Bradford Girls' Grammar School

Assessment, Recording and Reporting, and Marking Policy 2026-27

Aspire – Succeed – Lead

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1. Introduction

Bradford Girls' Grammar School vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

With a strong focus on the personal development of every child; encouraging tolerance, compassion, and a strong sense of social responsibility and natural respect for those around them, pupils leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

Ensuring that all pupils receive the intended curriculum through consistently good standards of teaching and as a result enjoy a positive learning experience is at the heart of the school vision.

Assessment is integral to effective teaching and learning and must focus on helping pupils to learn and make progress. Its purpose is to inform pupils, parents and teachers about progress. Effective assessment strikes at the heart of raising attainment and is a key factor in challenging underachievement. Rich, reliable and relevant data is instrumental in ensuring that lessons are designed to meet the needs of all pupils.

At BGGS a calendar of assessment opportunities and data collection ensures that pupil achievements and progress is monitored and shared with parents regularly.

The teaching and learning policy lays out the evidence base for the types of assessment to be used to measure progress through the curriculum. This policy provides guidance on the way in which the school manages marking, assessment, feedback, and reporting processes to ensure that they support all pupils to make good progress.

2. Aims

- Promote pupil progress as a shared responsibility.
- Provide clarity around roles and responsibilities needed to create a positive, effective culture of assessment.
- Establish an agreed framework of consistent evidence informed principles used throughout the school.

3. Roles and Responsibilities

The Headteacher

- Ensure data systems are utilised to support pupil progress through curriculum and pedagogical developments.
- Ensure the collation and analysis of school results compared with national performance data to support continuous improvement for all pupils, especially the disadvantaged, those with Special Educational Needs and those who speak English as an additional Language.
- Lead the development of roles and processes to ensure effective monitoring of the progress of pupils in identified groups.
- Ensure regular celebration of all pupil progress– sporting, cultural and academic.
- Ensure that arrangements are in place for providing Governors, parents and prospective parents with information about the curriculum, pupils' achievements and school performance.
- Lead the school's self-evaluation processes, collecting and evaluating evidence for identified aspects of the school's provision and impact.

The Deputy Headteacher

- Oversee the use of data to inform curriculum or pedagogical development.
- Contribute to setting curriculum, subject, and key stage targets to achieve school priorities, including those relating to outcomes.
- Monitor progress towards achievement of targets, reporting back to the Headteacher.
- Collate and analyse school results compared with national performance data, reporting back to the Headteacher.

Data Manager

- Develop and maintain the data management feature of the MIS (SIMS) and the school's management information portal (SISRA).
- Maintain, analyse and distribute whole school data sets including baseline data, progress data and qualification outcomes.
- Provide training for leaders and teachers so that they can input and analyse assessment data to make accurate and timely decisions.
- Manipulate data sets into useful formats for different stakeholder groups.
- Lead on the development of parental reporting to ensure information provided supports parental engagement with their children's progress.
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Curriculum Leaders

Fulfil the subject leaders' role and responsibilities set out below:

- Plan and oversee the development of a coherent, effective and assessment strategy across each of the different subject areas under the Curriculum area remit.
- Utilise pupil progress and attainment data to inform future curriculum area / Key Stage teaching and learning.

Subject Leaders

- Monitor behaviour, attendance, and academic achievements of pupils within their subjects.
- Set and review subject level priorities and targets within the context of the school improvement plan, including those related to outcomes.
- Ensure assessment opportunities provide data that supports the development of quality first teaching and intervention if necessary.

Year Managers and Key Stage Leaders

- Monitor behaviour, attendance and academic achievements of pupils within their year group(s).
- Provide regular reports on year group progress to the Senior Leadership Team.

SENDCO

- Monitor behaviour, attendance and academic achievements of pupils on the SEND register.
- Set and reviews SEND Quality of Education priorities and targets within the context of the school improvement plan including those relating to outcomes.
- Coordinate access arrangements to ensure that all pupils who need it receive additional support during assessments.

Subject / Class teachers

- Ensure pupil attainment is assessed in line with the subject area assessment plan.
- Ensure homework is set, marked and monitored in accordance with school policy.
- Liaise with parents where there are specific concerns that homework is not being recorded, set or completed.
- Maintain effective pupil records.
- Provide each pupil with feedback regularly, following school policy and any department/phase specific requirements.
- Monitor pupils' progress to plan, implement and review effective interventions and support future lesson planning.

