



BIG CREATIVE
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BIG CREATIVE TRAINING
UPLANDS HOUSE
UPLANDS BUSINESS PARK C
LONDON E17 5QJ
TELEPHONE: 020 3873 5800
WWW.BIGCREATIVE.EDUCATION



BCIS Marking & Feedback Policy (Learner Workbooks)



This policy outlines the procedures for marking and feedback in our educational setting, promoting student growth and engagement, whilst ensuring clarity and consistency in assessment practices.

Marking Key

A marking key will be utilised when lead tutors are marking learners' workbooks.

Learners will be provided with a copy of this marking key in their Google Drives (BCIS Academic Year Guide).

Learners will be encouraged to refer to this marking key when carrying out peer to peer marking, enhancing SPaG focus and clarity.

Marking Key	
P	Incorrect or missing punctuation
SP	Spelling errors
WW	Wrong word used
/	Unnecessary letter or word
^	Missing letter or word
NS	New sentence needed
NP	New paragraph needed
C	Incorrect or missing capital letter
G	Grammar / Word order / Tenses
OW	One word
TW	Two words
X3	Write out the correct spelling 3 times



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VF	Verbal Feedback provided (This can also take place in the form of a stamp)
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Learner Development Targets

- BCIS learners will receive 'Next Step Targets' related to writing skills and presentation habits, such as punctuation, writing quantity and date inclusion. These targets aim to cultivate good writing habits and demonstrate progression between tasks.
- Small, achievable task-to-task targets will be set in each lesson and recorded in learners' workbooks.
- Feedback will acknowledge and praise achievement of previous targets and set new ones.

Spelling

- Spelling errors will be addressed using "SP", learners will copy and correct selected incorrect spellings. Learners will be asked to copy the correct spelling three times using green pen.
- Spellings corrected in green pen will be included in spelling tests for practice.

Green / Blue Pen Responses

- Learners will respond to feedback in green pen, indicating engagement with feedback. Peer to Peer marking will also be shown in green.
- Feedback marked in blue will indicate acknowledgement of learners' efforts and reciprocal engagement.

Date & Title Inclusion

Staff members will ensure that learners consistently include dates and titles on their work, underlining both for clarity.

Correct Letter Case Usage

Learners will be encouraged to use both upper case and lower-case letters correctly in their written work. Incorrect or missing capital letters will be marked with a "C".

Modelling

Staff will exhibit effective writing and presentation skills as models for learners, promoting best practices.



Learning Outcomes

- Learning outcomes will be used at the beginning of new topics to provide clear objectives and expectations for learners. Learning outcomes are to be recorded in workbooks.
- Learners will indicate if they have or have not achieved a learning outcome.
- Learning outcome sheets will also identify key vocabulary which learners will add to their glossary's.

Post-it Notes

- "Absent" along with date will be recorded on a post-it note, and stuck in learners' Workbooks for tracking and catching up on missed work. This should allow for a page or two to be reserved, so that learners can continue to make progress and keep their learning in order. This information will assist in attendance and progress discussions.
- Clear instructions on post-it notes will be used for incomplete work, task stages, or specific feedback revisions. These notes provide simple step-by-step instructions for learners and support independent task completion.

Addressing Slang, Informal Language & Doodling

- Doodling will be actively monitored, with an emphasis on encouraging learners to take pride in their work.
- Slang and informal language will not be permitted, except when contextually appropriate.

Feedback Preferences

- Learners will be given options for feedback delivery based on their learning styles. Options include verbal explanations or written feedback.
- Verbal feedback will be noted with a "Verbal Feedback" stamp, or "VF".

General Written Feedback

- Feedback will begin with praise and positive aspects (www / what went well).
- Feedback will be provided in full sentences with asterisked lists for clarity.



- Questions will be included to encourage critical thinking and expansion of responses.
- Areas for improvement (EBI / Even better if) will be emphasised in Red or pink.
- Feedback will be individualised for every learner and task, including worksheets and mock papers.
- Learners will complete review sheets at the end of each session and adhere them to their workbooks. Additionally, weekly review sheets will be completed, allowing learners to consolidate their understanding, whilst also creating a tangible record of their progress. This process aims to promote self- assessment and accountability.

Last updated	Next Review	Person responsible
July 2025	July 2027	JB