

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

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

Types of Marking and Feedback

- Ongoing Formative Assessment
- Peer/Self-Assessment
- Verbal Feedback
- Summative Assessment

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 demonstrate that they are on their way to meeting their expected levels of progress/ target grades;
- Any areas of improvement/development which will further support students to meet their expected levels of progress/ target grades; and
- 'Even better if' opportunities which support them to secure their learning and/or work towards exceeding their expected levels of progress/ target grades.

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 or highlighted.). 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.

Peer and Self-Assessment

This can be a useful activity if used in the right context and, in an environment, where learners have been taught to provide their peers feedback effectively. All peer and self-assessment should be reviewed by staff to ensure it is inclusive and conducive to promoting positivity between peers.

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 student books or folders should have clearly identified ITG (Initial Target Grades) and ATG (Aspirational Target Grades) for each of the students' subjects/programmes. These will be generated from Key Stage 2 Data provided by KCC (where available). SMART targets must be used to support the students in achieving these target grades which must have been agreed with the student, so a student can see where they are now and what to focus on next.

Monitoring

The Junior College lead SLT member and Head of Junior College 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

The implementation of this policy will be reviewed annually by the Junior College SLT lead and the Head of Junior College. The policy will be reviewed by the Policy holder nominee in line with the Policy Group review business cycle.