



**Internal Assessment
(Marking and Feedback)
Policy for Mulberry UTC**

Approval Body:	Local Governing Body
Approval Date:	November 2019
Implementation Date:	
Review Date:	
Policy Version:	

Mulberry UTC Internal Assessment (Marking and Feedback) Policy

This guidance should be read in correspondence with the Mulberry Schools Trust Marking and Feedback policy which can be found on the Mulberry Schools Trust website.

Rationale

Effective marking and feedback has the ability to:

- Motivate students by showing them that their work is being checked.
- Build relationships with students by praising their efforts.
- Encourage students to take ownership of their progress by providing them direction to improve their work.
- Quickly get to know students who we only meet at KS4.
- Develop students' reading and writing skills.

Feedback

When feedback, both written and verbal, is provided, teachers should:

1. Praise students for their achievements against any applicable success criteria.
2. Provide students with a question or comment to support them to improve their work.
3. Allocate lesson time after each assessment point to enable students to reflect on feedback and improve their work.

Written feedback

- GCSE and A-level qualifications: Teachers should provide students with feedback on their written work at least every three weeks.
- Technical qualifications: Teachers must give students ongoing formative feedback, which may be written or verbal. Students must be given summative feedback when an assignment is complete. Both formative and summative feedback must be in line with exam board guidance.
- Students' folders and books should also be checked regularly (at least once a half term). The check should focus on responses to feedback, organisation of work and completion of work.

It is important that there is clarity in terms of the difference between teacher feedback and student feedback. Teachers may wish to use a red pen to provide feedback, whilst students may wish to respond to feedback in a green pen. When teachers are giving feedback electronically, a different colour or font should be used.

Teachers may provide formative and summative feedback to students electronically, rather than on paper. Where this is the case, records of feedback given and students' responses must be preserved so that there is evidence of the impact of that feedback.

Self and peer assessment

Where appropriate, assessments will be self and/or peer assessed against applicable success criteria. It should be clearly indicated where self/peer assessment is carried, so this can be distinguished from teacher's marking e.g. use of another coloured pen (or a different colour or font when giving feedback electronically).

Presentation of work

Expectations of high standards of presentation must be communicated with students explicitly and regularly including the following:

- Books and folders should be kept in a neat condition
- Work should be dated
- Titles should be underlined
- All sheets must be secured into books and folders
- Where work is stored electronically, folders must be well organised and clearly labelled

Marking codes

Teachers should indicate where students have made spelling grammar and punctuation errors. Teachers should use a highlighter and the codes below to do this. Students should correct these mistakes. Departments may also use their own codes for subject specific marking.

- Sp-Spelling
- P- Punctuation
- Gr- Grammar
- ?-Unclear idea
- //-New Paragraph
- ...- Add more detail