

# Marking & Assessment Policy

Expansive Learning College

November 2022

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## 1. Scope

This policy applies to all staff at Expanse Learning College (Hereafter referred to as the college).

## 2. Purpose

Delivery staff and students work in partnership to demonstrate the skills that students 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 student'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 student assessment activities.

## 3. Responsibility

College Leaders are responsible for ensuring that student assessment systems are adhered to.

## 4. Procedure

- a) Assessment criteria should be shared in advance and understood by all of the individual students
- b) The key purpose of assessment is to promote learning and should actively involve all students
- c) Marking should provide feedback that celebrates achievement and identifies targets for improvement
- d) It is important to help students 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 students to overcome their challenges to learning
- Staff must provide opportunities for students 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

### Provide feedback and guidance to progress

Teaching is a two-way process; without student 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 students 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 student
- Feedback should be motivational, encouraging students to improve and further develop their skills. In the same respect, it is essential to give students time to absorb and act upon feedback comments. A response to feedback should be expected if comments are brief, clearly written and easy for the student to understand
- Feedback is also seen as positive reinforcement and therefore can have a positive impact on future learning and behaviour demonstrated by the students
- Feedback should be part of a culture of high expectations from delivery staff. Staff confidence in students 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 students as a positive approach to improving their learning

### Marking written work

- Any written feedback on student work should be done in a different colour pen to that used by the student to ensure it is clear
- Marking must convey that a student'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 student work. Students should have a copy of the English Marking Guide so they can assess the written feedback

## 5. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

### Impact of non-compliance for:

<b>Staff:</b>	Disciplinary action, prosecution, prohibition from teaching.
<b>Student:</b>	Not applicable
<b>Legislation/organisational:</b>	Reputational damage, litigation, statutory and non-regulated compliance. prosecution
<b>Compliance lead:</b>	Director
<b>Policy Reference:</b>	ELCO-POL-OPER-0009
<b>Version:</b>	3
<b>Agreed policy location:</b>	Intranet and Company Website
<b>Does the policy require Governor approval?</b>	No

### Approval

<b>Prepared by</b> Karl Wane 03/11/2022    Director of Post 16 Education	<b>Approved by</b> Tony Brown 03/11/2022    CEO	<b>Counter Signatory</b> Richard King 03/11/2022    Director of Schools, Pre 16 Education
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### Version Control

Version	Date	Revision	Review Date
1	01/09/2021	Policy Review	31/08/2022
2	29/04/2022	Annex 1 added to document	28/04/2023
3	03/11/2022	Policy Reviewed	02/11/2023
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**Annex 1 – Marking Success Criteria**

<b>Focus</b>	<b>Requires Improvement</b>	<b>Good</b>	<b>Outstanding</b>
<b>Literacy</b>	Marking for literacy is evident on student work; grammar, punctuation and spelling are commented on. Sparse evidence of the college marking policy in use.	Marking for literacy is evident. There is some use of the college marking policy.	Marking for literacy and the reviewing of errors is clearly evident. Subject specific vocabulary is acknowledged. Marking policy is well used.
<b>Regularity of marking</b>	Work is marked.	Work is marked within the agreed period and there is at least one example of in-depth marking and feedback.	Work is marked within the agreed period and there are several examples of in-depth marking and feedback.
<b>Targets</b>	There is little evidence of targets and assessment methods.	Targets are identified for some work, students are aware of target/vocational/subject levels and can articulate them.	Targets are clearly identified, and students know their current vocational/subject levels and can explain what they need to do to improve.
<b>Written feedback</b>	There are some examples of written feedback which include praise and suggest areas for improvement. Comments are brief or generic/unspecified.	Feedback is written clearly in a constructive manner. Students are praised for good work. Inadequate work is challenged. Teacher comments may question understanding.	Feedback is written in a clear and constructive manner. Feedback allows progress to be seen in response to comments. There is evidence of students acting on feedback, demonstrating progress. Student responses are evidence.
<b>Verbal feedback</b>	Some evidence through basic comments.	Evidence through work comments and student responses.	Evidence of verbal feedback is recorded and responded to by students. There is clear evidence that students know where to go in their next stage of learning.
<b>Peer and self-evaluation</b>	Superficial evidence is found in some instances.	Peer and self-evaluation is used constructively to inform progress and next steps.	Peer and self-evaluation is clearly evidenced and as a result students have a clear understanding of their levels and next steps. Students can evidence that they respond to comments. Staff validate peer and self-evaluation
<b>Presentation and organisation</b>	Little evidence that presentation and organisation is rewarded/challenged.	Presentation and organisation is rewarded/challenged and there is evidence of improvement on previous work.	Students clearly take pride in their work and presentation of worksheets/booklets/books/folders. Presentation and organisation is rewarded and celebrated.