

GROUNDWORK

CHANGING PLACES

CHANGING LIVES



R2W Marking Policy GWSNT – COL06

This policy applies to Groundwork South and North Tyneside, Route2Work College Learners and staff (hereafter referred to as Groundwork)

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and College performance. Marking should be diagnostic and inform learners of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/ success criteria for that lesson whenever appropriate. Research shows that learners who sustain effort over time will achieve outstanding results. When learners succeed at a task, praise should be directed at their efforts and strategies and detail what the next steps should be. Equally, if learners fail at a task, feedback should be given about effort and strategies and what the next steps should be. This policy will provide standardisation and consistency of practices throughout the College. The implementation of the policy is the responsibility of all staff.

The nature of marking:

Marking should be constructive and make a difference. All work should be acknowledged. Marking can be done by the tutor:

- To indicate achievement and effort in relation to the learning objective/success criteria
- To show learners how they can improve their work with a focus both on the content of the qualification/curriculum as well as SPaG.
- To enhance the learner's self-esteem
- To aid tutor assessment

Marking can be done by the learners:

- To encourage independent learning through self-checking
- To be more critical in their approach to their work
- To aid tutor assessment
- Using checklists to help understand how they can improve their work
- Using peer marking

Entitlement

The implementation of a positive marking policy will assist in the assessment of each learner's work and the delivery of their qualification framework.

Practices and Procedures

Marking done by the tutor

Verbal

This means discussion of work and direct contact with the learner. It is particularly appropriate with less able, less confident or learners with SEN. Such an exchange may be accompanied by a written mark or comment.

Written

This means notes or comments, sometimes with the use of symbols. Marking should serve as a permanent record for the learner, tutor and parent/carer and outside agencies when required. These should include specific improvement suggestions focusing on;

- The effort made and the strategies used
- The qualities of the learner's work
- Specific ways in which the work can be improved e.g., use of a scaffolding comment
- Improvements that the learner has made compared to his/her earlier related work

Recognition of Achievement

Learners are encouraged to celebrate one another's achievements within class groups, enrichment sessions etc. Achievement is also shared through the wider College for example by speaking to the Head of Provision, award events, posting achievements on the website/private Facebook page etc.

Corrections

Not every mistake will be corrected. To correct everything is seen as counterproductive to learner motivation. The aim of tutor written correction (as opposed to written comment) is to point out to learners their mistakes so that they can correct them and learn from that correction. Corrections should link to the learning objective/success criteria. However, other non-related errors that a learner consistently makes should also be corrected as appropriate. For re-draft and display purposes learners work may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available. There should be examples of independent work so that a true picture of performance is evident to teaching staff, learners and parents/carers. The marking of written work will vary with the development of the learner, for example verbal, leading to check lists/wordbooks, leading to correcting and commenting on finished pieces. Independent learners may draft and self-check their work for the tutor to mark.

Giving learners the time to make improvements

Marking is only productive and learners can only learn from it when they are given time to respond to the tutors' comments and make further necessary improvements to their work. Time is given during the week for learners to review their work in light of the comments made, either with the tutor, LSA or peer. All learners have the opportunity to improve their work, based on the tutor's comments, as part of a group when the tutor is working with them.

Marking done by the learner

Verbal

This means contact with an adult or another learner. Through discussion and exchange or comments the learner is able to amend, correct or enhance work. Learners are encouraged to read their work aloud, either to themselves or to talk to tutors/LSA in order to make improvements.

Written

This can vary with the development of the ability of the learner. Independent writers will draft and self-check their work for the tutor to mark. Checklists and marking ladders may be used to support the learner in identifying areas where improvements can be made. Any relevant mistakes not identified by the learner will be highlighted by the tutor so that further corrections/improvements may be made.

Assessment

Marking forms an integral part of the assessment of the qualifications we deliver – see Assessment Policy.

Appendix 1

Colours and symbols used for marking:

- Green – Good/Positive - teacher's marking
- Pink – Progression/Corrections/Challenges/Further Support – teachers marking
- Initial of other marker – Peer marking/self-marking/support staff
- Support given – one of the 4 levels of support – Full, Guidance, Prompts, Independence

Policy review

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