

Junior College Marking & Feedback Policy

Aim

To establish a consistent approach to the way the learner's work is marked, so that students feel valued and have a clear understanding of how well they are doing. To ensure all students have their work marked regularly to help them reach their full academic potential. Marking will help students to improve their work and will inform teacher planning and monitoring.

Objectives

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate and timely feedback on their progress and achievement.
3. To celebrate and reward learners' achievement and progress.
4. To agree and set challenging targets for improvement.
5. To standardise the marking procedures throughout the Junior College.

Types of Marking and Feedback

- i. Ongoing Formative Assessment
- ii. Peer/Self-Assessment
- iii. Verbal Feedback
- iv. Summative Assessment

i. Ongoing Formative Assessment

Throughout a student's books/portfolios/digital folders, regular, meaningful, and robust feedback should be seen which clearly identifies:

- What the student has done well within the piece of work to mean they are on their way to meeting their expected levels of progress;
- Any areas of improvement/development which will further support students to meet their expected levels of progress; and
- 'Even better if' opportunities which support them to secure their learning and/or work towards exceeding their expected levels of progress.

This should be written at the end of the piece/section of work in a way that stands out to the learner (i.e different colour, highlighted etc). As a result, the lecturer, students, parent/carer or observer should be able to see a clear learning journey demonstrating the students' progress over time

Time should be built into the subsequent lesson or independent study to allow learners to review their strengths and targets and respond to the feedback they have been given. It is

important that lecturers implement the Junior College literacy and numeracy policies to ensure the key aims are being met.

ii. Peer and Self-Assessment

This can be a useful activity if done sparingly and, in an environment, where learners have been taught to do it effectively. All peer and self-assessment should be reviewed by staff to ensure it is inclusive and conducive to promoting positivity between peers.

iii. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some subjects/programme areas may use this type of feedback more frequently because of the nature of their subject. If feedback is vital to demonstrating progress, this should be logged on pro monitor to demonstrate the learner's progress over time.

Summative Assessment

All lecturers must ensure they are completing summative assessment in line with the awarding body requirements. Please refer to the relevant awarding body guidelines for more details.

Target/ Aspirational Grade

All books or folders should have the centralised Junior College student tracker, clearly identifying the students target and aspirational grade for that subject/programme which is generated from Key Stage 2 Data (where available). It should clearly outline SMART targets to support the students in achieving this which the student has bought into and reflected upon, as well as check point assessment grades so a student can see where they are and where they are heading.

Monitoring

Senior Leaders and Managers will monitor and evaluate the quality of marking and feedback as part of the Minimum Standards of TLA.

Formal Assessments

It should be noted that formal assessments should be separate to book-based work and identifiable as such. A formal assessment may be used as an opportunity for in-depth marking.

Policy Review

Policy Owner: Executive Director of Education

Approving Body: Policy Committee / GLB

Stage of approval: Approved

Date of approval: June 2023

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.