BURGESS HILL GIRLS

Marking, Recording and Target-Setting Policy	4b

Responsible for Initiating Review of Policy	SLT
Committee to Review	SLT
Last Review Date	August 2025
Review Period	3 years
Approved by (Committee and Date)	SLT August 2025
Effective Date of Policy	August 2025
Next Review Date	August 2028
Related Policies	2b Curriculum Synopsis, Senior School and Sixth Form 4a Assessment Recording and Reporting Policy

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This section of the staff handbook is to be read in conjunction with the Assessment Recording and Reporting Policy. It covers expectations with regard to marking, keeping records and ensuring pupil progress.

Marking Policy

- The aim of the marking policy is to facilitate effective learning in order to ensure pupil progress.
- Regular marking is an integral part of the teaching and learning process. It should be both a formative and summative tool. A range of different marking strategies is used to support assessment for learning and support pupil progress.
- The outcomes of marking and assessment should enhance pupil progress, guide teaching methods and allow learning to be matched to the needs of the individual, group or class.
- Assessment plays a key role in developing a positive self-image in the student, by using positive and constructive feedback, and the feeling of success which encourages further study.
- 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.
- Pupils should have opportunities to actively engage with teachers' marking.
- Self-assessment should form part of the learning process in order to motivate students to build on their strengths and find strategies to develop any weaker areas.
- Each department has its own marking policy which is informed by the Assessment Recording and Reporting Policy. The departmental marking policy should be available in the departmental handbook. Teachers in the department use this common framework for marking which is understood by all the team.
- Use is made of all available baseline data the CAT4 data on admission, MidYIS, YELLIS, and ALIS, as well as SEND reports, Individual Education Plans and CEFR for language level, to inform student assessment.
- Core subject assessments in Year 7 and internal exams in Year 8 are reported as a standardised score. Internal exams in the Upper School are reported as percentage marks. Internal exams in the Sixth Form are reported as percentage marks and an exam grade.

Recording

- Records should be used to assist continuity and progression when pupils move from teacher to teacher and from school to school.
- Records should provide a secure basis for reporting attainment and progress to parents and other interested users.

- Records should be clear, systematically compiled, regularly updated and manageable.
- Central records, such as those kept on the Y Drive and on ISAMS hold a range of information to which members of staff have access. These include Assessment Grades and COPI marks, CAT4, MidYIS, YELLIS, ALIS, and prior attainment information, and results of internal examinations.

It is the responsibility of each member of staff to:

- be familiar with the wider data picture for the students that they teach
- record attainment and COPI for each pupil they teach according to the assessment grade schedule
- provide data regarding such assessment when requested
- record all aspects of assessment in a personal planner/mark book/electronic document, which should contain:
  - information relating to homework set and assessment outcomes
  - outcomes of both attainment and effort for individual pupils
  - evidence of assessment in pupils' exercise books/portfolios/Google Classrooms where applicable
  - evidence of identified strengths/weaknesses
  - information relating to issues which may affect learning, e.g. SEND or EAL data.
- instruct pupils to keep their folders and exercise books for the full academic year as evidence of pupil progress and most recent level of development. These should be made available for scrutiny by the Head of Department/Assistant Head Academic as soon as practicable throughout the year in order for the assessment policy to be properly monitored.
- provide pupil records and reports, if requested, on transfer to an alternative school.

It is the responsibility of the Head of Department to:

- keep departmental records of key assessments, internal tests or common tasks in the departmental area on the Y Drive. This is to monitor individual pupil progress and to provide information on individual achievement.
- oversee and support the marking of teachers within their department ensuring consistency, accuracy and frequency.

Progress

It is the responsibility of each member of staff to:

- ensure the progress of their students through sensitive and differentiated teaching and informed by regular assessment
- use all available information, including that supplied by the Learning Support Department and Head of EAL, to inform their marking, assessment and reporting on students.

It is the responsibility of the Heads 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.

It is the responsibility of the form tutor to:

- review their tutees' performance after each set of Assessment Grades using the Tracking Manager.
- hold the overview of their tutees and support the setting of individual strategies and targets in conjunction with the pupil, parents and the subject teacher.

Assistant Head Academic and pastoral heads, together with the SENCo, Head of EAL and Head of Scholars work together following a reporting session. They analyse causes for concern on the basis of attainment and/or COPI score and negotiate, implement, monitor and review appropriate action plans.

Principles:

- Target setting is a recognised tool for helping to support learning and improve standards within schools.
- Effective target setting needs to be focused on the individual, flexible, clearly understood by the pupils and based on accurate information about prior achievement.
- Effective target setting should promote individual self-analysis and encourage pupils to share responsibility for their own learning using concepts and language they will understand.
- Details of departmental strategies for the promotion of pupil self-analysis and target setting should be available within departmental handbooks.
- Records of targets are kept by both the teacher and the pupil

Pupils in the Lower School do not have target grades set but their progress is monitored according to the Lower School Assessment Criteria. Individual targets relating to these criteria and/or the subject-specific COPI criteria may be set by subject teachers but consultation with the pupil is essential. The aim is to encourage self-analysis by the pupils who will themselves identify areas of their work in need of improvement, and set their own informal targets. It is hoped that

this will promote pupils to take greater responsibility for their own learning and thus become more successful as independent learners.

These targets may be set following the pupil's reflection on their Assessment Grades.

The setting of appropriate targets for attainment is informed by baseline data and information from previous schools, CAT4, MidYIS, YELLIS and ALIS data and previous teacher assessments.

Upper School and Sixth Form
Burgess Hill Girls uses a system of Challenge Grades to set appropriate and motivating academic targets for pupils in Year 10 through to the Upper Sixth. Predicted grades are used internally.

The Challenge Grade

a) Is the maximum grade a pupil could be expected to achieve in an externally examined qualification according to their ability if all other conditions are wholly positive.
b) Is made public to the pupil and parent by being published on the Assessment Grades and in the written report.
c) Is determined by the Head of Department with reference to previous attainment data and baseline testing.
d) In some cases it is acceptable for the Challenge Grade to be different to the predicted grade.

The Predicted Grade

a) is the grade that the pupil is most likely to achieve in an externally examined qualification according to their age, experience, attitude, effort and ability.
b) used internally within academic departments
c) is determined by the subject teacher working with their Head of Department.
d) is recorded on ISAMS in May of either Year 11 or Upper Sixth, directly before the summer exam series
e) is not published on Assessment Grades or written reports

The UCAS Grade:

- is determined by the Head of Sixth Form and Head of Department in consultation with the Assistant Head Academic;
- liaises with student and parents/carers where there is a significant discrepancy between the UCAS grade and the internally held predicted grade.

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Senior School Literacy

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 3 to 4 hours a week in English lessons, but require literacy skills throughout the rest of the week, both in and out of school.

The school believes 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. 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.

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:

- 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.
- Subject specific literacy skills, which include subject vocabulary and writing models specific to that area of the curriculum.

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 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.