

Marking and Feedback Procedure

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1 Scope and Purpose

Wiltshire College and University Centre believes that developmental feedback and constructive marking help raise standards. The strategies used form the most useful and powerful on-going diagnostic record of achievement. In providing meaningful, purposeful and accurate marking and feedback decisions, students are able to develop and extend learning. We believe that marking which results in high quality constructive feedback will lead to engaged and high performing students, preparing them for further study in education and equipping them with the skills they will need in employment and society.

This marking and feedback procedure has been created to ensure that a consistent and standardised approach is used for marking assessments and feeding back to students at Wiltshire College and University Centre. Our approach aims to consider the students' individual needs to ensure that each student achieves their academic potential.

This procedure is applicable to all students and staff at all centres of Wiltshire College and University Centre and applies to all internal and external assessments and examinations. However, where awarding organisations or validating Higher Education Institutions (HEIs) have their own published procedures these will take precedence over the college procedure.

The main objectives of the procedure are:

- 1.1 to establish a consistent approach to the way students' work is marked.
- 1.2 to develop marking practice that informs students of how well they are doing and enable them to improve their work.
- 1.3 to improve learning through effective assessment.
- 1.4 to inform teacher planning and monitoring.
- 1.5 to provide developmental feedback on learners' use of English in their work to enable them to fulfil the requirements of the vocational or academic course to a high standard and develop the English skills necessary to function and progress at work and in society.
- 1.6 to provide developmental feedback on learners' use of mathematics in their work to enable them to fulfil the requirements of the vocational or academic course to a high standard and develop the mathematics skills necessary to function and progress at work and in society.

2 Responsibilities:

Students	<ul style="list-style-type: none"> • Read all comments by tutors/assessors • Respond positively to comments written by tutors/assessors and make improvements • Under guidance from tutors/assessors, sometimes mark their own or another student's work • Catch up on work after absence • Keep high standards of presentation of assessed work • Work to achieve meaningful targets for improvement
Staff (involved in assessing or marking of work)	<ul style="list-style-type: none"> • Ensure work is marked in line with college procedure (and awarding organisation requirements) • To share good practice of marking in meetings • To record assessment data • Set meaningful targets for improvement
Head/Deputy Head of Faculty	<ul style="list-style-type: none"> • To ensure staff mark in line with the college procedure • To be responsible for monitoring the quality of marking in their department and should take necessary steps to deal with issues of underperformance • To check marking of students' work on a regular basis • To ensure planned opportunities are created each term to moderate/standardise key assessment activities to ensure consistency
Learning Support Assistants	<ul style="list-style-type: none"> • To read through the comments written by the tutors/assessors in order to guide any students with whom they work • Where relevant, review work and performance against students own learning aims
Senior Leadership/Management Teams	<ul style="list-style-type: none"> • Devise and implement course review processes to include monitoring of marking and feedback • Ensure Managers are carrying out their roles in relation to monitoring and marking

3 Definitions

3.1 Marking

Marking should be diagnostic in nature and provide opportunities for the student to understand the process required to improve.

3.2 Feedback

Feedback must provide detailed and personalised evaluation points for future developments within the regulations of the relevant awarding organisation.

Feedback should be clear, legibly presented and informed by a feedback strategy – feedback should not include ‘blanket’ praise or vague comments.

Feedforward should be included to effectively signpost the learner towards the skills required to achieve specific criteria. This could be identified on your paperwork as ‘Actions’ which clearly state the work to be completed for achievement, but not ‘how’ the work should be completed or to which level. For more information, please contact the Quality Manager to advise

4 Marking

- Must be regular, kept up-to-date, and promptly returned to students (within 2 working weeks Further Education (FE), 3 working weeks for Higher Education (HE)).
- Practical, project-based subjects may require regular formative marking, and some larger pieces of work may require longer to mark – students must be informed of this and tutors/assessors are to manage their student’s expectations.
- Students need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded. Staff will give students the opportunities to review their progress against clear success criteria.
- At all times students are informed about the progress they are making, through dialogue with staff which is timely and encouraging. It should be made very clear to students how they will be assessed, how marking of work takes place, with clear timetables and methods for these laid out and explained.
- Marking can be carried out in the forms of: teacher marking, teacher verbal feedback, self-marking and peer-marking.
- Feedback should be used both formally and informally to further improve skills, knowledge and learning and be checked and reflected upon in subsequent teaching and tasks.
- Late or copied work should be identified and reported following college policies/guidelines and Awarding Organisation’s policies applied where relevant.
- A specific date for re-submission of work must be provided where relevant.
- Important and significant errors should be corrected according to the awarding organization parameters.
- Consider the value of applying marks or grades to student work and the purpose of the assessment (e.g. is this an assessment *for* or *of* learning). For useful information on when and how to grade, visit [Dylan William’s](#) website.
- Ensure written feedback is legible, clear and informs the student on what has been achieved and how work can be further improved within the regulations of the awarding organisation.

