

## **The Technical School at Broadstairs 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 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 school.

### **The Five Main Types of Marking and Feedback at The Technical School**

- i. In-Depth Teacher/Lecturer Marking
- ii. Peer/Self-Assessment
- iii. Verbal Feedback
- iv. Marking for Literacy Using Whole-School Codes
- v. Light Touch/Acknowledgement Marking

#### **i. In-Depth Teacher/Lecturer Marking**

This should result in a grade being given and good quality written feedback and should use the "two strengths and a target" framework.

This should be written at the end of the piece/section of work in **green pen** as follows:

**S** - "Strength" - positive comment which relates to the learning objectives;

**S** - "Strength" - second positive comment which relates to the learning objectives;

**T** - "Target" - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.

Time should be built into the subsequent lesson to allow learners to review their strengths and targets and respond to the feedback they have been given. Learners should show their response using a purple pen and teachers/lecturers should date and initial the response to recognise that learners have acted upon their targets.

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**Not all work needs to be marked in-depth. In-depth marking should be used on 3 occasions each term.**

**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. This should be done in **blue pen** to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

**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. For example in art and physical education the most effective feedback is often verbal.

**VF**

In written subjects such as English, Maths etc. verbal feedback may be identified as having taken place using the **VF Code** (see above). The importance of individual and whole class oral feedback is recognised but learners themselves should record what feedback they have been given. This can be achieved by training learners to write next to the code in their books / folders. *Again, this should be recorded with blue pen.*

**iv. Marking for Literacy Using Whole School Codes**

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected.

When marking for Literacy, all staff should use the whole-school marking code. The Marking Code is displayed here:

**Code**

**Explanation**

sp (in the margin with word underlined)

Spelling error, students should be encouraged to learn their corrected spellings.

o

Missing full stop or comma

//

Begin a new paragraph

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WO

Show your word order ~~working out~~

?

Meaning is unclear

^

Word missing/insert word or letter

Cap (with letter circled)

Capital letter should have been used

Teachers/lecturers will identify up to 3 spelling mistakes and up to 3 punctuation/grammatical errors each time marking takes place.

#### **v. Light Touch/Acknowledgement Marking**

Teachers will acknowledge all other work through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

#### **Target Grade**

All books or folders should have the students target grade clearly written on the front inside cover.

#### **Scrutiny**

The scrutiny of marking and feedback is outlined below:

- Book scrutiny will occur during lesson observations and Programme Area Reviews.

#### **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.

#### **Monitoring and Tracking Progress**

Learners will be able to identify their progress towards their target grades after each assessment. All learners will track their progress over a series of assessments, these will be summarised on learners books and folders. Learners should be involved in tracking and monitoring their progress.

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## **Policy Review**

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.