Support Staff

- Work collaboratively with subject/ class teachers and the SENDCo in supporting pupils on the SEND register to access assessment opportunities.

4. Staff wellbeing and workload

This policy provides a description of the through school expectations in relation to marking, assessment, feedback, recording and reporting. The school is committed to ensuring that teacher workload is a priority, therefore expectations around data input are in line with DfE guidance. Most feedback is expected to be informal, and classroom based. This should allow teachers to focus on developing pedagogy and use feedback from quality assurance activities to improve their professional practice.

5. Assessment Expectations

5.1 *Assessment frequency and marking*.

The majority of assessments carried out are informal and formative in nature occurring naturally in the classroom as part of a planned lesson.
Formally assessed work is planned as part of the scheme of learning or medium-term plan. Curriculum Areas create a plan which maps out when assessments will take place to ensure pupils and teachers are not overloaded.
Teachers are responsible for marking the work of the pupils in their timetabled classes.
Teachers at BGGS sometimes use standardised codes when marking pupils' work. **(Appendix 3)**
Providing at least one formal formative assessment opportunity per topic has been provided ***with feedback***, teachers can mark summative assessments with a mark/grade only. This research informed approach is based on the work of Professor Dylan Wiliam who states that when pupils receive a grade and feedback, they only really focus on the grade, when it is the feedback which is more important on moving pupils' learning forward.
KS4 marking is standardised and moderated.

5.2 *Feedback*

Sample marking is completed twice every half term in core subjects and once in non-core subjects.

When feeding back on written work, all pupils are given brief but explicit guidance for re-drafting, next steps or corrections either in writing or verbally. This should be appropriate to the pupil's cognitive level and use accessible language (broken down into small steps if necessary).

Feedback without pupil action remains backward looking, rather than ensuring that pupils take active steps to improve their work.

All pupils respond to any feedback they have been given.

Reflection time tasks should also be appropriate to the specific needs of the individual pupil; it may be shorter, or based on the practise of wider functional skills, for example correcting one sentence to ensure understanding.

6. Measuring and monitoring progress.

Key Stage 3

Pupils are assessed throughout KS3 against Key Performance Indicators for each subject, which have been carefully and collaboratively created to support progress through the National Curriculum.

The school adheres to Ofsted's definition of progress through the curriculum: "progress should not be defined primarily by meeting standards or hitting the next data point. Rather, learning the curriculum itself is progress. If pupils attain within a well- sequenced, well-constructed curriculum, they are making progress."

In order to demonstrate that they are attaining within the curriculum, it is expected that the majority of pupils are assessed as "Secure" in their learning. This is the grading nomenclature used in KS3 at BGGS. Assessments which show the pupil has achieved beyond what is expected of them are marked as "Excelling". Pupils working towards expected standards are assessed as "Developing" or "Launching."

Pupil progress is monitored by subject staff under the direction of the Curriculum Leader/Subject Leader. Individual pupil progress across the whole curriculum is monitored by the Form Tutor under the direction of the appropriate Year Manager. The progress of vulnerable groups (SEND, EAL, Disadvantaged pupils) is monitored by all middle leaders to ensure progress for all.
Attitudes to learning are also assessed and reported using the guidance in **Appendix 2.**

Key Stage 4

Pupils in key stage 4 are assessed using GCSE grade descriptors. Progress is measured using KS2 data when available. The school also makes use of the SISRA (data analysis software) data set which allows the school to

compare progress individually, and collectively against that of 32,000 other pupils taking the same subjects with the same starting points.

Pupil progress is monitored by subject staff under the direction of the Curriculum Leader/Subject Leader. Individual pupil progress across the whole curriculum is monitored by the Form Tutor under the direction of the appropriate Year Leader. The progress of vulnerable groups (SEND, EAL, Disadvantaged pupils) is monitored by all middle leaders to ensure progress for all.

Attitudes to learning continue to be assessed and reported.

Intervention

Following data analysis, teachers identify adaptations that need making to quality first teaching for all and to respond to the needs of individual pupils in order that more progress can be made.

Intervention classes are provided in Year 11 for pupils who need additional and extra support.

