



**MERCHANT
TAYLORS'
SCHOOLS**

For Boys and Girls
aged 4 to 18 years

Assessment and Recording Policy

MTGS

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Assessment and Recording Policy

1. Rationale

Marking is the principal means of feeding back to pupils about their progress. It is therefore a central aspect of the learning process. We recognise that the depth and frequency of marking may vary across subjects, so the marking policy offers a broad framework within which each department will operate its own bespoke marking arrangements, reflecting the broad principles of the School's marking policy. These principles are:

- The marking expectations on staff must be manageable.
- Feedback from marking must be meaningful to pupils in terms of explaining next steps.
- Marking should motivate pupils by rewarding achievement and encouraging them to want to improve.

2. Aims of Marking

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To indicate how pupils can improve and extend skills.
- To enable staff to plan future work appropriately.
- To share expectations.
- To encourage pupils to reflect on their performance.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

3. Requirements

3.1. Years 7-9

- Marking must be based on departmental skills/levels grids which are stuck into exercise books and signed off by staff.
- Alphanumeric marks are not required (except in summative termly assessment tests).
- Merits should be issued for excellent quality of work and/or very high effort. These should be recorded on the firefly.
- Work should be collected in for marking regularly.
- No more than two pieces of written work should accumulate before marking takes place.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.
- Self assessed or peer assessed work should also be checked by the teacher.

3.2. Years 10 and 11

- Marking is to be based on GCSE assessment criteria which is made known to the pupils.
- Marks should be given in line with assessment criteria.

- Merits should be issued for excellent quality of work and/or very high effort. These should be recorded on the firefly.
- Work should be collected in regularly.
- Work should be marked and feedback given before further work is set.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Pupils' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.

3.3. Sixth Form

- Marking is to be based on A level assessment criteria which must be made known to the pupils.
- Marks should be given in line with assessment criteria.
- Merits should be issued for excellent quality of work and/or very high effort. These should be recorded on the firefly.
- Work should be collected in regularly.
- Work should be marked and feedback given before further work is set.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Pupils' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.

4. Responsibilities

- HoDs are responsible for writing and implementing departmental marking policies.
- Each department will hold at least one work scrutiny meeting in each academic year to share good marking practice.
- SMT will sample work from each key stage once a year. This will be done by the Deputy Head (Learning and Innovation) and the Director of Studies together with an invited HoD.
- Form Tutors and Group Tutor in Years 7-9 should ensure that PSHE time is made available for students to self-reflect on progress summarised in reports.