

<b>LEWISHAM COLLEGE</b>	
Policy number and title:	<b>Marking and Feedback</b>
Applies to:	<b>All teachers / trainers / students / managers</b>
Owner of Policy:	<b>VP/ HoQ&amp;I</b>

## 1. Introduction and scope

The Marking and Feedback Policy has been created to ensure that a consistent and standardised approach is used for marking classwork, homework and assessments and feeding back to students. Our approach aims to ensure that every student understands how to improve their skills, knowledge and understanding to achieve their full potential, not only in their vocational area but also specifically in English and maths.

## 2. Policy Rationale and Objectives

This policy sets out the standards that Lewisham College expects all staff to adhere to in relation to marking and providing feedback to all learners.

Over 35 years of research demonstrates that Assessment for Learning is one of the most powerful ways of raising students' achievement. It is central to effective teaching and learning and is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim or close the gap in their knowledge. (Black, P. J., & William, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), 5-31.)

Lewisham College believes marking that results in high quality constructive feedback will lead to engaged and high performing students, preparing them for further study in education or equipping them with the skills they will need in employment.

Specifically, Lewisham College's objectives are that:

*Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners*

*Further Education and Skills Inspection Handbook March 2020 49*

### 3. Principles of Marking and Feedback

Lewisham College aims to ensure that:

- **Every member of staff** is equipped to make well-founded judgements about students' attainment and give clear, meaningful feedback.
- **Every student** knows how they are doing and understands what they need to do to improve and how to get there.
- Feedback and areas for development encompass knowledge, skills and behaviour
- Marking and feedback boost self-esteem and aspirations, through the use of detailed feedback that enables the student to close the gap between current and target performance.
- The process of marking and providing feedback is a positive and enabling experience that recognises the efforts made by the student.
- Marking is accurate and consistent and includes strategies for enabling students to develop their spelling, punctuation and grammar (see appendix A).
- Feedback, both summative and formative, is used to further improve skills, knowledge and learning and is checked and reflected upon in subsequent teaching and tasks.
- Self-assessment and evaluation is promoted by linking marking and feedback into a wider process of engaging the student in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- At all times students are informed about the progress they are making, through dialogue with staff which is timely and encouraging. It should be made very clear to students how they will be assessed, how marking of work takes place, with clear timetables and methods for these laid out and explained.
- A range of methods are used to provide appropriate feedback to the student.
- Marking and feedback are used to help develop maths and English skills.
- Marking and feedback follows College guidelines and also procedures from regulatory/funding bodies. Marking and feedback is suitably recorded and evidenced and this information is accessible to both the College and the student through feedback and tracking systems.
- Marking and feedback are quality controlled through quality assurance processes and procedures.

This document should be used in conjunction with the Assessment Policy and requirements as set out by the Awarding Institution.

## **Marking in Practice**

With reference to marking, Lewisham College will endeavour to ensure that marking:

- Gives students the opportunity to review their progress against clear success criteria.
- Enables improvements to be made with knowledge, skills and behaviour. Although these may not be seen immediately, as deeper levels of learning may take time to digest and become evident in students' work, accurate assessment design and marking supports the on-going improvement cycle.
- Helps to close the gap between current and desired performance.
- Supports learners moving towards their ultimate curriculum goal and aspirational target grade.
- Focuses on the learning intention of the task and its success criteria and not comparison with other students.
- Includes a range of scaffolding, reminder and question prompts.
- Gives clear feedback on assessment of learning in practice.

With reference to assessment of and for learning, Lewisham College will endeavour to ensure that:

- Summative assessments and the awarding of grades where necessary are accurate and comply with national standards through agreed processes of internal and external verification.
- Students are informed of grading decisions and provided with feedback which is individual and advisory.
- Declaration of grades to awarding bodies is accurate and timely so as not to disadvantage students in advancing to their next destination.
- Formative assessment, both oral and written, is timely and explicit. Where feedback is verbal learners should be encouraged to record it themselves and refer back to it in subsequent sessions.
- Formative assessment addresses both progress made and targets for further development.
- Formative assessment involves the student in taking increasing responsibility for the standard and accuracy of their work.

- Summative assessment feedback will reference knowledge, skills and behaviour (where appropriate) and English and maths where applicable.

