

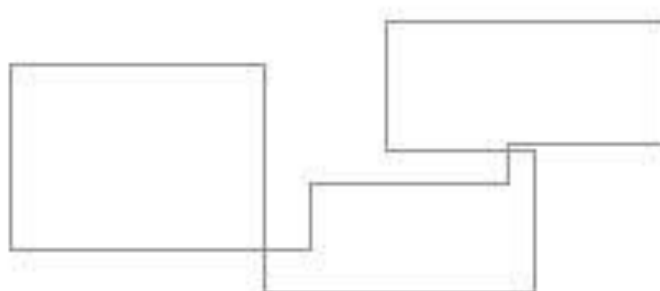


MOULSHAM HIGH SCHOOL

SPECIALISING IN ENGLISH AND THE HUMANITIES

ASSESSMENT, MARKING AND TARGET SETTING

SEPTEMBER 2026



Date of Draft Policy:	June 2026	
Consultation with Staff Required	☒ Yes ☐ No	
Period of Consultation (if required)	From	To
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APPENDIX A PROGRESS FLIGHTPATH YEAR 7-119

- 1.1. We believe regular, high quality, feed-forward marking and feedback helps students to make better progress. It highlights their achievements, identifies what needs to be improved and provides them with opportunities to make these improvements. It also facilitates the tracking of student progress over time and informs curriculum and lesson planning.

AIMS

- 2.1. This policy, which is shared with both adults and students, will ensure that:
- 2.1.1. There is dialogue between students, parents/carers and teachers about the progress students are making in relation to their target grades.
 - 2.1.2. Students know the success criteria they have met, thereby motivating them to make further progress.
 - 2.1.3. Students know the success criteria still to be met, thereby supporting staff with their future planning.
 - 2.1.4. In the short, medium and long terms, students are given opportunities to address areas requiring improvement and to achieve their target grades.
 - 2.1.5. There is consistency of practice by all staff across year groups and subjects.

MARKING AND FEEDBACK

- 3.1 At Moulsham High School, detailed, teacher written feedback is given on blue stickers. Subjects may prepopulate these if they convey the required information to students.
- 3.2. The frequency and grading required on blue stickers:
- 3.2.1 In Years 7-9, one blue sticker per half-term in: English, Maths, Science, History, Geography, French and Spanish and one blue sticker per term in all other subjects, must be for an assessment which is awarded a GCSE grade from 9-1.

All other teacher assessed blue stickers should record whether the student's response is either 'within range of target' or 'not within range of target yet'.

In subjects where students have three or more lessons a fortnight, a sticker is usually used by the teacher once every 3 weeks. Subjects that teach students less frequently than this use one sticker every five weeks.

- 3.2.2 In Years 10-11, the blue sticker must always state the G.C.S.E. grade from 9-1 or BTEC/CNAT Grade (Pass, Merit, Distinction, Distinction*) that students would have achieved for their response.
- 3.2.3 In Years 12-13, the blue sticker must always state the A-level grade from A*-E or BTEC grade (Pass, Merit, Distinction, Distinction*) that students would have achieved for their response.
- 3.3 The blue sticker must state the success criteria the student has met for the marked response. Comments must be specific and linked to the knowledge, skills and understanding the student has demonstrated in the task. Generalisations such as 'great effort' and 'well understood' are not appropriate.
- 3.4 The blue sticker must also explain which success criteria have still to be met. Comments about effort (e.g. 'you must try harder') and presentation (e.g. 'this is too untidy') should be avoided. Instead, they should focus on the knowledge, skills and understanding the student has yet to demonstrate.
- 3.5 On the right-hand side of the blue stickers is a 'Now Do' box. In this the teacher should set the student a further question or short activity which will help them address the success criteria they have not met yet.
- 3.6 Students should complete their 'Now Do' activities in purple pen.
- 3.7 The teacher ticks TA on the blue sticker and records the date of the assessment.
- 3.8 Any other work produced during the three- or five-week assessment cycle and does not require a blue sticker, is not necessarily marked in detail by the teacher. Feedback is provided instead through live marking, verbal feedback, peer assessment or self-assessment.

MARKING IN GREEN PEN

- 4.1. All marking by teachers is done in green pen as educational research shows that this is a more calming colour than red.
- 4.2. LSAs use purple pen when marking. Students also use this colour when they are peer assessing.

MARKING FOR LITERACY

- 5.1. Teachers also address literacy when marking work, using the following guidance:

Sp	Spelling written in the margin, the error underlined, and the correct spelling written either above it or in the margin. As part of the blue sticker 'Now Do' activity, spelling corrections should be written out three times at the end of the piece of work.
P	Punctuation – p in the margin and error underlined.
Capital Letters	Circle the capital letter if it should be in lower case. Circle the lower-case letter if it should be in capital.
Paragraphs	Put the symbol // to show where a new paragraph should have been started.
G	Grammar – put G in the margin, underline the error and write the correct word either above it or in the margin.