Monitoring GCSE examination results

Results of external examinations are analysed for individual subjects and for the whole school. The intention of this analysis is to identify where strong performance exists and where improvement is required. Leaders are required to consider any variations in levels of performance associated with specifications, subjects, teachers, teaching groups, other groups identified for specific monitoring purposes and any trends over time. As a result, good practice is identified and shared; and areas for development addressed.

7. Recording and Reporting

The school is committed to working in partnership with parents/carers to ensure that all pupils make progress and fulfil their potential. To achieve this, we are committed to sharing relevant, accurate information with pupils' parents/carers.

Subject / class teachers use their mark book to record for each pupil:

- Performance in assignments, tests, etc.
- Performance in practical activities for both internal and external assessment.

Key assessment results are transferred to the school's Management Information System in line with the annual data schedule. Teachers record a current working grade (based on professional judgement taking all assessments into account) for KS3 pupils and for the first data input in Year 10. A current working grade and predicted grade is recorded for the second data input of Year 10 and all of Year 11. The predicted grade is not reported to parents but is used for sixth form applications and internally for assessing the accuracy of teacher judgement.

All data input is checked by Curriculum Leader and any necessary amendments made by class teacher before reports are issued to parents.

Reporting is carefully planned so that parents regularly receive an update on pupil progress. Progress Reviews communicate pupils' achievements in school, in accordance with statutory requirements and national guidelines where appropriate. They give clear and concise information allowing pupils, parents and teachers to monitor attainment. If problems occur, parents may be invited into school to discuss concerns with the relevant teacher/ leader. Reporting to parents/carers at BGGS is in line with the annual School Data Schedule that ensures:

- Progress is reported at Parents' Evenings.
- All reports are accompanied by an explanation of grading systems used.
- Parents' Evenings provide occasions when parents/carers can accompany their children to meet with subject teachers and discuss progress.

Most year groups provide three reporting opportunities including:

- A data sheet showing attainment, target grade and an attitude to learning grade.
- A parents' evening.

In addition, an attitude to learning grade is provided for parents of Year 7 pupils immediately following October half term.

Appendix 1

Department feedback guidance

Feedback of Summative Assessments – all year groups:

Sample Marking forms will be used every half term, where appropriate, to identify misconceptions and to highlight effective answers from pupils.

Tracking sheet used to help identify what assessments have been completed and when.

Moderation

Moderation takes place the week following summative assessment (timetable permitting). Staff must submit scripts called for moderation to the Curriculum Leader.

Required practical in some subjects (KS4):

At least one element of each required practical will be assessed, and pupils will be given either formative or summative feedback.

Reflection time must be given to ensure pupils engage with their targets and improve their work.

Marking for literacy:

Whilst assessing a pupil's work, the classroom teacher will circle any clear and obvious errors relating to literacy. E.g., SPAG. It is the responsibility of the pupil to correct these errors in their work.

Calculating & recording grades

Raw assessment marks are recorded on spreadsheets in the Data folder on SIMS. They are amended after moderation where necessary.

Teachers should use data to inform progress data entry windows. Grades should be used for reporting estimated grades using an average of all grades (not highest) achieved in summative assessments.

Follow up / intervention

Planning should always be informed by marking and assessment.

Staff are expected to use data on SIMS and on SISRA to monitor the progress of pupils in their groups and to respond where there is evidence of underachievement.

Individual teaching staff must make arrangements for catch-up time for pupils who:

- are absent from assessments
- have not completed assessments
- have underachieved in assessment

Bradford Girls' Grammar School
Marking policy 2026/27

KS3

Students receive the following written feedback as a minimum:

- Live marking in class
- Sample marking (2 per half term for core and 1 per half term for other subjects)
- Feedback on assessments
- Peer and self assessment

KS4

Students receive the following written feedback as a minimum:

- Live marking in class
- Sample marking (2 per half term for core and 1 per half term for other subjects)
- For those students who are identified at RAP as underachieving and require additional intervention, a 'deep mark' every week
- Feedback on assessments
- Peer and self-assessment

BGGS Marking Policy - English Adaptations

Curriculum Area Marking Feedback	English
Proposed adaptions for our curriculum area and the reason why.	**KS3** Live marking can be difficult in our subject but one way to ease this is by live marking one student's book under the visualiser - 'Show Call.' This can be used to highlight any common errors: other students can improve their work using purple pen. Sample marking will be used instead of interim assessment used last year. Sample marking involves marking 5 books from the group and completing a marking feedback sheet to be stuck in every student's book. These sheets can be handwritten or typed and photocopied/printed on purple paper if possible. Make a note of whose books have been sampled so a range of students are marked. We will use the interim assessment task and one other task to complete two per topic which is approximately 2 per half term easing workload. Final assessments will be completed in assessment books and marked using KPI

	Tracker sheets need to be filled in after final assessments. **KS4** See above – A similar approach is used in KS4. Instead of assessment books folders are used for final assessments. RAP students will be identified and work marked weekly. Assessment map will be updated to reflect changes.

