



RGS SURREY HILLS

Assessment and Marking Policy

Reigate Grammar Group of Schools

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1. Purpose

Assessment and feedback are integral to teaching and learning. They are designed to:

- promote sustained progress and high academic standards;
- motivate pupils and develop confidence and independence;
- inform curriculum planning and teaching;
- identify misconceptions and gaps early;
- support timely intervention and appropriate challenge;
- provide clear and accurate information to pupils, parents and governors.

Assessment practices are rooted in research-informed pedagogy and focus on improving learning rather than generating unnecessary workload.

Through assessment and feedback, pupils should clearly understand:

- where they are in their learning;
- what they are aiming to achieve;
- how to improve.

Teachers use assessment to:

- identify what pupils know, understand and can do;
- diagnose barriers to learning;
- adapt teaching and curriculum sequencing;
- evaluate the effectiveness of teaching over time.

All assessments are purposeful, proportionate and inclusive, enabling every pupil to make strong progress.

2. Principles of Effective Assessment

Assessment and feedback across the school will:

- be clearly linked to curriculum intent;
- prioritise next steps over comparison with others;
- support long-term learning through retrieval practice, spaced practice and modelling;
- manage cognitive load by focusing feedback on a small number of high-impact improvements;
- promote pupil reflection, redrafting and metacognition;
- be inclusive of SEND and EAL needs;
- allow leaders to monitor consistency and evaluate impact to intervene swiftly.

3. How do we assess?

- When teachers assess work, **they should give feedback in green pen (Green for Guidance).**
- When students assess either their peer's or their own work, **they should give feedback in red pen (Red for Review).**
- When students display progress by responding to feedback or improving/redrafting their work, **they should do so in purple pen (Purple for Progress).**

4. Formative Assessment

Assessment is formative only when pupils use the feedback to improve. It must therefore include clear actions for future work. Departments should plan formative assessment collaboratively so that success criteria and likely misconceptions are anticipated in advance.

Formative assessment information is used routinely to adapt teaching, curriculum sequencing and lesson planning so that it feeds directly into subsequent lessons.

Formative assessment will routinely include:

- questioning to check understanding;
- retrieval practice;
- sharing learning intentions and success criteria;
- modelling and worked examples;
- live marking or whole-class feedback;
- peer and self-assessment;
- opportunities to revisit and improve work.

Where work is formatively assessed, **comments only** should normally be given rather than grades or marks.

Verbal feedback (VF) is an important part of formative assessment. This may take place during lessons, often through individual or small-group discussion, and allows teachers to address misconceptions and move learning forward in real time. Where appropriate, teachers may indicate this in students' work using "VF". Students should then act on the feedback, for example by correcting/redrafting an answer. This approach promotes active listening, immediate response and pupil engagement with feedback.

5. Summative Assessment

Summative assessment provides reliable information about attainment and progress and is used to inform teaching, intervention and reporting.

It may include:

- end-of-unit assessments;
- common departmental tasks;
- examination style papers;
- performances, projects or practical outcomes.

Summative tasks:

- must be consistent across a year group (except where curriculum pathways differ);
- are recorded centrally by departments and outcomes shared with individual pupils;
- inform departmental review and school monitoring.

The type of assessment task will vary depending on the nature of the subject, the unit of work or the skill being assessed and variety is encouraged.

When students complete and/or edit written work during extra time in tests and examinations, they should do this work in red pen/red type.

The end of year and mock exams form the final and most formal summative assessments, but departments may embed a further limited number of formal assessments at pre-planned points in the year. All other forms of assessment must be purely formative.

We are aiming to assure the quality of learning while it is happening rather than after it has finished and enable Heads of Department and Heads of Year to monitor the progress of all students and to intervene where necessary.

6. Tracking and Monitoring Progress

Departments maintain central tracking systems using the following indicators:

Purple: Current attainment is likely to result in expectations being exceeded.

- Green:** Current attainment is likely to result in expectations being met.
Red: Current attainment is unlikely to result in expectations being met.

Senior leaders, Heads of Department and Heads of Year use this information to:

- identify pupils requiring support or stretch;
- deploy interventions;
- evaluate curriculum impact;
- ensure accurate reporting to parents and governors.

