



Unit 19, Avenue B, Nottingham, NG1 1DU

MARKING AND FEEDBACK POLICY

Overview

Marking and feedback should enable all students to become successful and reflective learners. It provides them with positive and constructive comments on their successes and improvement(s) needed to close the gap between their current and potential performance and achieve the expected accelerated progress.

Principles

Marking and feedback should:

- be manageable;
- be positive and motivate learners to improve their learning;
- respond to individual learning needs;
- relate to learning intentions and success criteria;
- recognise success and achievement and give clear strategies for the next steps of learning;
- give time for learners to respond to feedback and marking;
- involve learners and all supporting adults in the process;
- inform future planning and individual target setting;
- be consistent throughout FAST FORWARD.
- Marking and feedback will be completed online with students work from tutors' feedback. This will be evident and progress noted within the marking and feedback given.

STRATEGIES/TUTORS GUIDE (Based on written work)

Stationary used:	Task undertaken:
Black Pen	Learners work
Green Pen	Tutor Feedback
Blue Pen	Response to tutor/Self or Peer Assessment opportunities

Codes used:	Explanation
Sp (with word underlined)	Try this spelling again
O (Circle if wrong use)	Missing full stop or comma
//	New Paragraph
P	Presentation needs improving in some places

Unit 19, Avenue B, Nottingham, NG1 1DU

VF	Verbal Feedback/121 conversation made to reinforce understanding
Cap (with letter circled)	Capital Letter should have been used
ss	Sentence Structure needs looking at – to rewrite the sentence
?	Meaning is unclear
^	Work missing/insert word or letter – tutor may question or add the word
✓✓	Indicates excellent section of work or a particularly well-chosen word or phrase
✓ AM (use initials of tutor)	Light Touch/Acknowledgment Marking (maybe through live marking) Brief literacy corrections/comments

DIRT (Dedicated Improvement and Reflection Time)

At FAST FORWARD we strive to work with the individual and essential to have this form of Improvement and Reflection time.

As well as gaining initial feedback from their work it can also be drawn through other ways. Opportunities to enhance and improve their abilities with responses to questions/tasks. It is therefore vital that these Reflection moments are incorporated into the lessons they have within FAST FORWARD.

What is DIRT?

It is the process of allowing students to reflect/act upon the comments that have been written as feedback. Therefore, ensuring the feedback is being use and is supporting the progress of our Learners, not for their next piece of work but NOW – in their lessons.

These can take as long as you feel is necessary, these can form a starter or for longer pieces of work e.g. Controlled Assessment.

Examples of DIRT:

Reflection and responding to precise feedback. Learners using the comments given by the tutor to analyse own work to improve accuracy and detail of the answer. Feedback in the form of questions, step by step approach to build on their writing response/quality.

DIRT Feedback should be:

Focussed and specific guidance for improvement, students will be unable to do this alone and could not continue to meet the answer.

Unit 19, Avenue B, Nottingham, NG1 1DU

Targeted feedback should be regular and high-quality feedback that is targeted and precise in each of the areas marked, maybe regular patterns are formed through proof reading and literacy marking.

Modals/Scaffolding of the strengths and weaknesses of an example of work may guide and help the learner improve their own work.

Verbal Feedback is a clear focus for DIRT in lessons, showing reinforcement of learning, targets to improve and gaining 121 feedback on their work whilst DIRT is taking place.

Targets for improvement should be:

- Specific
- Measurable
- Achievable
- Relevant
- Timely

There are Five Main Types of Formative Marking and Feedback at FAST FORWARD.

1. In depth Marking

Results in good quality marking and effective feedback. Tutors will use the framework from the Secondary Phase, “two strengths and a target”.

ALL TUTOR FEEDBACK WRITTEN IN GREEN PEN AS FOLLOWS:

S	Strength – Positive comment which relates to the learning objectives/work response
S	Strength – Second Positive comment which relates to the learning objectives/work response
T	Target – One area where the success criteria was: not met or a suggestion a question to allow opportunity for further progress

Learners should have time allocated within lessons to response. THIS SHOULD BE RECOGNISED BY THE TUTOR IN BLUE PEN INK.

2. Peer and Self-Assessment

This can be useful, within some Practical and Portfolio Work. If done sparingly and in an environment where learners have been taught to do effectively. Here at FAST FORWARD Learners are given opportunities but not specific to any subject area. If opportunities do arise after a piece of work, then this should be done by the STUDENT IN BLUE PEN INK.



Unit 19, Avenue B, Nottingham, NG1 1DU

3. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. And linking to live DIRT Feedback, allowing it to be imminent and effective to the work needing improving. Vocational Subjects such as Music Industry Studies will utilise this style of marking – a witness statement could stem from this conversation.

In written portfolios verbal feedback will be evident in the form of VF, marked in BLUE INK PEN

121 and small group settings will allow verbal feedback as a whole, this can be recorded.

4/ Marking for Literacy using the FAST FORWARD codes, in line with schools marking and feedback codes.

It is not necessarily expected that tutors correct every punctuation or grammatical error in pieces of writing. Applies for Spelling mistakes. Identify common errors and make that a focus in your marking for the next few pieces of work given to show progress and improvement. Try and allow them to mark their own mistakes if you identify one. Self-assessing their work.

THIS WILL BE MARKED IN GREEN PEN INK BY THE TUTOR.

