



## Rowena Academy Feedforward and Marking Policy

### Policy Rationale:

Delta Primary academies consistently use a 'feedforward' approach, which minimises written marking. Effective feedforward accelerates pupil progress by enabling pupils to improve, not only a single piece of work or understanding of an individual concept, but in a more holistic and transferrable way.

### Aims:

- 1) Use of Feedforward staff journals to record formative assessments, focus future teaching and develop tailored learning opportunities to meet the needs of all pupils. Detailed guidance is found in the Delta Feedforward journals provided to teachers. This operates alongside other efficient and effective classroom marking and recording.
- 2) Help pupils to understand what they have done well and what they need to improve by 'feeding forward' and being responsive in their teaching.
- 3) Give timely, authentic and specific guidance on how pupils can improve their work.
- 4) Enable pupils to make clear progress and evidence this in their work.

### Consistent Marking Practices:

- **Verbal feedback is the initial and most important feedback, especially for younger pupils therefore oral feedback is widely given in all lessons.** A 'verbal feedback' stamp is used to denote where this has occurred.
- Pupils are given quality time to make corrections and edit their work within the lesson as a result of 'live' marking.
- Children use a purple pen for corrections and editing, as and when they are able to do so meaningfully.
- Marking is 'live' during lessons as far as possible – e.g. during SDI maths sequence or guided reading or writing sessions.
- Live marking whilst pupils are completing guided work or writing across all curriculum subjects.
- Work stamped 'independent' or 'adult assisted' to aid effective feedback/forward and give context.
- Distance marking away from pupils can effectively supplement live marking, e.g marking tests

### Marking work:

<b>Marking English and other curriculum areas- completed live during guided tasks</b>	
√	Pencil or green ticks denote successful undertaking of a success criteria during live marking of guided tasks or in subsequent marking.
	Green marks demonstrate a correction made by the teacher alongside the child where there has been an error. This is used as a modelling tool in live marking also to scaffold the understanding of editing.
	Pupils undertake their own editing with purple pen as and when they are able to do so meaningfully.

<b>Marking Maths- pupils always have the opportunity to respond to marking during the lesson</b>	
√	Correct answer - tick
.	Incorrect answer – dot (opportunities in the lesson for pupil to respond following feedback)
<b>SDI</b>	Pupils have completed the task as part of a 'Same Day Intervention' group

This policy was reviewed in September 2021 and will be reviewed again in September 2022.