

Childcare Marking and Feedback Policy

In Childcare, all marking and feedback should move students forward, be manageable, fit for purpose and take the most effective form. Feedback should be written to promote independence and resilience. Students should be given time to reflect upon this feedback.

Feedback should be given during, or as soon as possible after the completion of a task to correct errors and address any misunderstandings. Effective, targeted and differentiated questioning helps students develop their responses and is an essential component of feedback. All work done should be acknowledged.

		Childcare Policy
Verbal and Individual Feedback	Verbal feedback should be intrinsic to teaching. Students should be able to know where they have made progress and understand their next steps in learning.	Takes place as and when verbal feedback is given. Students react to verbal feedback through continuous improvement and progress in their work.
Written Feedback	Written feedback must stimulate thought and require action from students. This action may take the form of redrafting, reading, online tasks or development of knowledge and skills for embedding in future tasks.	This form of marking will be clearly evident in pupils' work using red pen. Students will respond to this written feedback using green pen. Written feedback must encourage and allow students to make further progress. All assessed pieces are located in the final section of their Childcare files.
Peer and Self Assessment	This should be used where teachers have given clear success criteria, checklists, answer sheets / mark schemes, or by using exemplar material and work.	Students mark their own work in green pen, and make improvements to their work in green pen. Any green pen comments or targets written by individuals or peers should lead to improved work.
Marking during Y11 NEA Tasks	Guidance is specifically given by exam boards as to how much marking and feedback is permitted.	Whilst marking the NEA task, all exam board guidance is to be adhered to by using generalised feedback. Any KS4 work that is not part of the NEA will follow the department marking and feedback policy.
The Priory Standard	Presentation and pride in work is also important, but comments about this should not replace feedback about the subject, the work completed and the students' next steps in learning.	Work not completed to the expected standard will be identified by the teacher using red pen. Students will be required to complete all work to the expected standard and respond to any areas that the teacher has identified for improvement.
Exams and Assessment	As part of DTT (diagnose, therapy, testing) students will undertake end of unit assessments. Designed in house to model the exam board's criteria and format.	These will be marked using the exam mark scheme. The department liaises with other schools also following the NCFE qualification. Moderation can therefore take place across schools.

Marking for Literacy—should take place in all forms of written feedback by following the school codes:

Problem identified:	Action:	Symbol in margin or near mistake:
Spelling	Circle or underline the word	SP
Capital letters	Circle the error	C
Incorrect use / missing punctuation	Circle the error	P
Vocabulary is not sophisticated enough or the pupil has not used the Tier 3 word needed	Circle or underline the word	V