- Where awarding organisation regulations permit, marking may include a range of scaffolding, reminder and question prompts
- Marks should be recorded in the subject area/college agreed electronic trackers eg, Pro-Monitor Markbook / One-File / OneGrade
- Where possible marked work must be internally verified/moderated before feeding back to students. If it not possible this should be made clear to the student and that all marks are provisional until confirmed by both internal and external verifiers.
- A standardised feedback/mark sheet must be used. The standardised feedback sheet should be the one that has been agreed with the LIV / DH and the Quality Manager.
- Ensure feedback is consistent with students' own language skills and differentiate as appropriate.
- Over the course of a term when marked work is returned to a class, time should be set aside to allow each student to respond to the teacher's comments and improve their understanding. Encourage a dialogue between teacher and student.
- Students' work for external examinations should be marked using the marking criteria of the exam and awarding organisation.
- Students should be encouraged to self-reflect and evaluate their learning at regular intervals.
- Summative assessments and the awarding of grades where necessary are accurate and comply with national standards through agreed processes of internal and external verification.
- Declaration of grades to awarding organisations is accurate and timely so as not to disadvantage student progression.
- Marking, feedback, tracking and reporting of grades are quality controlled through quality assurance processes and procedures.
- Follow the College common approach to marking and feedback for English and mathematics – (see below).

5 Strategies for Effective Marking at Wiltshire College and University Centre

Annotating students' work:

- Light touch – tick work for encouragement and link to where criteria have been met, e.g. ' ✓ Well done, M2 achieved'. 'Ticks' must be provided with context and not as standalone feedback.
- Annotating students' work – avoid writing over a student's writing. Write corrections or comments in the margin e.g, 'Good, you have identified four things that happened in XXX can you also add 2 points about XXX, P2 achieved, good progress with M2'.
- Assessment Criteria – make reference to and use the full criteria as specified by the awarding organisation.

- Comment on the structure and presentation of a student's work.
- Care should be taken not to 'over mark' – ensure parity across the cohort of students and that all receive the same volume, depth and approach to receiving feedback.

Consistency in Marking

- Where appropriate, marking guides, marking schemes and/ or criteria should be used to ensure consistency across the curriculum area.
- Link feedback to Learning Objectives and/ or criteria.
- Students and teachers should be aware of marking guides and/ or criteria that will be used to mark assessment tasks.

Colour of Ink

Be sure to differentiate your marking from the original student work by marking in a different colour pen. Where practical, marking digitally is preferable, through tools such as Teams assignments, comments and tracked changes.

6 Marking and Feedback for English

The standard of English in a student's assignment is not normally currently part of the assessment criteria for many qualifications. However, in the interests of raising standards of written English cross-college and developing students' English skills in preparation for work and life it is important that all lecturers mark for English in assessed work and give developmental feedback to students.

Guidance for Lecturers

- Do not mark every error as this will be overwhelming and potentially de-motivating for some students. As a priority concentrate on errors which interfere with understanding the meaning of the piece or where learners have used incorrect vocabulary or spelling of industry/business standard words or common words.
- For spelling, punctuation and grammar underline specific errors and write the correction in the margin or above the word or punctuation mark concerned.
- For errors in paragraphing, structure or meaning underline the area of concern and make a comment in the margin.
- Make an overall comment at the end of every piece of work you mark about the standard of English. An example is given below. Include positive comments as well as areas for improvement. Avoid general comments like "watch your spelling" as these are meaningless to learners.

Example of overall feedback

You have structured this piece logically and expressed the information concisely. There are a few spelling errors which I have corrected in your work – you need to ensure that you learn to spell these industry standard words (see targets). You demonstrate a good understanding of the key topic vocabulary throughout – well done.