BGGS Marking Policy - Enrichment Adaptations

Curriculum Area Marking Feedback	Enrichment – Business, Computing, Art, Textiles, Food, Music & Drama
Proposed adaptions for our curriculum area and the reason why.	**KS3** In Enrichment subjects, verbal feedback is given in lessons on an observation or performance or use of skills. Students will have one piece of work (a knowledge check or end of term assessment) deep marked per topic/half term with feedback presented using a success criteria or written www/EBI comments, depending on the task. For students who got everything correct, the EBI comment will be replaced by a challenge task. Students will be given time to respond to feedback in purple pen. Subjects that are on a two-week rotation will complete 1 per term of sample marking due to frequency of lesson. **KS4** In KS4 Live marking in class either spot checking one or two books or using the visualiser to provide whole class feedback on written tasks/work. Students will receive feedback on practice exam questions or practical elements of the course routinely. This can be verbal or written and will be a mixture of self/peer and teacher assessment. Following end of unit assessments, detailed whole class feedback/WAGOLLs will be provided, followed by reflection time to allow students to respond to the feedback in purple pen. RAP students will be identified, and work marked weekly.

BGGS Marking Policy - History Adaptations

Curriculum Area Marking Feedback	History
Proposed adaptions for our curriculum area and the reason why.	**KS3** Live marking in class either spot checking one or two books or using the visualiser to provide whole class feedback. Sample marking followed by whole class feedback and time for pupil response once per topic/half term.

	WAGOLL examples will be provided for extended writing activities to support response to feedback. Assessment will be deep marked and students will be given WAGOLL and chance to respond to feedback. For students who got everything correct, the EBI comment will be replaced by a challenge task. Students will be given time to respond to feedback in purple pen. Self assessment in purple pen in response to teacher feedback will take place in most lessons. **KS4** Live marking in class either spot checking one or two books or using the visualiser to provide whole class feedback. Sample marking followed by whole class feedback and time for pupil response once per topic/half term. Students will receive feedback on practice exam questions routinely (formative assessment). This will be a mixture of self/peer and teacher assessment. Following end of unit assessments, detailed whole class feedback/WAGOLLs will be provided, followed by reflection time to allow students to respond to the feedback in purple pen RAP students will be identified, and work marked weekly.

BGGS Marking Policy - Maths Adaptations

Curriculum Area Marking Feedback	Maths
Proposed adaptions for our curriculum area and the reason why.	KS3: feedback on assessments will be done using a purple feedback sheet- students will get the opportunity to apply their developing skills to questions following whole-class feedback. KS4 Yr 10: feedback on assessments will be done using a purple feedback sheet- students will get the opportunity to apply their developing skills to questions following whole-class feedback. Yr 11: feedback on assessments will be done using a purple copy of the feedback sheet, which students will stick into the book and then complete DIRT activity in which the teacher will model an example(s) and then students will apply this to another question. Sample marking will happen on alternate topics to the assessments to help with teachers workload, whilst still ensuring they provide teachers with high qulaity feedback.

BGGS Marking Policy - MFL Adaptations

Curriculum Area Marking Feedback	MFL – French/Spanish
Proposed adaptions for our curriculum area and the reason why.	**KS3** Live marking will be done every lesson to mark some students' books using green pen. Sample marking involves looking at minimum 5 books from the group and completing a marking feedback sheet to be stuck in every student's book. Students will get the opportunity to revisit a task. One sample marking will be done per half term. Two formative assessments will be used per half term. Whole class feedback from a teacher will be provided. **KS4** Live marking in a class. Sample marking involves looking at minimum 5 books from the group and completing a marking feedback sheet to be stuck in every student's book. Students will get the opportunity to revisit a task. One sample marking will be done per half term. Two formative assessments will be used per half term. Whole class feedback from a teacher will be provided with a feedback sheet. A 'deep mark' for RAP students work will be marked weekly.

