

# Catch22 College Policy

## *Marking Process Policy Catch22 College*

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Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Catch22 Colleges
Queries to:	Will Duke-Oddy
Date created:	7th May 2025
Date of last review:	27th October 2025
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Catch22 group, entity, hub:	Catch22 Colleges
4Policies level (all staff or managers only)	All Catch22 College Staff

### Document Version Control & Changes

Version	Last modified	By	Changes Made
1.0	7th May 2025	Will Duke-Oddy - Quality & Curriculum Manager - OSH	New Policy Created
2.0	27th October 2025	WD-O	<i>Updates to formatting</i>

## 1. What is the policy about?

This policy outlines the marking process at Catch22 Colleges, ensuring learners receive constructive feedback that highlights their strengths, areas for development, and opportunities for stretch and challenge. By fostering reflection and aligning feedback with individual learning objectives, this process contributes to improved learner outcomes and progress. Identified improvement areas should directly inform the Individual Learning Plan (ILP).

## 2. Who does this policy apply to?

This policy applies to all Catch22 staff, external stakeholders (IQA) and Catch22 learners involved in marking and assessment process within Catch22 Colleges.

## 3. Policy requirements

### Aims

The marking process aims to:

- Recognise, encourage, and reward learner efforts, celebrating their successes.
- Develop learner confidence in reviewing their work and setting personal targets.
- Provide clear guidance on correcting or improving their work.
- Help learners understand the learning outcomes needed for achievement and progression.
- Provide assessment evidence that supports and standardises learning objectives across the Study Programme provision.

### Objectives

- Feedback may be verbal or written and should respond to individual learning needs.
- Indicate how learning outcomes have been met.
- Offer learners opportunities to engage with and respond to feedback.
- Encourage and motivate learners through realistic, developmental, and supportive feedback.
- Provide clear areas for stretch and challenge, tailored to the learner.
- Enable tutors and assessors to track learner progress and comprehension, using this data to inform ongoing support and implement tailored interventions.

### Expectations

- All submitted work, including assessments, must be authenticated by learners, including their name and date.
- For qualification aims, both the learner and tutor must sign work to confirm assessment decisions and the criteria met.
- All subjects should address spelling, grammar, and punctuation using Marking Codes to maintain consistency across curriculum areas.

- For Entry Level learners, specific and industry-relevant vocabulary should be recognised and corrected.

### Marking Guidance

- The 'Marking & Feedback' poster attached to this document should be displayed throughout each centre to ensure comprehension of staff and learners.
- Standardisation, quality assurance and IQA activities should assess marking conventions against those communicated in this policy.

All feedback should incorporate the following structure:

- **WWW** (What Went Well) – Highlight strengths relevant to the learning objectives.
- **EBI** (Even Better If) – Suggest ways to develop or improve the work.
- **YNS** (Your Next Steps) – Identify actionable steps to support learner progress.

*Tips for Marking Learner Work:*

- **WWW:** Identify at least two achievements against the success criteria.
- **EBI:** Select the part of the work with the most immediate scope for improvement.
- **YNS:** Write a concise prompt explaining what action the learner should take to improve their work.

### SMART Feedback and Reflection

When providing next-step feedback or assessments:

- Ensure targets are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART).
- Encourage learners to reflect on feedback and contribute their insights to the learning process

### Marking Codes

CODE	EXPLANATION
SP	Spelling error
C	Capital letter is required
P	Punctuation
GR	Grammar
//	New paragraph
"	Quote Marks
^	Missing word
T	Tense
E.G/Q	Example/ Question

### Marking Colours

COLOUR	EXPLANATION
BLACK	Learners work
RED	Tutors Marking / Remarks
BLUE	Learner Feedback
GREEN	Reserved for IQA / EQA

## **4. Related policies**

Internal Quality Assurance Strategy Policy – Catch22 Colleges

Assessment and IQA Policy – Catch22 Colleges

Quality Assurance of Teaching & Learning Strategy – Catch22 Colleges

## **5. Appendices**

# Marking & Feedback

## WWW

What went well?

What was great about your work?  
What did you achieve?

## EBI

Even better if...

How could your work be improved?  
What was not quite right?

## YNS

Your next steps

What are your actions?  
What is your response?

Code	Explanation
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E.G/Q	Example/ Question



You should complete your work using **BLACK** pen



Tutors will mark your work using **RED** pen



You should respond to tutor feedback in **BLUE** Pen

## Annex 1: Equality Impact Assessment

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

### 1. Summary

<b>This EIA is for:</b>	Marking Process Policy Catch22 College
<b>EIA completed by:</b>	Will Duke-Oddy - Quality & Curriculum Manager - OSH
<b>Date of assessment:</b>	07/05/2025
<b>Assessment approved by:</b>	<Name>, <Position> [if required]

#### Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Marking Process Policy Catch22 College for all staff have been fully considered and addressed, whether or not the staff members share a protected characteristic.

## 2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
<b>Age</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
<b>Disability</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of health/disability. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
<b>Pregnancy &amp; Maternity/paternity</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It's not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
<b>Race</b> (incl. origin, colour and nationality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<b>Gender and Gender Re-assignment</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
<b>Sexual Orientation</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because their sexual orientation.

### 3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner