Feedback, Marking and Assessment Policy

2020-22

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Content

1. Rationale

Feedback, marking and assessment are parts of a continuous cycle of learning and form a dialogue based on stated and shared criteria that promotes the performance of an individual. Feedback is used to support learner progress and raise attainment across all aspects of their study programme, including maths and English. Assessment, both formative and summative, inform feedback and future learning activities.

Formative assessment refers to a variety of processes that measure progress and provide feedback within the learning and teaching process. Formative assessment is used to ascertain what a learner does or does not yet understand, what they can or cannot yet do, or learning goals that they have not yet met. The information from formative assessment is then used to amend further learning activities to support progress and to provide formative feedback that is applied while the learning is taking place.

Summative assessment happens at the conclusion of a cycle of learning. It is used to measure the final progress that a learner has made against an agreed set of criteria or learning goals relating to skill acquisition and achievement. Summative assessment informs levels, grading and progression routes.

Marking is one aspect of assessment and feedback that identifies strengths, areas for development and the steps needed to make further progress, including maths and English.

This policy provides a cross college approach to feedback, marking and assessment including how the development of maths and English will be supported.

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2. Policy Statement

Burton and South Derbyshire College (BSDC) is committed to ensuring that teaching, learning and assessment develops learners' maths and English skills and supports the achievement of learning goals and career aims. All learners have the opportunity to develop their skills in their chosen vocational area and in maths and English, to ensure they are prepared for the demands of the world of work. It is vital that feedback, marking and assessment practices support learner progress effectively in type, method, quantity and frequency. Academic staff and learners are responsible for embracing opportunities for feedback, to include maths and English, into the learning journey, and for ensuring that the input into feedback and marking activities is proportional to the impact that is has on learner progress.

The purpose of this document is to provide a framework for feedback, marking and assessment to ensure the following:

- All staff are supported with how to provide feedback differently in the formative and summative stages of assessment, with an emphasis on developmental feedback to support improvement in the formative stages and justification and grading in the summative stages
- All staff and learners use feedback and marking to support progress in the formative stages of assessment because the feedback leads to change in learner performance or learning activity
- All staff are supported to differentiate feedback and marking methods to increase the impact that feedback has on learner progress
- All staff are supported to develop their feedback and marking practices to increase impact without causing an unnecessary marking burden, because the quality of feedback is judged by how well the learner improves rather than by the quantity of feedback provided
- Learners' maths and English skills improve as a result of support and development across all programmes. Maths and English are prominent features of feedback and marking
- There is consistency in the quality and impact of assessment and feedback across all subject areas for the benefit of learners
- Learners are aware of what they can improve and how they can do this
- Assessment effectively influences future planning for groups and individuals
- Parents, carers and employers are assured that learner progress is measured, work is assessed and they understand that their learner(s) are responsible for acting on the feedback they receive

3. Formative Feedback and Marking

3.1   Formative assessment should include continuous assessment of classwork, independent learning and coursework (where awarding organisation assessment guidance permits) and end of unit assessment in instances where learners can act upon feedback as part of subsequent learning.

3.2   Learners, where it is appropriate, should be given regular opportunities to assess, evaluate and review their own work, as well as time to act upon (make improvements based on) the feedback they generate.

3.3   Methods of recording (when necessary) and tracking formative feedback will vary depending on the type of study and feedback undertaken. They may include writing on learners' work, using Canvas and/or ProMonitor.

3.4   Formative feedback should take a variety of formats, suitable for the topic, task and timeframe of the learning activity and should not be limited to marking (written feedback on written work).

3.5   Formative feedback should be differentiated to meet the learner's needs to ensure each learner is effectively supported and challenged.

3.6   The effectiveness of formative feedback will be measured by its impact (how well the learner can tackle subsequent similar challenges) rather than by the quantity of written feedback.

3.7   Marking (written feedback) should be limited to that which has a direct, positive, measurable impact on the learner's progress.