7. Assessment in Lessons

Teachers routinely plan for three complementary types of assessment:

Assessment for Learning – formative feedback used to adapt teaching and improve work.

Assessment of Learning – summative tasks used to judge what has been learned and inform progress reviews.

Assessment as Learning – reflection, self-evaluation and peer dialogue enabling pupils to understand how they learn and to set goals.

8. Responsibilities

Subject teachers must:

- share learning objectives and success criteria and ensure they are understood by the class;
- plan for all three types of assessment;
- use varied questioning strategies;
- provide precise, manageable feedback both written and orally;
- allow time for pupils to act on feedback;
- model high-quality responses to scaffold student understanding;
- build in opportunities for peer and self-assessment.
- ensure purple-pen responses are completed.

Heads of Department must:

- ensure consistent implementation of this policy and model the above standards;
- embed assessment in schemes of work, building in objectives, outcomes, and assessment for learning opportunities;
- lead moderation and standardisation ensuring all members of the department regularly discuss, share, moderate and monitor assessment activities;
- quality-assure feedback;
- support staff development;
- liaise with Heads of Year regarding underperformance and ensure appropriate intervention strategies are applied for underachieving students;
- draw on assessment strengths in performance development processes to support staff development.

9. Marking

Marking may take place in exercise books or on paper, or digitally through platforms such as Teams or OneNote, depending on how students complete their work.

Marking across the school must:

- be regular and proportionate (normally every three to four teaching periods);
- include opportunities for self- and peer-assessment;
- be returned promptly to students;
- reference success criteria that have been shared with students;
- include formative guidance on how work can be improved, in ways that encourage students to think, for example through a further question or prompt for a **purple pen** reflection and redraft;
- attend to the quality of students' written communication;
- ensure completion of late or incomplete work;
- promote pupil improvement and reflection.

In practical or project-based subjects, regular feedback should be provided through marking, even where a project extends over a longer period.

Student files or OneNote notebooks should be reviewed periodically by the teacher to ensure they are well organised.

10. Year-Group Expectations

Years 7 and 8

- Feedback to the students is formative and takes the form of comments only.
- Teachers record a level or mark in their mark books **but will not** put these marks on the students' work.
- Marks or grades are given to students for the summative assessment tasks only.

Years 9 to 13

- Success criteria are aligned with examination standards and GCSE/IGCSE or A level mark schemes.
- Grades and marks are recorded in mark books but are not routinely written on formative tasks.
- Grades and marks are shared with students for summative assessments.
- Summative assessment may become more frequent as students move through the GCSE years and into A level. As a result, Year 9 marking may be predominantly formative, with comment-only feedback, whereas Year 11 and Sixth Form students will receive more frequent summative assessments and grades alongside formative feedback.

For **all year groups**, numerical results or grades from summative assessments are recorded in a centralised departmental spreadsheet for tracking purposes. Teachers also record relevant assessment information in their mark books. This information supports accurate reporting to parents and helps inform short-term planning and intervention.

11. Marking for Literacy

Standard codes are used across all subject areas to promote a common approach to the marking of spelling, punctuation and grammatical errors. Codes will be placed in the margin or on the line, with the word circled where relevant.

- Sp spelling error
- C capital letter missing
- P other or missing punctuation needed
- // new paragraph needed
- ^ word or letter missed out
- ~ phrase is unclear

Students are encouraged to reflect on and learn their corrected literacy errors, via allocated subject time. Literacy targets are valid goals for student-led target setting.

Other subject-specific symbols may also be used by individual departments. It is important that students know what they mean. Current codes include:

- fbw = find a better word
- wt = wrong term used
- kw = use more key words correctly here
- exa= Give an example to support your answer
- st = use a clear structure
- exp = Give a reason to support your answer
- L = link your answer to the question
- T= tense error

Over correction is best avoided as it can be counterproductive. SEND advice recommends no more than five literacy corrections per page.

12. Pupils with SEND and English as an Additional Language (EAL)

Pupils who need extra support in accessing the curriculum and their learning (including those with EAL) have this taken into account in the assessment of their progress. This consideration extends to all forms of assessment. For example, assessment criteria may be adapted so that they are tailored to educational need. Teachers can use the SEND 'snapshots' or best practice and guidance on how to enable pupils with SEND and EAL to access the learning and the assessment of that learning.