

## 1. Scope

All employees of Expanse Learning Wigan School

## 2. Purpose

Delivery staff and learners work in partnership to demonstrate the skills that learners have developed, to assess their progress and identify specific strategies to maximise their potential. The purpose of this document is to make clear how the delivery staff will mark learner's work and provide feedback. All members of staff will adhere to these principles alongside the criteria that are specific to their own subject area.

The procedure is applicable to learner assessment activities.

## 3. Responsibility

Director of Schools & Pre 16 Education is responsible for ensuring that learner assessment systems are adhered to.


## 4. Procedure

1. Assessment criteria should be shared in advance and understood by all of the individual learners
2. The key purpose of assessment is to promote learning and should actively involve all learners
3. Marking should provide feedback that celebrates achievement and identifies targets for improvement
4. It is important to help learners identify strengths and weaknesses in Maths and English and allow them to develop and progress

### Formative and summative assessment

- Staff must ensure that initial, formative and summative assessments identify areas for improvement /gaps in learning whilst also indicating positive progress and achievement
- Staff must ensure they use a range of assessment methods and techniques within their delivery as an effective aid to learning and motivation
- Staff must use the assessments to inform planning to allow learners to overcome their challenges to learning
- Staff must provide opportunities for learners to demonstrate improvement after work has been assessed
- Staff teams should work collaboratively to assess where learning has been strong and where it has been less strong

### Examples of formative assessment – Appendix 1

  
Examples of  
Formative Assessment

  
TChart Appendix  
1a.doc

  
MindMap Appendix  
1b.doc

  
WWA Appendix  
1c.doc

### Provide feedback and guidance to progress

Teaching is a two-way process; without learner feedback the tutor cannot know whether or not understanding or learning has taken place. Feedback is one of the most powerful methods for improving learning. It is important that delivery staff provide positive, constructive feedback to learners written and oral, focusing on achievement and areas of strength.

- Feedback should be targeted and identify specific areas for development in knowledge and skills against learning objectives. Staff should ensure that the positive elements are reinforced by body language and tone of voice

- Feedback should be clear and unambiguous and, where possible, related to learning outcomes
- Allow adequate time for feedback, whether this is group feedback or one-to-one. Even written feedback should be given time so you can carefully consider your comments reflecting the time and effort put in by the learner
- Feedback should be motivational, encouraging learners to improve and further develop their skills. In the same respect, it is essential to give learners time to absorb and act upon feedback comments. A response to feedback should be expected as long as comments are brief, clearly written and easy for the learner to understand
- Feedback is also seen as positive reinforcement and therefore can have a positive impact on future learning and behaviour demonstrated by the learners
- Feedback should be part of a culture of high expectations from delivery staff. Staff confidence in learners should promote the message that they can and will improve their knowledge and skills
- There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work. Tutors need to develop diverse approaches to giving feedback which they can draw upon within a subject context. Ultimately, feedback should be received by learners as a positive approach to improving their learning

## Marking written work

- Any written feedback on learner work should be done in a different colour pen to that used by the learner to ensure it is clear
- Marking must convey that a learner's effort is valued – 'defacing' it by writing all over the work is unacceptable. Avoid crosses and crossing out
- When writing comments on written work be aware of the 'tone' of your comments as you do not want them misinterpreted
- Alternatives include the use of post-its, wraparounds, comments in the margin, codes, underlining and/or encircling a minimum of items
- When writing feedback relating to corrections for spelling and grammar, staff should ensure that they use the codes illustrated on the English Marking Guide to support an efficient use of time and to limit staff writing obscuring learner work. Learners should have a copy of the English Marking Guide so they can assess the written feedback

## English Marking Guide – Appendix 2



English Marking Quick  
Guide Appendix 2b.doc



English Marking  
Guide - Appendix 2.doc

## 5. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed. It will be reviewed by the governing board

**Impact of non-compliance for:**

**Staff:** Disciplinary action

**Student:** Not Applicable

**Legislation/organisational:** statutory and non-regulated compliance.

**Compliance lead:** Expanse Learning Wigan School (Head Teacher)

**Policy Reference:** ELWS-OPR-023

**Version:** 1

**Agreed policy location:** DatabridgeMIS and Company Webpage

**Does the policy require Governor approval?** No

**Approval**

<p><b>Prepared by</b> Ed Hanley 01/09/2020</p>  <p>Assistant Headteacher</p>	<p><b>Approved by</b> Richard King 10/09/2020</p>  <p>Director of Schools, Pre 16 Education</p>	<p><b>Counter Signatory</b> Scott Roberts (Assoc. CIPD) 01/09/2020</p>  <p>Head of Corporate Services</p>
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**Version Control**

Version	Date	Revision	Review Date
1	01/09/2020	First Issue	31/08/2021
2			
3			
4			
5			

## Appendix 1 – Marking Code Sheet

Code	English	
	Good Work	Up to 3 good things will be highlighted
C	Capital letter missing or in wrong place	<p>Up to 3 of these mistakes will be marked in your work.</p> <p>You will need to correct them.</p> <p>The teacher might correct some for you, if you find it particularly tricky.</p>
P	Punctuation missing or in wrong place	
//	Start a new paragraph	
O	Can you think of another word?	
^	A word has been left out or an ending is missing	
~~~~	This does not make sense	
1 2 3	Spellings to correct	<p>Up to 3 spellings will be marked in your workbook</p> <p>You need to write the correction next to the numbers and put the spelling in your personal blue spelling book.</p> <p>The teacher might correct some for you, if you find it particularly tricky.</p>
SA	Self-assesses using 😊 😐 😞	
PA	Peer assessment using 😊 😐 😞	
VF	Verbal Feedback	
GW	Group Work	
Initials	Initials of the person who supported, if the work was not done independently	
PW	Practical Work	