

MARKING AND ASSESSMENT POLICY – LEARNERS

FOREWORD

Freedom Foundation Alternative Provision is a site for KS1 & KS2 Alternative Provision. It is referred to as Freedom Foundation AP for the benefit of students and this document.

1 RATIONALE

The Department of Education (DfE, 2017) highlighted three simple words that best summed up useful marking and feedback; this can be applied to our context.

Meaningful: The approach used should be dependent upon the age, stage, and pathway of the student, as well as the subject and piece of work being marked.

Manageable: Marking should be purposeful and simple.

Motivating: Engage with learners to support them to make progress.

2 FEEDBACK

Quality feedback has a strong evidence base for being an effective method for improving learning outcomes; (Education Endowment Foundation, 2024). Feedback should focus learners on specific merits and developments within their work related to the objectives in a lesson or a sequence of learning.

“A range of studies have demonstrated that verbal feedback is an impact strategy to support learning.” - [Education Endowment Foundation, 2024](#)

At Freedom Foundation AP we acknowledge that feedback can come in a variety of forms including verbal feedback given by AP staff, written feedback and digital feedback. What makes the feedback effective is its impact in moving learners on in their learning; therefore, the subject context, individual needs, and setting are relevant in selecting the most appropriate form of feedback.

“Effective feedback tends to focus on the task, subject, and self-regulation strategies.” - [Education Endowment Foundation, 2024](#)

Freedom Foundation AP is an alternative provider and the learner's needs are a primary consideration in the appropriate feedback method selected. In our setting, teaching and learning takes place in small groups, pairs, or with mentoring / 1:1 support with a heavy focus on building positive relationships.

3 TYPES OF MARKING AND FEEDBACK

Verbal Feedback

Teachers will use verbal feedback aimed at the whole class, groups of learners, and individual learners. Verbal feedback will involve:

- Positive praise
- Supporting learners in identifying their areas of development
- Suggesting areas of development
- Supporting learners in identifying actions for improvement
- Clear instruction of how to improve (if required)

Verbal feedback is a common feature of every lesson and effectively supports learners in deepening their understanding.

Live Marking

Live marking is used within lessons as best suited during the 'practise' and 'secure' phases of the lesson. The suggested frequency of live marking is once every three lessons and teachers will aim to live mark a small group of students during that lesson. Live marking will be completed by the teacher with red pen. Live marking will often be in the form of challenging students with an additional question or supporting a student in redrafting an answer.

Live marking can also take the form of praising student work and suggesting how they can improve their work.

Self- and Peer-Review

Self-review and peer-review are used within lessons to allow learners to review their own responses or the responses of their peers. Teachers provide guidance of success criteria to support the accuracy of the feedback. Teachers will use professional judgement to decide when it is appropriate to use self- or peer-review.

Assessment Marking

Following an assessment, learners will receive feedback which informs them of their current strengths and areas in which they need to improve their understanding.

4 MARKING AND FEEDBACK

Our feedback and marking strategy works to support students; we place significantly more emphasis on the importance of feedback, rather than marking in promoting a less formal-schooling environment for all learners. Our strategy aims to provide clear and direct feedback, which will allow learners to deepen their understanding and improve their achievement.

Throughout the programme, each learner will receive various forms of feedback which are all aimed at promoting progress. These forms of feedback will include live marking, verbal feedback, and weekly reporting. Learners will use self-review to review their own work and progress, and they will also have work reviews by their peers.

Marking and feedback at Freedom Foundation AP is based upon these core principles:

- Marking should maintain motivation and encourage positive attitudes
- At Freedom Foundation UK we support live and in-lesson marking wherever possible
- Feedback, either written, verbal or digital, should be integral to lessons and should provide a dialogue between AP staff and learners that addresses errors and misconceptions at an early stage
- Feedback should be balanced and not rely on one type of focus consistently. Feedback should focus on aspects of task, process, and regulation at relevant opportunities. Feedback should focus on positives and successes as well as areas for development.
- Next steps and developments can be communicated in a variety of ways including in written form, verbal feedback and teacher questioning. It is important that marking remains motivational to develop confidence and self-belief.
- Marking and feedback should be focussed and selective so that this does not serve to demotivate. Marking and feedback should focus on particular qualities of work / learning / thinking.
- Marking and feedback should be linked to learning objectives, small steps, and our knowledge of what students need in order to develop and make progress over time
- Learning objectives must be shared with the learners in every lesson and recorded in books either by the learner or by their staff member providing it for them

- The outcome of marking should be used to adapt planning, teaching, and resources to meet the individual needs of students as well as inform assessment decisions and monitor progress
- Priority should be made to ensure learners are involved in correcting and developing their own work / identifying next steps
- Each session should provide a short, focussed time for pupils to review their work, celebrate success, share good work, identify and make any corrections to improve it
- Marking and feedback should be graduated and implemented both sensitively and appropriately to meet the needs of the individual learner
- Freedom Foundation AP should aim to provide a more personalised approach to marking and feedback where required. This may include the use of stickers, stamps or more detailed written feedback for those who require it.
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- Marking and feedback practices should take into account workload and be manageable

Keys used when marking work can be understood in the table below:

Key	Code
VF	To demonstrate where verbal feedback was given. Verbal feedback should be responsive and lead to improvements. This should be the primary way that we give feedback to students and should be continuous throughout the lesson.
IW	Students complete their work independently
LO	Demonstrates where or how the student is meeting the learning objective

5 SUGGESTED FREQUENCY OF FEEDBACK

The suggested frequency of each feedback strategy is highlighted below and states how often a feedback strategy will be used by teachers within lessons, and not necessarily how often an individual will receive this feedback. Teachers will use their professional judgement regarding the application of the suggested frequencies.

Feedback Strategy	Suggested Frequency
Verbal Feedback	Every lesson
Live Marking	Once every three lessons

Self-Review	When appropriate
Peer-Review	When appropriate
Assessment Marking	Following an assessment

6 COMMUNICATION WITH HOME-SCHOOL AND PARENTS/CARERS

Each week, each learner will receive a 'Weekly Report' which will highlight how their week has gone, their level of engagement, what achievements the student has completed in line with their individual selected outcomes, how they have behaved, what small steps / achievements have we observed in them and any standout moments. This weekly report will also be shared with the Home-School as well as the learner's parents/carers.

7 HOW WILL IMPLEMENTATION OF THIS POLICY BE REVIEWED?

We will know that marking and feedback is effective in our APs if learners are able to identify the following:

- What am I doing well at the moment?
- What do I need to do to improve?

Implementation and impact of the policy will be reviewed in line with our processes; any learning will feed into our continuous professional development.

8 REVIEW

We keep this policy under regular review

Review of this Policy: April 2025

Next Review Date: April 2026

Reviewed By: Laura Grant

Position/Role: Director of Freedom Foundation

APPENDIX 1: ASSESSMENT, MARKING AND FEEDBACK

An up-to-date exercise book is an essential component of how we monitor the progress of a student over time. This, alongside pupil voice, is the most powerful way leaders can assess the impact of our curriculum.

Within books at Freedom Foundation AP, we should see:

- Evidence that the planned curriculum for the appropriate age / stage is being followed
- Evidence of where key knowledge and skills are revisited and consolidated both within a programme or after the programme ceases
- Evidence about how learners, with different needs, are supported to access the curriculum through effective

scaffolding and adaptations

- Opportunities for learners to practise and apply what they have been taught
- Opportunities for extended writing
- The impact of marking including how the learner responds to suggested improvements (in conjunction with this policy)
- Work that is presented in a way that is demonstrative of the consistently high expectations that we have for our students. Exercise books should be something that our learners are proud of as it is demonstrative of their learning journey.

Exercise booklets at Freedom Foundation UK should:

- Be labelled with the learner's name, subject and the academic year
- Have a tracker or curriculum overview for each subject / course
- Have a date and a learning objective for each lesson
- Be well organised to show how learning is sequenced in a logical progression over the course of the programme
- Be A4+ to ensure that worksheets can be stuck in where appropriate and not folded
- Ensure that, when worksheets are used to support and scaffold, they should be printed on 1 sided paper and stuck in books during the session with a date and learning objective
- Have student work that links directly to the learning objectives and helps teachers to evaluate how well the learning objective has been met. This could be notes / formulae to help with revision
- Opportunities to practise the application of key knowledge