

Marking and Feedback Strategy

Introduction

Clifford College is committed to the continual improvement of the skills of our learners. One of the ways of supporting and improving learners' skills is in the regular and systematic marking of all of the work that the learners complete and always providing feedback to enable all learners to learn, achieve and progress effectively.

The purpose of these guidelines is to enable staff, through the use of marking and feedback, to effectively support learners to achieve their individual learning to develop the skills of independent learning and to develop confidence and employability skills.

Scope

These guidelines are applicable to all forms of learning and applied in inductions, initial and diagnostic assessments, one to one assessment meetings in the centre and in the workplace, learner progress reviews and teaching sessions.

Marking

Marking should take into account the maths and English skills and vocational vocabulary which the learner requires for their programme and employment.

Learners are supported and challenged to correct errors and to reflect on how they can improve their work and develop their maths, English and speaking and listening skills.

Trainer/Assessors will mark learners' maths, English and language skills using only the agreed set of signs and abbreviations (see Appendix 1).

The guidelines below give examples of marking and feedback strategies that should be followed by all staff across the organisation.

Every piece of learners' work must have evidence of feedback and marking. In the instance of repetitive errors then only the first error should be marked and a note to the learner on the work to discuss with the Trainer/Assessor. This is aimed at maintaining the learners' motivation.

Feedback to learners should be very clear, identifying improvements needed and how to achieve these and this should be at the next meeting, or within 30 days, whichever is sooner.

Feedback

Feedback should give a clear indication of:

- What they are doing well
- Where they need to improve
- Ways and means to achieve improvement

Effective feedback should always encourage and support learners to develop the skills of reflection and independent learning.

Good practice in feedback and marking should:

- Be valid, accurate and fair
- Be provided at the next meeting, or within 30 days, whichever is sooner
- Incorporate the consistent use of comments and signs that are clearly understood by learners
- Be supported by standardisation and internal quality assurance activities
- Involve both trainer/assessor and learner and, where appropriate, the employer in review and reflection
- Meet the learners' agreed learning aims
- Take into account and build on previous achievements
- Be clear, concise and specific
- Include recognition of achievements and clear guidance on how a learner can improve
- Include both written and verbal feedback
- Support learning, target setting and motivation for learning throughout the learning programme

Unacceptable Feedback would be:

- Vague, non-specific comments or very generic comment
- Lack of constructive feedback specifying ways to improve
- Inappropriate comments
- Comparison to others
- Use of complicated language

Monitoring and Review

The implementation of these guidelines of marking and feedback will be monitored as part of the organisation's quality audits through:

- The process of observation of teaching, learning and assessment
- Internal quality assurance activities
- Learners' and employers' feedback
- File audits

The evaluation will be presented to the quality meeting and the guidelines will be reviewed every 12 months, or sooner if required.

Signed:



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Centre Co-Ordinator

Appendix 1

Guide to Correcting Spelling, Punctuation and Grammar

By using this marking scheme, we aim to help you understand how to improve your written work. Mistakes will be identified and, using the symbols below, you will know the type of error you have made. You need to try to understand why you made these errors and make sure you know how to correct them. If you are not sure please ask your trainer/assessor for guidance.

Symbol	What it means
Sp	Spelling. You have made a spelling mistake.
P	Punctuation. You have made a mistake with capital letters, full stops, commas or apostrophes.
V	You have used the wrong verb form. It might be the wrong tense, (e.g., Yesterday, I go...) or it might not agree with your subject, (e.g., We was...).
Λ	Omission. You have missed something out.
Gr	You have made a mistake with grammar which is not to do with verbs.
WW	Wrong word. This word does not make sense here. You need another.
	You need to change the order of the words in your sentence.
?	Your tutor isn't clear what you mean. Check your work. It sometimes helps to read it aloud.
//	Paragraphing. You need to start a new paragraph here as you have started a new subject.
	Close up the space
#	A space is needed here