- Focus on a maximum of three key specific items for improvement for each piece of work you mark and create SMART targets for these on the learner's Individual Learning Plan (ILP). Monitor progress against the SMART targets whenever another piece of work is submitted for assessment by using it as a comparison where possible.

7 Marking and Feedback for Mathematics

The standard of Mathematics in a student's assignment is not normally currently part of the assessment criteria for many qualifications. However, in the interests of raising standards of Mathematics cross-college and developing students' Mathematics skills in preparation for work and life it is important that all lecturers mark for Mathematics in assessed work and give developmental feedback to students.

Guidance for Lecturers

- Do not mark every error as this will be overwhelming and potentially de-motivating for some students. As a priority concentrate on errors which interfere with understanding either the data itself or the conclusions drawn from it
- Make an overall comment at the end of every piece of work you mark about the standard of mathematics. An example is given below. Include positive comments as well as areas for improvement. Avoid general comments like "be careful with percentages" as these are meaningless to learners

Example of overall feedback

You have used appropriate graphs and charts well to illustrate your findings. These are drawn accurately but you need to ensure that they are always given titles and both axes are labelled (see targets). You demonstrate a good understanding of the way that graphs and charts can help the reader make sense of the information – well done.

8 Recording

Evidence of attainment needs to be retained in order to support judgments made and to inform future planning and learning. Summative records should be accessible to students, their parent's/guardians/employers and staff.

Where awarding organisations dictate, formative records of attainment may also be recorded and made accessible to students.

Lecturers must keep sufficient written and/or electronic records to enable them to make professional judgments about the attendance, attainment and progress of their students.

9 Associated Documents (Linked policies etc.)

- Assessment & Verification Policy
- Academic Appeals Policy

10 Monitoring Review and Evaluation

Heads/Deputy Heads will monitor tutor/assessors' marking and written feedback through regular meetings and reviews and the lesson observation/learning walk processes, student interviews and surveys, and checking of student trackers.

- Particular focus will take place after key assessment periods and grade collections. Feedback will be given to tutors/assessor and support and monitoring will ensure any issues raised are acted upon.
- The Senior Leadership Team will monitor written feedback and marking through the monitoring and reporting systems including: QRR, Course Review and Internal Inspection, observations, student focus groups and quality audits.
- The impact and implementation of this policy will be monitored by the Director of Teaching, Learning and Assessment.

11 Equality Impact Assessment

Wiltshire College & University Centre strives to ensure equality of opportunity for all students, local people and the workforce. As an employer and a provider of education, the College aims to ensure that none are placed at a disadvantage as a result of its policies and procedures. It is intended that this policy and procedure is fair to all. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.

12 Data Retention Statement

Wiltshire College & University Centre is committed to ensure the data it collects, and holds is in line with the ICO's guidance and meets data protection law. Where appropriate a Data Protection Impact Assessment will be undertaken as and when policies are updated to ensure risks to the individual and college are considered and managed.

For further information please refer to Wiltshire College & University Centre's Data Protection Policy.

13 Policy Review and Ownership

This policy and procedure is owned by the Quality Manager. It will be reviewed periodically in light of developments in employment legislation, good employment practice or audit; and to ensure it continues to be relevant and supports operational effectiveness. The document is managed by the Curriculum and Customer Support Team Leader.

14 Amendments Log

Version	Date of Issue	Amendment summary	Author(s)
V2.1	29/09/2021	Reviewed and approved by Kirk Purnell – minor amendments.	Claire Whiting
V2.2	10/10/2023	Reviewed minor amendments made.	Claire Whiting

Appendix
Marking & Feedback Tool for English & Mathematics
Inserts (NOT FOR PRINTING)

Marking and Giving Feedback on the use of English in Students' Work

1	Remember to adhere to the stated turnaround times for marking: 2 weeks for FE, 3 weeks for HE. Mark in a different colour pen to differentiate your marking from the student's writing or typing.
2	Prioritise giving feedback on English on the following basis: <ul style="list-style-type: none"> • Mistakes, which interfere with the intended meaning.
3	<ul style="list-style-type: none"> • Incorrect use of industry/business standard vocabulary. • Incorrect spelling of common words and industry/business standard words.
4	<ul style="list-style-type: none"> • For errors in paragraphing, structure and meaning - underline the error and make a comment in the margin.
5	<ul style="list-style-type: none"> • For mistakes in spelling, punctuation and grammar - underline the error and either write the correction above the error or in the margin.
6	Make an overall comment on the standard of English in the piece of work: Explain what the student has done well and be specific about what they need to do to improve their work.
7	Choose a maximum of 3 specific items for improvement and create SMART targets for the student to achieve. Record these on the student's Individual Learning Plan (ILP).

