



BEACON PRIMARY ACADEMY

Marking and Feedback Policy

Aim

At Beacon Primary Academy it is our aim to maximise learning for each child. To achieve this aim, children require concise, clear and developmental feedback in order to celebrate learning and challenge them further. Children will receive daily feedback to quickly address misconceptions or errors, this will often be through verbal feedback within the lesson in the form of 'live marking' to ensure that this has maximum impact. Feedback and marking within each lesson will be used to inform children's next steps and will be used to amend future lessons to ensure they are meeting the children's needs.

Our marking and feedback policy reduces teacher workload whilst providing the highest quality feedback. Written with guidance from the EEF, our feedback is task, subject or self- regulation specific.

Intent

The intentions of the marking and feedback policy are to enable our class adults:

- To assess what the children can/ can't do within a lesson and make the necessary adaptations within the session and in preparation for the next day/ session. This may include the child needing some form of intervention for them to 'catch up', 'pre' or 're' teach.
- To promote self- checking, editing and peer marking so that children know how accurate their learning is and can respond to this during the session.

The intentions of the marking and feedback policy are to enable our children:

- To value mistakes as part of the learning process
- To engage with self- checking/ marking, peer marking with increasing independence.

- To be proactive in editing and improving their learning. 'In the moment' editing may be completed in the handwriting tool they are using with a line through the error.
- To use **blue** pen to show they have edited their writing. The **blue** pen is to be used throughout the lesson so children are given the opportunity to edit their work as they go along, this may be independent or in direct response to peer or adult feedback.
- Use **blue** pen to correct learning in other lessons to help them recognise that mistakes help us to grow and move our learning forwards.

Implementation

Assessment for Learning

Assessment is used to inform planning and the next stages of learning for individuals, groups or classes of children. It is the process of seeking and interpreting evidence for use by children and their class staff to decide where children are in their learning, where they need to go and how best to get there.

It:

- is part of effective planning.
- focuses on how children learn.
- is central to classroom practice.
- is a key professional skill.
- is sensitive and constructive.
- fosters motivation.
- promotes understanding of goals and criteria.
- helps learners **know how** to improve.
- develops the capacity for self-assessment.
- recognises **all** educational achievement.

Our Agreed methodology

- All work is marked in **Green (growth)**
- All work will be edited in **Blue** by children.
- 'Live' marking is to be used in all lessons providing active, rapid feedback and AfL, moving learning forwards instantly.
- The feedback considers the learning intentions of the session/ area of the curriculum. There is always a planned focus to the marking to provide challenge/ next steps/ address misconceptions e.g. considering the child's understanding of scientific

concepts. However, attention may be made to maths and English across the broad curriculum such as a PiXL Priority.

- Within writing the marking will be sensitive to the age and ability of the child in relation to targeted spelling errors. This also relates to letter formation in EYFS.
- 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 children.

Feedback more likely to move learning forward			Less likely
<p>Task</p>  <p><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></p>	<p>Subject</p>  <p><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></p>	<p>Self-regulation strategies</p>  <p><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></p>	<p>Personal</p>  <p><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></p>

The EEF’s recommended marking suggestions.

- The agreed marking symbols will be used by all, including pupils when peer and self marking.
- Marking and feedback will be written in handwriting that is legible and a model for the children.
- At the beginning of every lesson children are given time to respond to any feedback.
- Staff identify which children are a priority for feedback to move learning forward – this could include INTs, PP, SEND, GDI.

Marking Symbols to build independence in checking and editing

EYFS will use symbols and marking that suit the needs of the children. There is no expectation for written feedback in EYFS.

Marking Symbols

- ✓ Well done this is correct
- X There is a mistake here
- sp There is a spelling mistake. This may be by the word that is spelt wrong or in the margin of the line where the spelling error is.
- ^ Something is missing here
- // New line or paragraph is needed
- [] square brackets- section identified that needs looking at
- S You have had support with your work - this is annotated with what eg. tense
- A This is an assessed piece of work