**Children’s Play, Learning and Development Department**

**Marking and Feedback Policy**

This policy outlines are department expectations for both marking and assessment. Due to the impact of Life lessons and various other factors this policy will need, at times, to be flexible.

**Key Stage 4 BTEC CPLD**

This course is 25% exam based and 75% assignment assessment, with the examined content being delivered at the start of Year 10.

During Year 10 examined delivery :

* Exercise books will be used to generate a revision resource with marking generally being acknowledgement marking in red and obvious spelling errors will be corrected in green, especially key words
* They will receive 2 assessed pieces per half-term which will be marked in red, spellings in green and DIRT EBIs in purple, following the 2 bullet principle (WWW and EBI)
* DIRT work will be addressed in the next lesson. It may/will also include peer and self- assessment
* Books will generally be marked on a 2 week cycle

During the assignment delivery

* Exercise books will be used to generate support materials with marking generally being acknowledgement marking in red and obvious spelling errors will be corrected in green, especially key words
* Due to the changes in BTEC assessment rules students can only start the assessments when staff are certain they are capable of competing the work without teacher support
* All assessed work will be marked against the BTEC criteria after every deadline

During assignment Teaching and Learning feedback given will:

* Support learning to help students create the best assignment work possible
* Give indication of predicted/possible future grades
* Identify and focus on areas for stretch and progression

During completion of the assignment feedback given will include:

* Guidance on how to approach the knowledge and skills requirements
* Guidance on behaviour and approach to work
* Confirmation of the criteria and clarification of what the brief requires

Feedback will not include:

* Specific feedback on the work before it is submitted eg telling students if more detail is needed
* Confirmation that students have met the criteria
* A list of what students still need to do
* Coaching students through the work

After hand-in of the assignment work

Feedback given will include:

* The criteria achieved and what was done well
* The criteria not achieved and why, letting students know what was missing
* Suggestions as to information and guidance students could have used
* Comments on general behaviour, conduct, approach, SPaG etc

Feedback will not include:

* A list of what you would need to do for a re-submission