3.8   Formative feedback should always address and educate around plagiarism and all other types of academic dishonesty/misconduct. Turnitin is available to support academic staff and learners and embeds into the College's VLE. Further information about academic dishonesty is available in the College's Malpractice and Maladministration Policy on the Intranet.

3.9   Formative feedback should, where appropriate, include maths and English (see point 5) so that the learner knows how to improve.

3.10   Staff should ensure that all learners are made aware of the feedback symbols and action prompts at the start of their course and include regular reminders in sessions throughout the academic year as these symbols are used to deliver formative feedback. Examples may include posters in class; printed versions for learners to take home or stick in books or folders and verbal reminders. (See appendix 1)

3.11   Formative feedback should, where appropriate, include reference to the Skills Promise so that the learner is supported in their personal development.

4. Summative Assessment and Marking

4.1   Feedback on assignments, examination papers and other assessment instruments should be recorded in a format appropriate to the learner's needs and also be subject to relevant internal quality assurance processes.

4.2   Where level descriptors and grade descriptors apply, the grading criteria should be clear to the learner.

4.3   The purpose, requirements and schedule of assignments, including the assessment regulations of awarding organisations, should be communicated to relevant staff and learners in advance.

4.4   All work submitted for assessment should be authenticated and accompanied by a signed and dated declaration of authenticity by the learner. This may be paper-based but in instances of online submission, submitting material for assessment via a unique email address or login will be taken as a digital signature, confirming the authenticity and submission date.

4.5   All work should be assessed according to recognised and explicit assessment criteria for the programme of study, which are understood by the learner.

4.6   The assessment criteria need to be clear, relevant and applied fairly. Learners need to know what they need to demonstrate that they have learned and how they achieve this aim. Learners must be aware of their targets for achievement and how they can achieve these targets.

4.7   Learners should be made aware of the assessment standards they are required to achieve and be able to recognise when they have achieved that/those standard(s).

4.8   Submission deadlines for assignments must be made clear to learners in advance of assessment commencing and must be adhered to. Late submissions will be dealt with according to the Late Work procedures set out by the relevant awarding organisation unless appropriate mitigating circumstances paperwork has been completed and accepted before submission.

4.9   Learners should be made aware of the nature of the evidence they are required to produce, with the mode of assessment being appropriate to meet the needs of the learner.

4.10   Learners should work independently to produce and prepare work for assessment, following adequate learning, teaching and formative assessment processes.

4.11   Specific assessment feedback on the evidence produced by the learner should not be provided prior to submission for assessment.

4.12   Summative feedback should be informative. The learner should be able to understand what criteria they have met and why and what criteria they have not met and why not.

4.13   Learners' progress against course and individual, challenging and aspirational targets should be used to inform current and future assessment activity.

4.14   Targets set as a result of assessment should be individualised, aspirational and should be linked to learners making progress with future assessments. Future formative and summative feedback should be given with these targets in mind.

4.15   All grades achieved should be recorded on the mark book on ProMonitor within 10 days of the submission date.

4.16   All work returned to the learner must be authenticated by the marker by signing and dating the work. This may be paper based but in instances of online feedback, the use of a unique email address or login will be taken as a digital signature, confirming the authenticity and feedback date. Where Awarding Organisation forms must be used, these can be uploaded to Canvas as part of the feedback process.

4.17   All summative feedback must include, in addition to a justification of which criteria/level has been met, an assessment of maths, English and the Skills Promise, and how the assessment has evidenced the learner's development against the formative feedback stages since any previous assessment.

4.18   Summative assessment work should be assessed against assessment criteria in the same academic year as the original submission.

4.19   For internally assessed material, the assessment evidence and result must be returned no later than 10 working days from submission or 15 working days in the case of Higher Education programmes. Externally assessed material will be subject to awarding organisation policies and timescales. Academic staff will advise learners of these timescales as they are confirmed by the awarding organisation. Academic staff will report results accurately as stated in the Malpractice and Maladministration Policy.

