



Effective Marking and Feedback Policy

Aim

Effective marking and feedback aim to:

- Inform the students what they have done well and what they need to do to improve
- Support student's confidence and self-esteem in learning
- Support the tutor's assessment of each student's knowledge as part of the thorough assessment of learning procedures to plan and refine the next steps in learning
- Develop consistent processes across Prime8 Education to teach students to respond to feedback, self-assess and evaluate their learning

Practice

Prime8 Education gather student's voice to review what feedback and marking strategies are effective for students.

Wherever possible, feedback and marking should take place with the student as promptly as possible. At Prime8 Education, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback - This means discussion about the learning with the student. It is the most valuable form of feedback for all students (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the student and the teacher or tutor and, where appropriate, between peers.

Procedures for Marking

- The learning objective and date will lead each piece of learning and mirror the learning list at the front of student's books
- All marking is to be carried out using a purple pen for positive and green pen for growth
- All marking must be done in a clear, legible hand and may include stamps to evidence feedback/marking
- If a next step is given, it should develop students' learning and be linked to the session's

Objective

Different types of marking

Self-assessment - Wherever possible, students are encouraged to self-assess their own learning.

Students can assess their work against their learning objective accordingly.

An example of a self assessment activity is:



'I find this difficult.'



'I can do this, but I need more help feeling confident.'



'I can understand and do this, which shows in my work.'

Students can also use a green pen to respond to feedback to 'upgrade' or improve their work.

Peer Assessment

Students will be taught about constructive criticism before assessing peers' work and using success criteria to aid assessment. Students will identify one positive aspect of work and suggest one area of growth. This can be framed using the 'What Went Well' and 'Even Better If' model. This can be done in any colour other than green or purple; the peer assessor's initials must also be recorded.

Prompts for Marking

It is important when marking to encourage students to think on a deeper level about their work and to reflect on what they have learnt.

There are three techniques that a teacher/tutor should employ to ensure this takes place:

Reminder Prompt

Draws the students 'attention back to the learning objective.

e.g. Say more about...

e.g. Explain why you think this...

Scaffolded Prompt

Gives more help by focussing on specifics, helping students to extend their present understandings and improve their work.

e.g. A Question - Can you explain why? How much was...? How did...? When exactly...?

e.g. A Directive - Please check your answers by... Give more detail to explain...

e.g. An Unfinished Sentence - The colours in the flag are...

Example Prompt

Teachers/tutors make suggestions, offer information, give a range of possible answers to choose from.

e.g. Choose one of these statements and/or create one of your own: George was unlucky because he tipped over Grandma's medicine before she drank it all.

OR

George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.

Date of Completion	1.9.25	Signed:  Debbie Crookes (Tutor)
Date of Ratification	1.9.2025	Signed:  Julie Townsend (Director)
Date for Review	July 2026	
Next Review Date	August 2027	