



The Constance Bridgeman Centre

# Marking & Assessment Policy

Written on  
January 2026

Due for review on  
January 2027

## Introduction

At The Constance Bridgeman Centre (CBC), we believe that assessment is critical for student progress.

All teachers regularly assess the learning and progress of their students in both a formative and summative manner. A key component of assessment is the marking of students' work.

The process of assessment should enable teachers to make decisions about the progress of their students and respond accordingly. Marking should celebrate and praise progress and include clear targets for improvement and / or indicate new skills that need to be developed.

## Guidelines

1. The marking of work can be divided into one of two categories:

(a) Formal

(b) Informal

Generally, 'Formal' marking should consist of GCSE grades at KS4. These should be linked to the skills displayed throughout work or GCSE assessment criteria. This is known as summative assessment. These should be accompanied by a blue sticker and submitted towards the next 'Data Drop'.

Data drops occur three times a year (November, March & June). After a data drop, blue stickers are completed for every subject, other than PE.

'Informal' pieces need only be accompanied by formative comments which should guide the student towards improvements/making continued progress.

To support effective data tracking and student progress monitoring, all subject areas will use a central Microsoft Excel spreadsheet to record formal assessment data. The spreadsheet will follow a four-tiered colour-coded system: purple to indicate students exceeding target, green for those meeting target, amber for those slightly below target, and red for those well below target. This spreadsheet will be maintained and overseen by the Senior Leadership Team and updated on a termly basis. All subjects are expected to contribute data at least once every term, as per the Data Drop schedule.

2. Either way, all work must have a formative comment which, as stated in the introduction, praises success and indicates areas for further improvement. Targets for improvement must be linked to assessment criteria. Therefore, comments such as 'write more clearly' or 'make more effort' are not sufficient on their own. A good example of formative assessment would be: Next steps = 'to move to the next level, you need to consider where the source is from and how this affects its utility', or Next Steps = 'Show the working in the equation to gain full marks'.

3. Formative assessment should begin with a personalised, positive comment that pinpoints success in meeting the criteria. For example, WWW= 'Jonny, I very much like the way you have included key terms and analysed the reason for the success of this experiment', or WWW= 'Fatima, you have demonstrated a good knowledge of the key features of a volcano'.

A good strategy in achieving clarity in marking is to use a shorthand system such as WWW (What went well), NS (Next steps)...

4. All marking must be completed using purple pen, with all student responses written in green pen.
5. There is a requirement for all teachers to highlight an age-appropriate range of spelling and punctuation mistakes, including any key subject specific vocabulary. A spelling mistake must be underlined and marked **S**, whereas a punctuation error must be circled and marked **P**.
6. On returning assessed work, ensure students are given time to complete the relevant section of the blue sticker with the evidence that the student has read, understood and responded to teacher feedback. The student should have a clear understanding of what they would need to do to improve their work and make further progress.
7. Work must be returned if it represents a significant lack of effort, and students will be expected to resubmit the work, although the original mark must still stand. An additional mark may be added to the data but must not replace the original mark.
8. CBC encourages the use of Peer and Self-Assessment where appropriate. This must be connected with clear assessment or success criteria.
9. Students' work must be marked regularly - at least three times every half term (approximately once every two weeks).