RETURNING WORK TO STUDENTS

- 6.1 All marking is expected to be returned to students within two weeks of it being handed in.

PEER/SELF-ASSESSMENT

- 7.1 It is good practice for students to take part in peer and self-assessment as both strategies involved students in the assessment process. Students are given relevant assessment criteria to use when peer or self-assessing and record their feedback on a buff sticker. They also date the assessment.

QUALITY ASSURANCE

- 8.1. The quality and frequency of marking and feedback is monitored through:

- 8.1.1. SLT faculty line managers who carry out book checks either within their line management meeting and/or during learning walks.
- 8.1.2. Heads of Faculty who carry out regular book checks. Feedback is recorded on Progress Teaching.
- 8.1.3. TLR post holders who are required to carry out half termly book checks.
- 8.1.4. Lesson observations carried out as part of subject reviews.
- 8.1.5. Learning Walks and consistency checks conducted by SLT, Standards and Progress Leaders, Heads of Faculty and TLR post holders.
- 8.1.6. Book scrutinies carried out as part of the subject reviews.
- 8.1.7. External quality assurance, e.g. by Ofsted and Bridge Academy Trust.
- 8.1.8. Book scrutinies carried out by SLT to support progress with School Development Plan priorities.
- 8.2 Where there are concerns about the frequency and/or quality of a teacher's marking/feedback, they are referred to the Head of Faculty and/or Line Manager in the first instance who will address this as part of Professional Review.

MEASURING PROGRESS

YEARS 7-11

- 9.1. All students in Years 7-11, except those in Years 10 and 11 who are studying for BTEC and/or Cambridge National examinations are assessed using the G.C.S.E. 9-1 scale.
- 9.2. Each 1-9 grade is sub-divided into three fine grades – a,b,c. For example, instead of being awarded a grade 2 for an assessment, a student would receive 2a, 2b or 2c.
- 9.3. The definitions of the fine grades are:

a	Very secure in the grade and could reach the next grade with some intervention.
b	Secure in the grade and could become very secure with some intervention.
c	Not secure in the grade yet.

- 9.4 The progress of KS4 students who are studying for BTEC and Cambridge National examinations is measured in terms of: Distinction*, Distinction, Merit and Pass. Fine grades are used for these grades too.

YEARS 12 AND 13

- 9.5 The progress of A level students is measured in terms of grades A*-E.
- 9.6 The progress of Level 3 BTEC students is measured in terms of grades: Distinction*, Distinction, Merit and Pass.
- 9.7 Fine grades (a, b, c as in 9.3) are used for both A level and BTEC students.

TARGET SETTING

- 10.1 Every student has a target to meet by the end of the academic year they are in. This flight path aims to ensure that every student has made better than expected progress by the end of Year 11. A copy of the flight path is included as an appendix to this policy.
- 10.2. Targets are calculated using KS2 reading and maths scaled scores. For students who enter the school without data either internal primary end of KS2 data or data from assessments set by Moulsham High School is used.
- 10.3. Targets are displayed on the front of students' exercise books on small, white stickers.
- 10.4. Modern Foreign Languages, technology, performing arts, computing and P.E. may revise students' targets in Years 7 and 8 in the light of students' limited experience of these subjects at primary school. However, they are expected to meet the targets set for students to achieve by the end of Year 9.
- 10.5. If a student meets his/her target before the end of the academic year, it is the subject teacher's responsibility to ensure that it is revised and recorded as such on Arbor.
- 10.6. In Years 12 and 13, A level and BTEC students have ALPs targets. These are calculated using their G.C.S.E. point scores.
- 10.7. To ensure that all Sixth Formers have high aspirations, no A level target is lower than a C and no BTEC target is lower than a Merit.

APPENDIX A - GRADES 1 -9 PROGRESS FLIGHTPATH

YEARS 7-11

KEY STAGE 2 ENTRY POINT FOR STUDENTS WITH AVERAGE SCALED SCORES	7	8	9	11
Up to 98	1a	2b	3c	4a
99-102	2b	3c	3a	5a
103-104	2a	3b	4c	6c
105	3c	3a	4b	6b
106	3b	4c	4a	6a
107-109	3a	4b	5c	7c
110-112	4c	4a	5b	7b
113-114	4b	5c	5a	7a
115	4a	5b	6c	8b
116	5c	5a	6b	8a
117 and above	5b	6c	6a	9b

Assessment, Marking and Target Setting – June 2025

Assessment, Marking and Target Setting – September 2026