4.20   When a learner is entitled by the relevant awarding organisation regulations to resubmit work to be re-graded, this should be carried out with the agreement of the Lead Internal Verifier and the relevant awarding organisation regulations.

4.21   In the event that academic staff identify any instances of academic dishonesty or misconduct (such as plagiarism) they are required to follow the regulations set out by the relevant awarding organisation or seek support from Internal Quality Assurance representatives or the Director of Quality and Performance. For further information, please see the College's Malpractice and Maladministration Policy.

5. Maths and English within Formative and Summative Feedback, Marking and Assessment

5.1   Formative assessment activities should include strategies to assess maths and English competence along with vocational progress

5.2   Formative feedback should result in learners making progress by correcting, changing, practising, refining or improving their maths and English skills

5.3   Information about learners' maths and English development gained from formative assessment can be recorded (when necessary) and tracked in learners' formative learning evidence, on Canvas and ProMonitor, and will vary depending on the type of study and feedback undertaken.

5.4   Staff and learners will formatively assess, self-assess and peer assess spelling, punctuation and grammar using the College marking symbols and action prompts (see appendix 1.)

5.5   For summative assessment, all staff will mark vocational work against the relevant vocational criteria first in order to determine and grading or level.

5.6   For summative assessment of longer pieces of writing, staff will use "SPaG Lines" to identify a section of work (see appendix 2) to inform their judgement about the quality of spelling, punctuation and grammar.

5.7   Marking arrangements for Higher Education Programmes may vary depending on the awarding organisation and/or institution. If the programme is accredited by a University it will be subject to the specific awarding organisation/institution marking policy.

5.8   All level 4/5/6 programmes administered or accredited by the College will be subject to this policy.

5.9   Staff should ensure that all learners are made aware of the marking symbols and action prompts at the start of their course and include regular reminders in sessions throughout the academic year as these symbols are used to deliver formative feedback. Examples may include posters in class; printed versions for learners to take home or stick in books or folders and verbal reminders. (See appendix 1)

Appendix 1 Marking Symbols and Action Prompts

The following symbols are to be used to provide feedback on written work to promote consistency by linking feedback to action and progress.

Marking symbols and action prompts for use in formative and summative marking

✓	A correct point has been made – accompanied by a **short** justification of why this was correct. (Example: "reliable source used")
X	An incorrect point has been made - accompanied by a **short** justification of why this was incorrect. (Example: "your point is unclear") To be used in conjunction with relevant awarding organisation assessment guidance. See the Formative Feedback and Assessment Guidance for support on how to link formative feedback to learning and action.
D1 / M3 / P etc.	A criterion was evidenced at this point of the work
_____ or ⬭	Draws attention to an error in spelling, punctuation or grammar. Summative marking: The first instance (only) results in the correction being provided Formative marking: Accompanied by an action point (see below) Example: *You can underline a words or circle a spellig to alert a learner to the point of their work that requires further attention due to an error in spelling, punctuation or grammar.*

Appendix 2 SPaG Lines

Staff will select one paragraph, section or otherwise apparent portion of the work to scrutinise for spelling, punctuation and grammar errors. This selection should be made to allow the most effective feedback to be generated for the learner.

This section will be identified by using SPaG lines. These lines may be hand drawn or indicated to the learner by a comment or other visual cue if the work is being marked online.

If the assessor uses another way to indicate the portion of work being assessed for spelling, punctuation and grammar errors, (such as in a group presentation or artistic portfolio) they will indicate this to the learner and update the LTA Coaches of how the college marking practice is evolving to meet learner needs.

The purpose of SPaG lines is to provide an area of focus for an assessor to summarise feedback to support spelling, punctuation and grammar without the necessity for the assessor to scrutinise and correct lengthy extracts, which uses a disproportionate amount of teacher time and does not add value to the feedback.

If the assessor wishes to improve their feedback by identifying additional areas to be marked out by additional SPaG lines, because doing so would provide further justification of their feedback, then they may choose to do so.

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