guardian of their child's progress, what they need to do to improve and how they can support the student in this aim.
- Provide opportunity for HoDs to attend subject specific AfL INSET courses.
- HoDs to inform other staff of AfL opportunities and strategies in their subject areas with the aim of all becoming well-informed with a repertoire of Assessment for Learning skills to use in the classroom.

**PRACTICE**

Assessment practice will help all students to understand and show what they can do and identify where they need to develop further and how this can be done. Examples of good practice could include:

- Key learning outcomes for each topic are identified so that assessment can be made against these.
- Assessments made by staff inform planning and allow learning to be matched to the needs of the individual, group or class.
- Students are involved in assessing their own work and that of their peers.
- Assessment records, including data on each student, are updated regularly and are accessible to all staff through the use of pupil management software (ISAMS).
- Assessment of students' learning is reported to parents in a way which identifies achievements and what the student needs to do to improve.
- Schemes of work include opportunities for Assessment for Learning strategies to take place.
- Strategies are in place to allow both teachers and pupils to review and reflect on pupils' performance and progress.
- Use is made of all available baseline data, from the MidYIS, YELLIS, and Alis projects as well as SEND reports and Individual Education Plans, to inform student assessment.

**Appendix 4b(b) Senior School Literacy Policy**

*(This document should be read with reference to the Senior School Marking Policy (4b))*

It is the aim of Burgess Hill Girls to provide all students with the ability to understand and use the tools of language accurately and confidently for a range of purposes, in both the written and spoken word.

To this end, we recognise that as well as the teaching of a subject syllabus each department is responsible for the teaching and reinforcement of literacy skills. It is the belief of the school that the teaching of literacy skills is not just the responsibility of the English department, but of the school as a whole. Students spend only three hours a week in English lessons, but require literacy skills throughout the rest of the week, both in and out of school.

The policy of the school is based on the belief that a concentration on developing literacy across the curriculum supports the students' subject learning, enabling them to develop their abilities and fulfil their potential as individuals.

Effective teaching recognises and reflects the understanding that effective learning can only take place when students are able to access the curriculum through their active use of literacy skills. One of the premises of the school's policy is that in order to be able to develop and reflect on these skills it is necessary that they be explicitly taught and reinforced to students. Using this approach, students will be encouraged and expected to take responsibility for the development of their own literacy skills, in line with our Assessment for Learning Policy.

Literacy skills include spelling, punctuation and grammar, writing in a variety of forms, reading for meaning and research, speaking and listening for information, discussion and debate.

The literacy skills students require can be divided into two categories:

- i) General literacy skills that are required by most subjects on a regular basis, such as note-making, research skills, presentation of work, interpreting of essay titles, planning of essays, correcting language errors, answering questions in a test environment.
- ii) Subject specific literacy skills, which include subject vocabulary and writing models specific to that area of the curriculum.

**Delivery of the Policy**

Delivery of these two categories of literacy skills is the responsibility of all members of the teaching staff. General literacy skills are to be taught and reinforced by all staff, whereas subject specific literacy skills such as key word spellings, are the responsibility of individual subject departments.

The school encourages departments to consider pupils' literacy skills within their marking policy to ensure consistency across the curriculum in the correcting of spelling, punctuation and grammar errors. Whole school consistency in these three key areas will lead to increasingly effective proof-reading of draft work and writing produced under timed conditions.

It is the responsibility of departments to implement an on-going review of departmental policy to ensure reference to, and teaching and reinforcement of, literacy skills.

**Implementation**

- All students should be provided with a punctuation guide by the English Department at the beginning of Year 7 which can be referred to at any time.
- All department areas should have readily accessible dictionaries, thesauruses or software equivalents to allow students to check spellings and build their expressive and critical vocabularies.
- Where appropriate, we encourage students to maintain glossaries at the back of each work book/ folder to support the learning of subject specific spellings. Departments may choose to use published glossaries in text books as an alternative where appropriate.
- Posters in department areas reinforce basic spelling and punctuation rules.
- Staff are encouraged to use Literacy marking stickers to highlight key areas of weakness (these are particularly effective with visual learners) – *examples can be viewed in the English Department.*
- A QWC (Quality of Written Communication) mark should be awarded on selected pieces of written work (Up to 5%). Departments may choose to select key written assignments as a focus for supporting the Literacy strategy. This should be explicit within Departmental assessment policies.