



The right support, at the right time

Marking and Feedback Policy

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Purpose

This policy outlines our approach to marking and feedback at Leading Futures Alternative Provision. It ensures consistency, supports learner progress, and protects self-esteem, particularly for those with SEND needs.

Core Principles

- Marking must be **meaningful, manageable, and motivating**.
- Feedback should be **specific, developmental, and positive**.
- Learners must be given time and support to **respond to feedback**.
- Marking should reflect our values: **Aspire for Excellence, Belong to a Community, Connect to Thrive**.

Literacy Marking Code

Tutors must use the agreed code below, which should be stuck on the front of learner books.

Literacy Marking Code



Sp 	Spelling mistake
P	Punctuation missing/ error
©	Capital letter needed
//	New paragraph needed
?	What do you mean? Expression unclear
^	Missing word
e.g.	Give an example
WWW	What went well...
EBI	Even better if...
	Reflection task - respond to your teacher's feedback

Note: Correct only **three spellings per page** to protect self-esteem. Focus on high-frequency or subject-specific words.

Colour Coding for Accessibility

To ensure inclusivity for colour-blind learners:

- **Tutor marking:** Turquoise pen
- **Learner reflection/response:** Purple pen
- **Peer assessment:** Orange pen
- **Highlighting success criteria or standout work:**
 - **Yellow highlighter** – for celebrating success
 - **Bold blue highlighter** – for identifying key learning points

Avoid red and green pens due to accessibility concerns.

Feedback Types

- **Live Feedback:** Delivered during lessons, either verbally or through immediate written comments. This allows learners to act on feedback in real time, promoting engagement and reducing misconceptions. Tutors should use live marking to highlight strengths, address errors, and guide learners toward improvement. Live feedback should be recorded where appropriate to support progress tracking.
- **Written Feedback:** WWW/EBI comments linked to success criteria. Should be clear, constructive, and tailored to the learner's needs.
- **Reflection Tasks:** Learners respond to feedback using Reflection Time prompts. Time should be allocated for this in lessons.
- **Self and Peer Assessment:** Encouraged and scaffolded. Learners should be taught how to give and receive constructive feedback.

Assessment for Learning (AfL)

- Success criteria must be clear and referenced in learner work.
- Feedback must address misconceptions and promote progress.
- Learners should reflect on their learning through purposeful tasks.

- Tutors should use assessment to inform planning and differentiation.

Consistency and Frequency

- Marking must be regular and consistent across learners and subjects.
- Follow-up actions must be evident in learner responses.
- Book scrutinies will monitor:
 - Use of marking code
 - Quality and impact of feedback
 - Evidence of learner progress over time
 - Use and effectiveness of live marking

Monitoring and Evaluation

Marking and feedback will be reviewed through:

- Book scrutiny using our internal proforma
- Immersion walks and moderation
- Learner voice and feedback
- Staff reflection and peer review

Review Cycle

This policy will be reviewed annually or in response to significant changes in practice or guidance.