Examples of Effective Feedback on English Errors

Box 1

Feedback in the student's text - spelling:

"The first stage of facial massage is known as efluerage. Efluerage is a stroking movement which improves blood circalation to the facial tissues."

Box 2

Feedback in the student's text – loss of meaning:

"Storage: Cement and plaster stock needs to be rotated would require extra materials and cost of the company."

Box 3

Overall Feedback on a piece of work:

You have structured your work well so that it flows logically, and you make very good use of sub-headings to signpost your reader through the report. Re-read your work aloud to yourself before you hand it in to check for errors – occasionally you miss out words and lose the meaning – I have underlined these sections and you need to rewrite them (see targets). A big improvement with your English this time – well done.

Box 1

Feedback in either text or margin. Misspellings "efluerage" and "circalation" underlined and corrections "effleurage" and "circulation" written above or in margin.

Box 2

Feedback in margin. Piece which doesn't make sense underlined in text. Feedback says:

?? - Check and rewrite.

Marking and Giving Feedback on the use of mathematics in Students' Work

1	Remember to adhere to the stated turnaround times for marking: 2 weeks for FE, 3 weeks for HE. Mark in a different colour pen to differentiate your marking from the student's work.
2	Before the task, share clear and detailed success criteria with your students about the mathematical aspects of the work.
3	Focus mathematical feedback on one skill per assignment. It makes more impact to see specific comments on a single topic.
4	Focus mathematical feedback on one part of the assignment. Comment rather than correct: eg this graph is missing something.
5	Ensure students show any calculations (correctly laid out) and don't just give the answers. Is the mathematics used appropriate? (eg percentages are not a sensible way to display data from a sample of four people).
6	Make an overall comment on the standard of mathematics in the piece of work. Explain what the student has done well and be specific about what they need to do to improve their work.
7	Choose a maximum of 3 specific items for improvement and create SMART targets for the student to achieve. Record these on the student's Individual Learning Plan (ILP).

Examples of Effective Feedback on Mathematics

Box 1

Feedback in the student's text – appropriate use:
"A pie chart is not an appropriate way to illustrate average temperatures – what type of graph would have been more suitable?"

Box 2

Feedback in the student's text – accuracy:
"Make it clear that you are using the mean average temperature, not the mode or the median. There is an error in your calculation, what number should you have divided by?"

Box 3

Overall Feedback on a piece of work:

You have structured your work well and used graphs and charts to help your reader make sense of the data. Check your calculations for errors before you hand in your work and make sure that you have used the most appropriate way to display your results (see targets). A big improvement with your mathematics this time – well done.

Box 1

Feedback in the margin adjacent to the graph in question.

Box 2

Feedback in the margin adjacent to the incorrect calculation.

Marking and Giving Feedback on the use of English using Turnitin

The following Quickmark comments are available within Turnitin. Suggestions for possible targets are also given below.

Targets to help students develop their English and mathematics skills should be set for each student at the end of each piece of work and followed up when marking future work.

ENGLISH

Sentence doesn't make sense. Check and rewrite.

Target: Make sure you proof read your work carefully before handing it in.

Incorrect industry/business term used. Check and replace.

Target: Look for another opportunity where you can show that you know and understand the correct terms.

Incorrect spelling. Check and correct.

(Where possible insert the correct spelling)

Target: Learn this spelling and look for another opportunity where you can show that you have done this.

Marking and Giving Feedback on the use of Mathematics using Turnitin

The following Quickmark comments are available within Turnitin. Suggestions for possible targets are also given below.

Targets to help students develop their English and mathematics skills should be set for each student at the end of each piece of work and followed up when marking future work.

MATHEMATICS

For work that is correct:

Your result is correct, you clearly understand this area

Target: Look for another opportunity where you can challenge yourself further

Your result is correct, but the method you used isn't very effective

Target: look for another opportunity to use a more efficient method

For work that is incorrect:

Your result is incorrect, you need to look again at how you reached your answer

Target: Look for another opportunity to demonstrate the correct method

Part of your process is right but your result incorrect

Target: Identify the error(s) you made and look for another opportunity to demonstrate the correct process.

Lack of prior knowledge/understanding

Target: You need to revise this area