

Health & Social Care Department Marking and Feedback Rationale

Level 2 & Level 3 Health and Social Care/Level 2 Child Development

Due to the nature our courses are marking, and feedback frequency will differ based on the unit being studied.

Coursework Units

When completing coursework units, learning objectives are broken down into smaller tasks. Each of these tasks are then set as assignments for students to complete. Students will have a 1st attempt at the assignment and then submit this for formative feedback. Students are then given an opportunity to react and respond to this feedback. The assignment is then resubmitted for final grading.

Students submit coursework assignment via TEAMS and their class teacher will mark their work electronically. To ensure that feedback is high quality and consistent across teaching groups, students are given a checklist that they work through when completing their work, teachers then use this checklist to indicate to students where improvements need to be made. The checklist will now also include the 'The 5 R's of Feedback Table', for teachers to indicate to students what R focus their feedback is in. For example, R1- Redo and Redraft, go back to edit and improve certain areas of your work. Teachers also upload the exam board assessment criteria and select which mark band the student's 1st attempt meets. This allows students to gain an understanding of what the exam board requires from them to achieve higher grades. Frequency of marking and feedback will depend on the number of tasks per learning objective in the unit being studied. For example, in R031 First Aid, students will complete one task per week and receive feedback weekly. Generalised class feedback is also presented to students, so they can further improve their work.

Students make notes on the coursework content in notebooks. These are not marked by class teachers.

Exam Units

When completing exam units' students will have exercise books in which they take notes and complete exam practice. Students will engage each lesson in either self or peer feedback using exam board mark schemes. Class teachers will then mark exercise books at least once per learning objective, typically before the EOTT is completed.

Throughout each LO students will take part in regular low stakes formative assessments such as in low stake quizzes, multiple choice questions and practice questions from past papers. This allows both students and class teachers to identify area of strength and areas that need further development. These areas for development are then revisited in future lessons in the form of recall activities.

Students will complete an assessment in the form of an EOTT at the end of each Learning Objective. Students will receive both individual feedback on their test paper and class teacher will then spend a lesson going through the exam paper and mark scheme to give students exam technique tips and allow students to respond to individual feedback. Individual feedback on the test papers will include a green marking slip, which will include the 'The 5 R's of Feedback Table', for teachers to indicate to students what R focus their feedback is in. For example, R3- Revisit and Respond, go back and practice by answering more similar questions.