



unsung heroes

The Queen's Award for
Voluntary Service
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Feedback and Marking Policy



Foresight is committed to providing relevant and timely feedback to learners, both verbally and in writing. Marking intends to serve the purposes of valuing learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process.



AIMS

We aim to:

- Provide consistency and continuity in marking throughout the centre so that learners have a clear understanding of tutor expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging learners to give their best and improve on their last piece of work
- Develop learners' self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression



North East Lincolnshire
Care Trust Plus

Principles of good marking

Good marking or annotation of learners' work should:

- Be positive, motivating and constructive
- Be at the learners' level of comprehension
- Be written in handwriting that is legible and a model for the learner
- Be frequent and regular and reviewed by the tutor.
- Contain constructive comments from the tutor which are particularly focused and diagnostic revealing very good subject knowledge



- Relate to literacy targets in all written pieces particularly those linked to basic skills
- Ensure learners can actively demonstrate understanding of targets set
- Be consistent across all subjects

All tutors will adhere to the above principles and:

- Ensure that all work provided must be marked within the week that it is done
- Constructively correct learners' spelling and grammar
- Provide constructive feedback for each piece of work
- Give regular written and verbal feedback
- Provide time in lessons to review work from previous lessons
- Make learning objectives explicit
- Ensure learners are clear about the tutor's expectations
- Use learners' work as exemplars

This information is also available in other formats, languages and picture format upon request.