BEACON PRIMARY ACADEMY

Marking and Feedback Policy

Aim

At Beacon Primary Academy it is our aim to maximize 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.

Intent

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

- To assess what the children can/ can't do within a lesson and make the necessary adaptations within the lesson and in preparation for the next day/lesson. 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 lesson.

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.**
- Children will edit their work in **Blue.**
- Any peer marking/peer assessment will be completed in **Pink.**
- 'Live' marking is to be used in all lessons providing active, rapid feedback and assessment for Learning, moving learning forwards instantly as well as addressing misconceptions in the moment.
- The feedback considers the learning objective of the lesson as well as reflections from using our three tick reflection system.
- 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.
- Any written marking will be seen and responded to by the children in **blue** pen.
- In line with our priorities to writing, there is an expectation that each pupil will have one piece of writing marked each work with written feedback given for improvement as well as addressing misconceptions. This will be posed as a question or challenge, and pupils will then have time at the start of the next lesson to respond to the feedback in **Blue** pen.
- The agreed marking keys (see at the end of this policy) will be used by all adults in every lesson using **Green** Pen.

Children can understand if they have been successful based on the three-tick reflection system which is recorded next to each learning objective. To encourage self-reflection, if appropriate for the age and stage of the child's learning journey, teacher may wish for pupils to reflect using **Blue Pen** next to the learning objective also.

✓ The learning objective has not been met, and more support or intervention is needed (Re-Teach).

✓✓ The Learning objective has been partially met or met with adult support. Additional support should be considered.

✓✓✓ Learning Objective is fully met.

If an Intervention is required to support or close the gap for individuals or a small group of children after the lesson the intervention will be marked in Green Pen by the adult leading the Intervention using the marking key **INT.**

At Beacon Primary Academy, we prioritise live marking in all lessons, as children respond more effectively and can make immediate progress through formative feedback in the moment. This approach enables adults to address misconceptions as they arise and supports pupils in improving their work straight away. The consistent use of our marking keys during lessons also makes clear the level and type of support/adaption each child has received from adults, providing a transparent record of how learning has been guided to support progress in line with our 5 part lesson journey and gradual release approach to teaching.

BPA Marking Keys

(Using Green Pen)

E	Explanation	**S**	Support
D	Demonstration	**P**	Peer Support
V	Verbal Prompt	**K**	Knowledge Support
I	Independent	**SP**	Spelling Mistake
C	Checked Understanding	**PG**	Punctuation and/or Grammar Mistake