#### **4. Responsibilities:**

##### ***Teaching staff will:***

- *Set clear guidelines at the start of each course so that learners understand their role in the assessment, marking and feedback cycle*
- *Set relevant classwork, homework and assignments regularly*
- *Give clear guidelines on what is expected: deadlines, content, standard, assessment criteria*
- *Give clear information about what will be marked, corrected or commented on*
- *Involve learners in self and peer marking and assessment to develop skills and understanding*
- *Give clear information about what correction/re-working is expected*
- *Mark work according to the agreement and return work by the agreed date*
- *Use a formative feedback approach in all marking, giving clear information about what was correct and what could be improved on*
- *Mark a section of each piece of written work for Spelling, Punctuation and Grammar as appropriate to the level of the learner (see appendix A)*
- *Respond promptly and positively to learners' requests for clarification*
- *Maintain records of summative assessment.*

##### ***Heads of Faculty, Curriculum Managers Quality staff will:***

- *Include assessment, marking and feedback in all teaching and learning conversations, appraisals and other performance management meetings*
- *Review assessment, marking and feedback in all observations, learning walks and internal inspections*
- *Facilitate CPD, standardisation and sharing of best practice in assessment, marking and feedback*

#### **5. Reporting of achievement of / compliance with the policy**

The Head of Teacher Education & Development together with the Head of Quality will produce an annual Self-Assessment Report and Quality Improvement Plan (QiP).

##### ***Regular monitoring and reporting will include:***

- Teaching & learning conversation records
- Developmental lesson observation reports
- Graded lesson observation reports
- Line management audits
- Internal inspection and learning walks

## **6. Linked policies/Strategy**

This policy is linked to the following policies:

- \* NCG Teaching Learning and Assessment Policy
- \* English & Maths Policy

**Approved by:**                    **The Vice Principal, Curriculum, Teaching and Learning**

**Publication date:**        **9/11/20**

**Review date:**                **9/11/22**

## Appendix A. Guidelines for the Marking of Written Work

### Purpose

To make explicit how teaching teams will mark students' written work and provide effective feedback. All staff members are to be familiar with the guidance and to apply it consistently.

### Aims

- To establish a consistent approach to the way students' work is marked.
- To develop marking practice that informs students of how well they are doing and enable them to improve their work.
- To improve learning through effective assessment.
- To inform teacher planning and monitoring.
- To improve prospects for employability by raising awareness of language and literacy issues.

## 1. Strategies for Effective Marking at Lewisham College

### Annotating students' work:

- Initial and date all marking and feedback
- Annotating students' work – avoid writing over a student's writing. Write corrections or comments in the margin e.g, 'Good, you have identified four things that happened in XXX can you also add 2 points about XXX, P2 achieved, good progress with M2.
- Comment on the structure and presentation of a student's work.
- Entry Levels and Level 1 – Care should be taken not to over-mark. Aim to pick out 5-10 of the simplest subject specific errors or areas for development.
- Consistency
  - Use the WWW/EBI (what worked well/even better if) format familiar to students from school for all written feedback, on written work and for performance in presentations/formal discussions
  - Teach students to work with the English marking symbols, introduce gradually and agree across curriculum areas the exact range to be used at each level

- Learner Involvement
  - Set up marking & feedback agreements with learners at induction
  - Require students to self-assess and correct all work before submitting it for assessment/marking
  - Encourage students to identify on their own work which errors were simple mistakes that they can correct themselves and which are caused by gaps in understanding

2. Require students to engage with teacher feedback by writing their own comments on what their action points will be **Marking of English**

Aim: To raise standards of English and develop English skills of all students.

The most important factors are intelligibility and structure. Can you understand what the student is trying to say? If the meaning is not clear please do not guess.

Spelling, grammar and punctuation (SPAG) should be marked in detail, using a marking scheme, for a section of all written work, whether in class, homework or formal assignments. An appropriate section would be one or two paragraphs. This section should be clearly signposted using a line down the margin.

The table below provides guidance for all curriculum staff. Please comment on the following *irrespective of whether these criteria are required by the awarding body*. Staff may wish to comment in more detail especially if this is required by the awarding body. For example English staff may wish to give more detailed guidance. Learners should be introduced to the terminology and symbols gradually over the first 6 weeks of their courses and the exact range of symbols and level of detail used should be proportionate to the level of the course.

Symbol /abbreviation	Meaning	Reason
? or !	Intelligibility	Means that you cannot understand what the student is trying to say
STR	Structure	Writing lacks an introduction, middle (development) and conclusion
Sp or Pu or Gr	Spelling, Punctuation and Grammar	Incorrect spelling, punctuation (including use of capital letters) and grammar
SC	Sentence construction	Joining 2 sentences incorrectly, probably using a comma instead of a full stop or connective
^	Omission	Where a student has left something out – usually a word or words
// Or NP	Paragraph	Where a student should begin a new paragraph
WW	Wrong word	When an inappropriate word has been used
Te	Tense	When the wrong tense has been used i.e. they (T) have arrived last week
Prep	Preposition	Example: We went (Prep) for a cafe



