

# Marking, Assessment and Appeals Policy

Document Control	
<b>Document Type:</b>	Policy
<b>Department:</b>	Teaching and Learning
<b>Relevancy:</b>	Total People
<b>Owner:</b>	Sophie Hayes
<b>Approver:</b>	Candice Davies
<b>Published Date:</b>	17/03/2023
<b>Version:</b>	2.3
<b>Security Classification:</b>	Internal (colleague facing only)
<b>Last Review Date:</b>	03/05/2024
<b>Next Review Date:</b>	03/05/2025

## Marking, Assessment and Appeals

### Intent

Delivery Colleagues and learners work in partnership to demonstrate the skills that learners have developed, to assess their progress and identify specific strategies to maximise their potential.

The purpose of this document is to make clear how the delivery staff will mark learner's work and provide feedback. All colleagues will adhere to these principles alongside the criteria that are specific to their own subject area. This policy should be used in conjunction with the [feedback policy](#).

### Principles

- Assessment criteria should be shared in advance and understood by all of the individual learners
- The key purpose of assessment is to promote learning and should actively involve all learners
- Marking should provide feedback that celebrates achievement and identifies targets for improvement
- It is important to help learners identify strengths and weaknesses in maths and English and allow them to develop and progress

### The Responsibilities of Delivery Colleagues

We recognise that delivery colleague teams consist of tutors, assessors and any other specialist agencies employed by Total People to work with learners.

#### Formative and summative assessment

Delivery colleagues must support learners to access and use One File, submit work for assessment and develop their independent learning skills

Delivery colleagues must ensure that initial, formative and summative assessments identify areas for improvement/misconceptions/gaps in learning whilst also indicating positive progress and achievement

Delivery colleagues must ensure they use a range of assessment methods and techniques within their delivery as an effective aid to learning and motivation

Delivery colleagues must use the assessments to inform planning to allow learners to overcome their challenges to learning

Delivery colleagues must provide opportunities for learners to demonstrate improvement after work has been assessed

Delivery colleagues teams should work collaboratively to assess where learning has been strong and where it has been less strong

## **Provide feedback and guidance to progress**

Total People will adopt the following principles as the minimum service level a learner can expect:

**Timely Feedback** will be provided to learners within 10 working days of submitting work or evidence. This is to ensure they can still remember what they did in the assessed task or activity so that the feedback has relevance for them.

**Specific Feedback** will explain exactly what was 'good' or went well, what can be improved and is clear about next steps. **Personal Feedback** will be personal and acknowledge that the work is from an individual with tailored comments unique to them.

**Balanced Feedback** will be unbiased and will contain specific detail on what has been done well and what did not meet the standard with clear advice on what is needed to improve.

**Grade** The tone of the comments should reflect and refer to an overall grade / mark profile.

**Prioritised** Where the learner has made many mistakes, the feedback will be prioritised and will focus on two or three things at a time, in order for the learner to tackle these before moving on, allowing them to build the skills over a period.

**Honest Feedback** will be truthful and will make clear whether a comment is a fact or opinion.

**Motivational and Respectful Feedback** will be constructive and delivered in a kind way and recognises the time and effort that learners have invested in the work.

[See feedback policy](#)

## **Marking work**

Marking and assessment is a way of finding out if learning has taken place by checking the learners understanding and application of knowledge, skills and behaviours, it establishes what progress has been made and informs plans needed for the learner to continue to progress.

The way that learning activities are marked or assessed will depend on each vocational area and the requirements of their standard but all learners can expect the following service level:

Marking systems, both the criteria for marking as well as the comments and grades or marks awarded will be shared with learners at each planning stage.

Submission deadlines will be made clear to learners.

Late submissions will not be tolerated unless there are mitigating circumstances, learners will be expected to notify their Learning Coach in advance of their submission date, explain the circumstances and negotiate a late submission date.

Employers will be notified on each occasion that a learner does not submit work by the target date (where the learner is not employed and is undertaking a study programme parents / guardians will be notified).

