Date: September 2025
Review date: September 2026
Responsibility: SML

FIDES et OPERA

BROMLEY
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

MARKING POLICY (Senior School)

Marking should enable pupils to make good progress through constructive feedback which allows them to improve their work. Formal teacher written and verbal feedback may be supplemented by self assessment and peer marking under teacher guidance.

Quality marking should

- Recognise effort as well as achievement.
- Relate marking to success criteria and, where relevant, GCSE and A level mark criteria
- Give prompt, regular and constructive individualised feedback.
- Allow pupils time to assess their own work and that of their peers.
- Enable pupils to understand what they have achieved and what they need to do in order to make progress.
- Take account of individual learning needs (MAGT, SEND, EAL, etc).
- Influence teaching and lesson planning.

Quality Assurance

- HoDs will involve all staff in marking moderation and work scrutiny (Autumn Term).
- HoDs will carry out departmental book audits and work scrutiny (Spring Term).

Pupil involvement

Pupils should be given opportunities for self and peer assessment. Assessment should create a dialogue between pupil and teacher and between pupils. Pupils may be encouraged to set their own targets. Peer assessment may be encouraged by asking pupils to pose simple questions like: 'How did you get that answer?/ What do you think you have done well? / Teach me how...'

Feedback and Assessment Models

- AfL principles applied wherever possible eg www/ebi and should be **evident at least twice per half term per class** on homework and/or class assignments (except Year 7 for the first half of Autumn Term to allow them to settle in).
- Examples of peer and self -assessment should be evident and clearly identifiable.
- Marking grids, self-assessment sheets, assessment cover sheets/boxes and tracking sheets for pupil comment as well as teacher comment.
- Subject feedback 'slips' providing 'good answers/comments on how to get full marks in a particular question.
- Cover sheets outlining grade criteria attached to key pieces of marked work.
- 'Models' of marked work explaining how the assessment criteria is met.

Online marking in Google Classroom

- In order to continue the excellent progress made in EdTech during two periods of guided home learning (GHL) during national lockdown 1 and 2, we have continued to make greater use of online marking and forms of assessment.
- In order to permanently evidence this marking for pupils, all online assignments should be completed in Google Classroom with comments completed in 'edit' not 'suggest' mode (as these are removed when pupils respond to them).
- The use of a text box at the end of the assignment to either type or write comments (using Apple pencil or similar tool) is also advisable. In this way, www/ebi comments can be securely recorded and pupils may respond to these appropriately.

Recording

Teachers should keep a detailed record of marks, grades and assessments. Progress of coursework, extended projects or controlled assessments and intermediate assessments should be recorded.

Target Setting

Targets should enable pupils to improve upon work (paying particular attention to MAG&T, SEND and EAL needs.) Pupil should know how to achieve the target; teachers should review pupils' progress against these targets.

Marking Criteria

Each department should ensure the pupils know the criteria for marking. Grades should be employed on key pieces of work to enable pupils to measure their progress; many pieces of work may not receive a numerical or letter grade to encourage broader reflection but specific targets should still be set. Merits and other rewards, as detailed in the behaviour management policy may also be awarded for pleasing effort or attainment