BGGS Marking Policy - PE Adaptations

Curriculum Area Marking Feedback	Physical Education and Health and Social Care
Proposed adaptions for our curriculum area and the reason why.	**KS3** Verbal feedback is given in all lessons on an observation or performance or use of skills. **KS4** In KS4 Live marking in class either spot checking one or two books or using the visualiser to provide whole class feedback on written tasks/work. Students will receive feedback on practice exam questions or practical elements of the course routinely. This can be verbal or written and will be a mixture of self/peer and teacher assessment. Following end of unit assessments, detailed whole class feedback will be provided, followed by reflection time to allow students to respond to the feedback in purple pen. RAP students will be identified, and work marked fortnightly.

BGGS Marking Policy – R.S

Curriculum Area Marking Feedback	Religious Studies
Proposed adaptions for our curriculum area and the reason why.	**KS3** Live marking in class either spot checking one or two books or using the visualiser to provide whole class feedback.

	Sample marking followed by whole class feedback and time for pupil response once per topic/half term. Students will have one piece of work (a knowledge check or end of term assessment) deep marked per topic/half term with feedback presented as a highlighted statement grid linked to success criteria or written www/ebi comments, depending on the task. For students who got everything correct, the ebi comment will be replaced by a challenge task. Students will be given time to respond to feedback in purple pen. [Some flexibility will be required with timing – particularly in year 9 where students only have an hour a week - based on the length of half term and whether any lessons have been taken for any school activities.] Self assessment in purple pen in response to teacher feedback will take place in most lessons. **KS4** Live marking in class either spot checking one or two books or using the visualiser to provide whole class feedback. Sample marking followed by whole class feedback and time for pupil response once per topic/half term. Students will receive written feedback on practice exam questions routinely (formative assessment). This will be a mixture of self/peer and teacher assessment. Following end of unit assessments, detailed whole class feedback/WAGOLLs will be provided, followed by reflection time to allow students to respond to the feedback in purple pen RAP students will be identified, and work marked weekly.

BGGS Marking Policy - Science Adaptations

Curriculum Area Marking Feedback	Science
Proposed adaptions for our curriculum area and the reason why.	KS3: feedback on assessments will be done using a purple sample feedback form - students will get the opportunity to revisit each question and specific tasks following whole-class feedback. KS4: feedback on assessments will be done using a purple copy of the front cover of each assessment, which students will stick into the book and then complete DIRT following whole-class feedback. For Year 10 and 11 science classes, each class will have sample marking completed 3 times every half term : once for Biology, once for Chemistry and once for Physics.

Appendix 2

Attitude to Learning scores

When reporting, teachers use the table below to choose a behaviour, homework and classwork score for each pupil they teach

	4	3	2	1
	Excellent	**Good**	**Coasting**	**Unacceptable**
Behaviour	Excellent behaviour at all times. Excellent effort in all lessons.	Most behaviour expectations met. Good effort in all lessons.	Some behaviour expectations met. Inconsistent effort, needs reminders.	Rarely meets behaviour expectations. Little effort in all or parts of lessons.
Homework	All homework completed to a high standard	All homework completed well	Some homework incomplete or not attempted	Homework not completed or not attempted
Classwork	All classwork completed to a high standard. Able to complete tasks independently. Work in books is presented to a very high standard. Shows a high level of resilience in all tasks.	Classwork completed well. Completes tasks with minimal assistance. Work in books is neatly presented. Shows resilience in most tasks.	Some classwork incomplete. Needs teacher support and encouragement. Work in books is inconsistently presented. Has a tendency to give up if the work is more challenging.	Work not completed. Rarely works independently. Work in books is poorly presented. Has a tendency to give up quickly.

Pupils with low or very low ATLs (lower than a 2 in any category in any subject) may not be allowed to attend reward trips / some activities until the scores improve. Interventions will be put in place to support pupils to improve their scores.

Appendix 3

BGGS marking codes

Code	Meaning	Code	Meaning
//	New Paragraph	_	Missing capital letter
Sp	Check your spelling	?	Doesn't make sense
O (underline where it is missing)	Punctuation	Pres	Careful with presentation
T	Select the right tense	P.A S.A	Peer assessment – purple pen Self-assessment – purple pen