



Tuition
extra

Assessment, Marking and Internal Verification Policy

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Marking, Feedback and Assessment Mission Statement

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.”

Eliminating unnecessary workload around marking.

Report of the Independent Teacher Workload Review Group

At Tuition Extra we believe that the marking, feedback and assessment of student’s work is an integral part of the learning process.

We believe that effective marking and assessment is an essential opportunity for:

- students to know how well they have done, and what they need to do next, in order to make the necessary progress.
- students to take control of their own learning by becoming more resilient.
- students to feel happy about success and development and to build their self-esteem.
- teachers to assess and evaluate student’s progress against a specific learning objective and success criteria which are shared with students.
- teachers to monitor and evaluate the effectiveness of their lessons and teaching styles so that the needs of every student are met.
- teachers to celebrate, reinforce and challenge.
- parents/carers, through a review of their child’s work during review meetings, data inputting and school reports (et al) to be aware of the progress their child has made over time.

Marking and Feedback will be:

- Positive, specific and related to the learning objective / success criteria. Staff and students need to clearly understand the learning objectives and or success criteria.
- Accessible and matched to the needs of the individual
- Supportive of achievement in all its forms
- Designed to help pupils to improve their work
- Used to promote learner confidence

It will:

- Include opportunities to develop peer and self-assessment skills
- Offer support for individual progress
- Inform future planning

What does feedback, marking and assessment look like at Tuition Extra?

Dynamic formative assessment

At Tuition Extra we believe in feedback to support meaningful next steps. This looks like:

Live marking

- Immediate marking of the work by the teacher. Students act immediately on this during in-class feedback.
- Teachers giving verbal feedback during lessons to small group, whole class or individuals.
- Consistent high-quality learning dialogue between teacher and student during the lesson.
- The teacher highlights misconceptions / incorrect work / poorly communicated subject live.

Sharing Learning Objectives

Learning objectives will be shared with students in a manner appropriate to their needs. For those students who it is appropriate, objectives may be included on activity sheets or written out in exercise books. It may also be appropriate to ask the student to relay the objective back to check their understanding of the tasks. It is not expected that learners write the objective out, unless they can do so quickly. The objectives can be written by the teacher or be produced to stick onto work.

Teachers are expected to indicate whether the learning objective has been achieved or not by indicating A (Achieved) or PA (Partially Achieved) by it.

Sharing Success Criteria

Students cannot take more responsibility for their own learning unless they know what they are expected to learn and how they will know that they have been successful. To help promote effective self-assessment, teachers need to go beyond simply telling pupils what to do and how to do it (the task or activity). They need to make clear what is to be learned (the learning intention or objective) and how to recognise success (the success criteria).

Success criteria should:

- Be shared in the most appropriate manner for each student. This may be visual or verbal.
- Use language which is appropriate to the students' level of understanding. This may be supported by sign, gesture or picture symbol as appropriate.
- Be positive and attainable.
- Be reinforced at appropriate times throughout the learning process.

Key marking

Not all work should or can be marked in depth. Indeed, the use of meaningful self and peer assessment lightens the marking load but also enriches the dialogue between teacher and student about the student's learning.

- Students must be given the opportunity to respond to the marking and feedback in order to show understanding of how they can improve their learning through redrafting, corrections, extension work or applying ideas to new situations or problems.
- Teachers are responsible for regularly recording marks or comments for students' work on their progress reports, to ensure that written evidence is available to inform discussions with students, colleagues and parents/carers about attainment and progress.

Marking Suggestions

The frequency of marking and feedback will depend on the curriculum time allocated to each subject and the frequency of lessons. However, as a general rule teachers should adhere to the following guidelines:

Marking for literacy

At Tuition Extra we advocate literacy across the curriculum with all teachers marking to a common framework to ensure consistency. A maximum of 4 errors should be highlighted to ensure pupils remain focussed and the feedback will have demonstrable impact. Pupils should engage with literacy feedback in green pen to promote growth in literacy skills.

Baseline assessment

All students are given baseline assessments upon their placement at Tuition Extra in a supportive and inclusive way. The baseline assessment is used in conjunction with the individual EHCP to inform future learning and target setting, which is then incorporated into each student's individual learning programme. Baseline assessments will be completed in readiness for a student's first placement review.

Internal Verification Policy

Aim:

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, Tuition Extra will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained and supported. Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used • All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and assessors is internally verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice.

Quality Assurance by Senior Leaders

Senior leaders at Tuition Extra will monitor the work produced by students to check the quality of education and the feedback that is being provided by teaching staff.

- Learning walks and pop-ins. Senior leaders will conduct learning walks and pop-ins to both formally and informally monitor standards of learning.
- There will be termly reflective discussions with teaching and support staff to gain feedback on what is going well and where improvements need to be made.
- Spot checks will be undertaken with key stakeholders to ensure that the provision is fit for purpose and of good quality.