



Everso Training Ltd

Marking, Assessment and Feedback Policy

What is the purpose of the policy?

The purpose of this policy is to make explicit how assessors mark student's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to student's, focusing on success and improvement needs against learning intentions. This enables student to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the companies approach to marking?

Marking and feedback should:

- be manageable for assessors and easily understood by pupils;
- relate to the learning intention / curricular layered targets and comment on previous
- attainment within these contexts;
- involve appropriate adults working with the pupils in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for student to read, reflect and respond to marking/ feedback;
- respond to individual learning needs: e.g. giving feedback face to face with some and at a distance with others;
- inform future planning and group target setting;
- use consistent codes across the school;
- ultimately be seen by student as a positive approach to improving their learning.

How do we mark student's work?

Everso Training Ltd makes use of three forms of marking/feedback:

1. Oral Feedback

We recognise the importance of student's receiving regular oral feedback. The adult may initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. Student of all ages need oral feedback but this is particularly important where student may be unable to read a written comment.

Written marking and feedback

2. Summative feedback / marking

This usually consists of ticks and is associated with closed tasks or exercises where the answer is either right or wrong. The student, as a class or in groups, may mark this.

3. Formative feedback / marking

Assessors decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention. All assessors aim to Quality Mark at least three pieces of work each half term in English and at least one for Maths. A note is made on weekly and medium term planning so that it is kept manageable.

What is Quality Marking?

This is used when a student has completed a substantial piece of work and it has to be marked away from the student. Assessors focus on both successes against the learning intention and improvement needs.

When Quality Marking:

- Read the entire piece of work.
- Highlight examples of where the student has met the learning intention in pink.
- Highlight in green an aspect of the work which could be improved.
- provide a focused comment which should help the student to 'close the gap' between what they
- Have achieved and what they could have achieved.

Useful closing the gap comments are:

- Star, star, wish: Star = what the student did well, star = What progress has been made by the student, Wish = Even better if you did this?

All student are given a comment.

In order for the marking to be formative, the information must be used and acted on by the student. Therefore, when work has been Quality Marked, time is planned in a future lesson for student to read and improve their work.

Assessors model this process to the student at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond

How do student evaluate their own learning?

At Everso Training Ltd the assessors write or explain the learning intentions at the beginning of Literacy and Numeracy lessons. At the end of lessons, student are usually asked to mark next to the learning intention or show whether they feel they have met the learning intention or not.

Assessors also sometimes provide specific or generic learning intention check lists for student to tick either as they work or when they have completed a piece of work.

What other styles of marking do teacher's use?

Self marking

Students are often encouraged to mark their own work with guidance from the assessor.

Shared Marking

Assessors sometimes use one piece of work from an unnamed student to mark as a class, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking

Students sometimes consider or assess narrative work in pairs. The following points are important:

1. Students need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. The student needs to have a clear understanding of the Learning Objective for the lesson.
4. Students could point out three ways that the learning objective has been achieved and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
5. Encourage a dialogue between the students rather than one student being the 'teacher'.

What about correcting spelling, punctuation and grammar?

When students have completed a task, assessors ask them to check for things that they know are wrong in their work when they read it through. Spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then students will be expected to attempt to meet their current target and meet previous targets: e.g. when an adult feels that a student can correct a spelling he or she will circle the part of the word the student has spelt incorrectly or the teacher corrects the spelling and then the student will write the spelling to help the learning process. Students are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

How will this policy be monitored and evaluated?

The head and SMT will monitor books and talk to student about their work. The frequency is linked to the Companies Development Plan. Feedback and support is then provided to staff.

When was the policy adopted and reviewed?

The policy was adopted in January 2019 and will be reviewed in January 2020