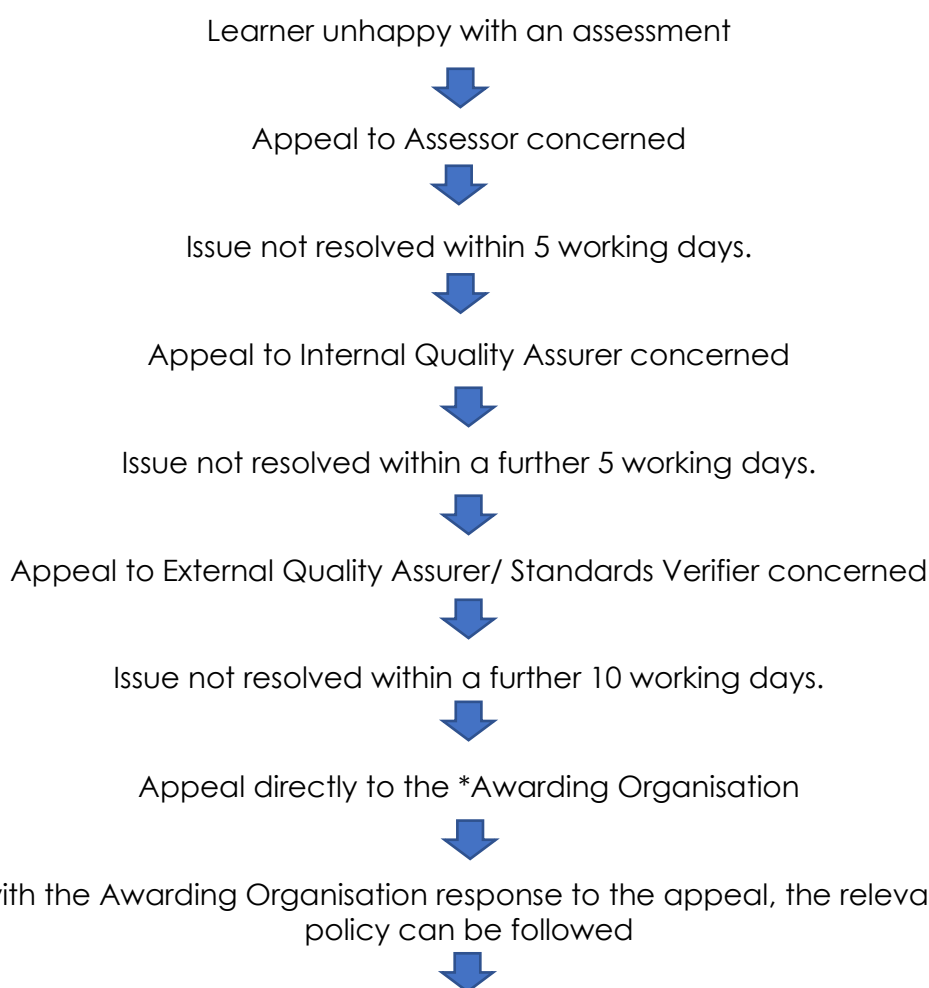
Learners will be given feedback on learning activities within 10 working days of the activity being submitted or an observation-taking place 6 Feedback Policy Version: 1 (unless there are specific rules linked to qualifications set by an Awarding Organisation)

Learners will be expected to acknowledge and reply to the feedback within 10 working days of receipt

On the rare occasions where 10 working days is not achievable, the Learning Coach and learner must agree an alternative date that is agreeable to both parties

## 2 Appeals

If a learner feels that they have been discriminated against or have been unfairly treated in any way during the assessment or IQA process, they may appeal against the decision. The chart below indicates the process learners should follow:



If an appeal is not addressed satisfactorily by the relevant Awarding Organisation then an appeal can be made to OFQUAL

\*There may be a small charge for an appeal to an Awarding Organisation

\*To make an appeal to CMI refer directly to the procedure

<https://www.managers.org.uk/~media/Files/PolicesProcedures/General/Enquiry%20and%20Appeals%20Procedure.pdf>

\*To make an appeal to ILM refer directly to policy [https://www.i-l-m.com/-/media/ilm-website/sharepoint-documents/\\_published-documents/enquiries-and-appeals-policy,-d-.pdf.ashx?la=en&hash=876BB3F308EC4E105207CDAED8DDDBE1CCC023EB](https://www.i-l-m.com/-/media/ilm-website/sharepoint-documents/_published-documents/enquiries-and-appeals-policy,-d-.pdf.ashx?la=en&hash=876BB3F308EC4E105207CDAED8DDDBE1CCC023EB) )

\*To make an appeal directly to Highfields the policy to be followed is:

[file:///C:/Users/shayes/Downloads/highfield\\_appeals\\_procedure%20\(2\).pdf](file:///C:/Users/shayes/Downloads/highfield_appeals_procedure%20(2).pdf)

Contact the quality team at Highfields on: 01302 263277, you can also find a copy of their appeals policy on the website <https://www.highfieldqualifications.com>

When making an appeal to Highfields you need to do so as soon as possible after the event to allow an investigation to take place, information to be included:

Full name, contact details, and include a daytime telephone number along with:

- A full description of your appeal (including the subject matter and dates and times if known);
- Any names of the people you have dealt with so far;
- Copies of any papers or letters to do with the appeal; and
- Any other factors for consideration such as any extenuating circumstances that the learner either did not address at the time or believes that were raised but were not taken into consideration when the decision was made.

Should a learner wish to appeal against a decision made after a complaint has been investigated then the complaints policy and Highfields procedure must be followed.

## Impact

This policy supports a culture of continued good practice. All delivery colleagues will give constructive, level appropriate feedback and targets that will inform the learners' progression. This allows a supportive, consistent and standardised organisational approach.