



ABLE Education Policy Document

MARKING AND ASSESSMENT POLICY

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1. Introduction

At ABLE Education, we are committed to providing high-quality tuition services that support students in achieving their academic goals. This policy aims to ensure students receive informative feedback to help them make maximum progress.

2. Background

The Teachers' Standards emphasize the importance of guiding pupils on their progress and identifying their emerging needs. Tutors are expected to utilize both formative and summative assessments to ensure student progress.

Regular feedback, provided both orally and through written methods, is essential, and students should be encouraged to engage with this feedback. Research highlights that feedback is one of the most powerful influences on learning and achievement, making it a crucial element in education. Feedback can take various forms, including verbal feedback, self-assessment, peer assessment and written feedback.

Written feedback may be provided by tutors or through self-assessment. While it is not necessary to mark every piece of session work as marking only constitutes one of many tools used in assessment, it is essential that pupils receive consistent feedback on their work, with clear indications of how it has been assessed in an appropriate format. The frequency of marking should align with the number of lessons the student receives. Tutors have the responsibility to establish a system that ensures work is kept up-to-date and marked according to ABLE's Marking and Assessment Policy.

Regular checks will be made to confirm that work is complete and organized. The Head of Provision will monitor marking during book scrutinise and lesson observations.

3. Feedback through tutor marking

Feedback through marking part of the formative assessment toolbox. Self-review processes show pupils find feedback highly beneficial in improving their learning. To maximize its effectiveness, careful consideration must be given when setting work that will be formatively marked. Pupils need to clearly understand expectations, and tasks should provide meaningful challenges to promote progress.

When providing extended comments, the focus should be on guiding pupils on how to advance their learning. Generic phrases such as "good" are ineffective on their own. Instead, feedback should include praise for specific aspects of the task that have been completed well and constructive suggestions on what pupils need to do next to improve their work. Motivational comments can be useful when paired with actionable suggestions or extension ideas for pupils who have met the assessment focus.

Subject-specific advice is essential in feedback to ensure that pupils know how to work on particular areas. Additionally, pupils must be given the opportunity to respond to written comments. A useful strategy is to have them complete these responses in a different coloured pen, making their engagement with feedback clear.

4. Feedback through self-assessment

The ability to self-assess should be intentionally developed within subjects. A supportive environment is essential, where pupils feel confident in evaluating their own learning while offering constructive ways to improve. Self-assessment not only benefits pupils, but also provide tutors with insights into their learning. These self-assessments can take different forms, including verbal and written feedback.

To ensure effectiveness, the criteria for evaluating learning outcomes must be clear. If criteria are abstract or subjective, providing concrete examples will help pupils model their practice. The standards for self-assessment should align with those used in teacher marking, focusing on identifying strengths and areas for improvement. Feedback must be specific, using criteria that all pupils understand.

For self-assessment to be fully embedded, tutors must review the feedback given to ensure its quality. If comments are inappropriate or inaccurate, tutors should offer corrections.

5. Feedback through verbal comments

Verbal comments are a highly effective method of providing feedback to students and will be strongly encouraged at ABLE Education. This approach allows for immediate, interactive, and personalized guidance, enabling students to clarify misunderstandings and ask questions in real time. Verbal feedback fosters a supportive learning environment where students feel encouraged to reflect on their progress and take ownership of their learning. Additionally, spoken feedback can be more detailed and nuanced than written comments, allowing teachers to adjust their tone and emphasis to better communicate key points.

6. Monitoring of progress

Every subject tutor is responsible for monitoring the progress of each pupil, with assessment serving as the key evidence. Individual pieces of work will be evaluated against clear criteria to ensure that pupils understand how to improve.

If a pupil does not show the expected improvement, it is the tutor's responsibility to intervene using appropriate strategies such as the provision of alternative/additional explanations, offering further practice exercises and requesting the work to be repeated after a review of what is required for improvement.

Where these interventions not produce the desired results, the subject tutor should escalate the matter to the Head of Provision and collaborate on a plan to support the pupil. It is imperative that any barriers to learning to identified. Whether these are special educational needs or personal difficulties, they will need to be considered to ensure appropriate support is organised.