4. Light touch marking

This allows acknowledgment of the learners' work, often done whilst walking around the classroom, picks up the main points without too much description.

Scrutiny:

The scrutiny of marking and feedback is dependent upon time frequencies shown below:

	Type of marking	Method of Identification	Frequency
1	In depth marking	S S T	Every 3 weeks Tutors use green pen

Unit 19, Avenue B, Nottingham, NG1 1DU

2	Verbal feedback	VF	As appropriate on a lesson by lesson basis. Learners/tutors to do in blue pen.
3	Marking for Literacy	WHOLE CODES TO BE USED. Tutors mark in green pen.	Every 1-3 written pieces every half term. Dependent on the unit delivered.
4	Recognising learner response to tutors' feedback/reaching their target	TUTORS WILL WRITE YOU HAVE MET YOUR TARGET	When this has been identified within marking and feedback sessions.
5	Light touch/acknowledgment marking	Ticks. Initials, simple literacy corrections/brief comments ✓ JB (INITIALS) SP/CAP GOOD WORK SHOWN	All work

In reflection to this format of marking and feedback, tutors' files will be marked against a portfolio/monitoring success criteria.

FAST FORWARD strive to be Good and above in these criteria

Focus	Requires improvement	Good	Outstanding
F1 In depth marking	There are examples of written feedback which also include praise and may suggest areas for improvement. Comments are brief or generic/unspecific.	Feedback is written in a clear and constructive manner. Learners are praised for their work and are challenged where work is deemed inadequate. Tutor comments may question understanding of concepts. Strength Strength Target	Feedback is written in a clear and constructive manner. Tutor feedback allows progress to be seen in response to comments; there is evidence of learners acting on feedback in order to demonstrate progress. The learner's response is well thought out responding to the feedback.
F2 Verbal feedback	Verbal feedback is evidence in learners' work through the use of	Verbal feedback is evidence in learners' work and there is	Verbal feedback is evidence in learners' work and there is

Unit 19, Avenue B, Nottingham, NG1 1DU

	the code VF or comments reflecting this.	evidence that learners respond to the verbal feedback.	evidence that learners respond to the verbal feedback. Learners clearly know where to go in their next stage of learning as a result of verbal feedback.
F3 Marking for Literacy	Marking for Literacy is evident in portfolios and grammar spelling and punctuation are commented upon. There may be sparse evidence of the use of FAST FORWARD Marking Code.	Marking for Literacy is clearly evident in portfolios and grammar spelling and punctuation. There is some use of FAST FORWARD Marking Code.	Marking for Literacy and reviewing is clearly evident in portfolios. There is consistent use of FAST FORWARD Marking Code and acknowledging subject specific vocabulary.
F4 NOT ON MARKING CODE Frequency of Marking/Feedback	Work is marked/reported and assessed to the Calendars deadlines. Monitoring is done to a minimal and at times missed that day. Academic comment is brief.	Work is marked/reported and assessed to the Calendars deadlines. Monitoring is effective and gives specific examples. Monitoring is done that day. Academic comment reflects specific examples.	Work is marked/reported and assessed to the Calendars deadlines. monitoring is effective and gives specific examples. May look at Social and Emotional aspects. Monitoring is done that day. Academic comment is in detail and possible targets and linked to the following monitoring session.
F5 Presentation	Little evidence that presentation and organisation are rewarded/challenged.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. The learners clearly take pride in their work and how it is presented.

What constitutes effective Marking and Feedback?



Unit 19, Avenue B, Nottingham, NG1 1DU

A Calendar will be produced half termly to incorporate the Marking/Feedback/Monitoring/Reporting.

Focus 1: Quality of written work – In depth/Monitoring to schools

Do learners receive good quality, constructive written feedback?

Are learners praised for positive aspects of their work?

Do learners have an opportunity to respond to the feedback/targets?

In line with RSL

Focus 2: Verbal Feedback

Is there evidence of verbal feedback?

Is there evidence that learners record/respond to verbal feedback?

In line with RSL

Focus 3: Marking for Literacy

Do Learners receive feedback on use of grammar, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?

Focus 4: Frequency of marking/feedback and monitoring in progress

Are there examples of in depth marking?

Other forms of marking within a set period given on the Calendar?

Is the monitoring giving the school a detailed outcome of their day?

Are targets given being met?

My time management is effective – I can work to the Calendar?

In line with RSL

Focus 5: Presentation of work

Do learners take pride in what they are learning and recording?

Is poor presentation and organisation tackled appropriately?

In line with RSL

Who is responsible?

Work scrutiny is undertaken in order to monitor the quality and consistency of comment only marking and tutor assessment.

Senior Tutor will monitor and moderate tutors' assessments/marking and feedback and take TWO random samples of work from each tutor including an appropriate range of students for consistency of marking and student progress each half term.

Chris (Lead Tutor)

RSL will adopt the sampling approach in order to see if work is assessed and linked to their criteria and objectives.

Tutors will be aware of the criteria, pass, merit and distinction and use RSL assessing to ensure correct marking and feedback.

QA Consultant may choose to carry out work scrutiny and select work samples and effective marking and feedback scrutiny as part of QA internal visits.



Unit 19, Avenue B, Nottingham, NG1 1DU

Created by: Adele Meek QA Consulted
Authorised by Steve Lee
Created 31/08/2024 Review 31/08/2025