



Feedback and Marking Policy 2025

We have a consistent approach to marking and feedback and therefore have a school marking and feedback policy and a marking code.

Marking and responding to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout our school.

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112).

1.Aim (Intent)

1.1 Our marking policy is underpinned by Boston Endeavour Academy ethos of ***Preparing for Life after BEA*** to provide and prepare our students to be successful and confident young adults who can make highly effective progress to prepare them for opportunities after their school journey.

Pupils are our Priority

Feedback is personalised and pupil-centred, celebrating every step of progress.

Care and Encourage

Feedback is always positive, nurturing self-esteem and resilience.

Include, Adapt and Succeed

All pupils receive feedback in a way they can understand Feedback methods are flexible highlights achievements and next steps, no matter how small, to build a sense of success.

Safe and Secure

Feedback is delivered in a supportive, respectful way that protects emotional wellbeing.

Passionate about Learning

Feedback inspires curiosity, celebrates effort, and fosters a love of learning.

2.Intent

2.1 The intentions of the marking and feedback policy are to

- Promote progress and confidence in every learner with specific information.
- Reflect our commitment to care, encouragement, and inclusion.
- Be meaningful, accessible, and adapted to individual needs.
- Marking and feedback should be Manageable, Meaningful and Motivating it is about the quality not the quantity.
- Assess what learners can and can't do, know and don't know and make necessary adaptations within the lesson or in preparation for the next day or session.
- Have consistent standard manageable process within an agreed continuous developmental methodology throughout school and is understood by colleagues and children.

3.Implementation

3.1 Assessment for Learning is used to inform planning and the next stages of learning for individual, groups and cohorts of children. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment is used to inform planning, medium term plans are annotated by the teachers to assess levels of progression and adaptations to planning.

3.2 Learning objective and the date are clearly visible in lessons and are shared frequently with pupils alongside key vocabulary. These learning intentions make up the sequential progress of the medium- and long-term plans.

3.3 The way in which we respond to pupil's work inevitably communicates signals to the children. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working.

3.4 All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand and can relate to. Marking is focused on the EEF's recommendation of task, subject or self-regulation specific. Any written marking will be seen and responded to by the pupil.

Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

4.BEA's Agreed Methodology

- The learning objective and date should be written on every piece of work either by the pupil or member of teaching or support staff.
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a personal comment such as "well done" or "good". It may be necessary to annotate verbal comments/discussions using marking keys to show that the work has been assessed/discussed.
- There is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum. Marking is focused on the EEF's recommendation of task, subject or self-regulation specific. Any written marking will be seen and responded to by the pupil.
- Writing – in some cases the marker will concentrate upon targeted misspelt words. The marker makes sensitive judgements in relation to the age and ability of the child.
- Marking and feedback should be done as soon after the lesson as possible. Marking must be completed within a week of the work being completed.

- All work is marked. **GREEN ink** is always used No work should be marked with a cross.
- All work is marked and/or edited, by a pupil, in **PINK ink**. Self and peer assessment, where appropriate, is encouraged and should form part of the formative assessment processes of a lesson's plenary.
- Only the agreed marking code will be used by all, including learners when peer and self-marking. **(refer to Appendix A)**.

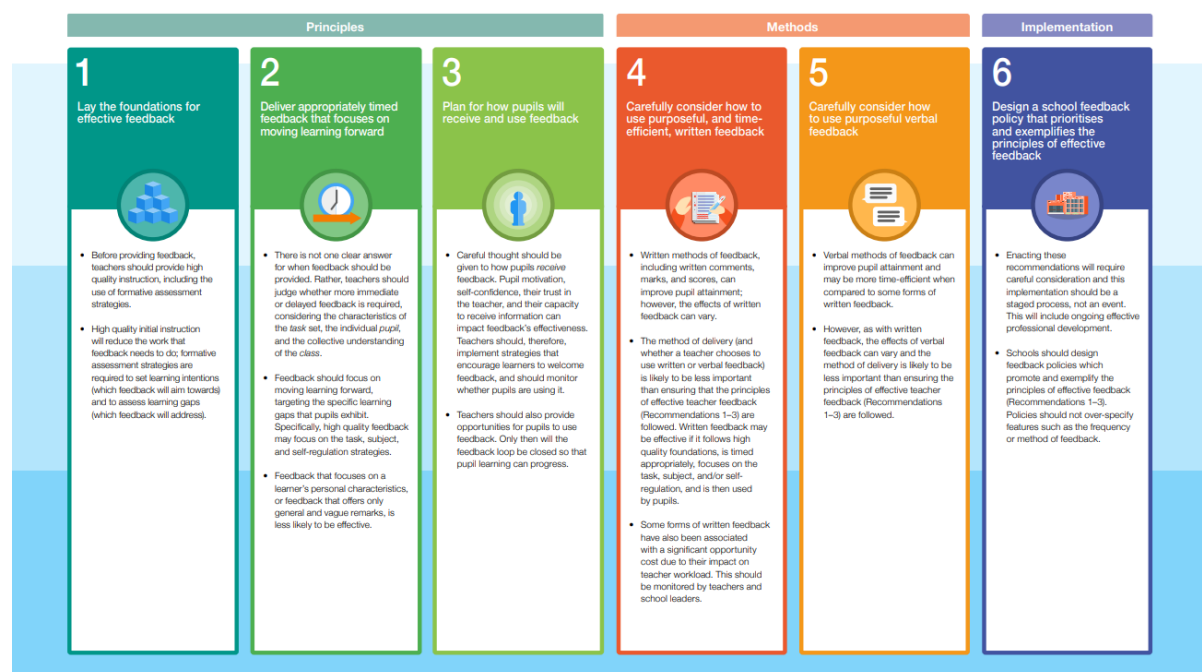
Pupils will be given time

- to look at their marked work and reflect upon their learning
- to make improvements; complete corrections; complete extension activities.
- to understand, interpret, and use these marking symbols within their own work and in response to another pupil's work.

5.Impact

5.1 Marking and feedback is used as assessment for learning to inform planning and next steps for learning for individuals, groups and cohorts of learners. It informs teachers how children learn, where they need to go and how best to get there, it is an effective part of planning a key professional skill and is central to classroom practice. For learners it is sensitive, constructive, promotes understanding of goals and criteria, fosters motivation helps learners know how to improve and develops the capacity for self-assessment.

Boston Endeavour Academy **Feedback and Marking 2025**
Published: September 2025
Review Date: September 2027



Appendix A – Marking Code

I independent work (I did it myself)

VP Verbal prompt (I needed a reminder)

MR Modelling required

S Supported work (Somebody helped me) this is annotated eg. *Correct use of punctuation*

HOH Hand over Hand **HUH** Hand under Hand

✓ What you have done well. (Identified success)

➔ Your next steps (Identified revisions or extensions)

(DH) Staff initials (when not the core class team) or signs work to acknowledge their marking.

(RP) Pupil initials or signs work to acknowledge their peer assessment.

○ Punctuation mistake

// Start a new paragraph

sp Spelling mistake (underline word)

C There is a mistake

Sources

Workload Reduction Toolkit: <https://improve-workload-and-wellbeing-for-school-staff.education.gov.uk/workload-reduction-toolkit/address-workload-issues/feedback-and-marking/>)(Workload Reduction Toolkit: <https://improve-workload-and-wellbeing-for-school-staff.education.gov.uk/workload-reduction-toolkit/address-workload-issues/feedback-and-marking/>)

[Effective Feedback Task Subject and Self-regulation Strategies.pdf](#)

[Written marking | EEF](#)

[Teacher Feedback to Improve Pupil Learning | EEF](#)

