



**Aston Community
Education Trust**

Lowedges Junior Academy Marking and Feedback Policy

DATE: March 2025

POLICY LEAD: Lindsay Jones

APPROVED BY: Local Governing Body



Excellence



Equity



Empowerment



Esteem

DOCUMENT CONTROL

Policy Level	Academy		
Approved By	Local Governing Body		
Approval Date	March 2025		
Next Review Date	March 2026	FREQUENCY	Annual
Business Lead	Lindsay Jones	Author	Lindsay Jones
VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
Please complete this section with a brief summary of the changes you have made or if this is a full re-write/ new policy. The contents of this version control box will be shared with trustees/ the LGB as part of the approval process- Thank you			
V2	MARCH 2024	Updated policy	
V3	MARCH 2025	Additional information added to the table on page 3. Addition of 'Marking of Wider Curriculum Learning' Section. Addition of new marking symbols for wider curriculum marking, HLTA marking and HLTAs to use a blue pen for marking.	

MISSION STATEMENT

At Lowedges we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone's contribution.

Through our partnership with the local and wider community we aim to support our young people in successfully taking their place in society.

All adults in school have a responsibility to safeguard and promote the welfare of children.

With your commitment we will aim high to achieve and exceed expectations.

Lowedges Junior Academy recognises the importance of feedback as part of the teaching & learning cycle and aims to maximise the effectiveness of its use in practice. Lowedges Junior Academy is also mindful of the workload implications of written marking, and of the research surrounding effective feedback. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Lowedges Junior Academy has looked at alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable** and **motivating**.

Key Principles

- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; Lowedges Junior Academy does not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability.
- Marking symbols will be used when appropriate in place of written feedback.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of the assessment processes in the classroom and takes many forms other than written comments.
- Feedback is a part of the academies wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning.

Within these principles, Lowedges Junior Academy's aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that all pupils are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use the information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As an academy, we place considerable emphasis on the provision of immediate feedback, within the lesson. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching. At Lowedges Junior Academy, these practices can be seen in the following ways:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Use of a range of formative assessment strategies to gather feedback from teaching, including mini-whiteboards, book work, use of different question types etc. • Live marking takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Pupil voice • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting in pupils work.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • 'Reflect and Perfect' time at the end of a lesson for pupils to reflect on their learning, check their work against any success criteria and non-negotiables in order to 'perfect' their work. This may be completed as individual self-assessment or as peer assessment. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> • Pupil voice • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment – 'Reflect and Perfect' time is part of the lesson

Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read / respond to. • Provides teachers with opportunities for assessment of understanding and leads to adaptation of future lessons through planning, grouping or adaptation of tasks may lead to targets being set for pupils' future attention, or immediate action. • 'Review and Respond' time at the start of a lesson for pupils to review their feedback and respond to it using their purple pen in years 2 to 6. 	<ul style="list-style-type: none"> • Acknowledgement of work completed. • Written comments / marking symbols and appropriate responses/action. • Adaptations to teaching sequences tasks when compared to planning. • Use of annotations to indicate future groupings. • 'Review and Respond' time evidenced through use of purple pen within books and through lesson observations / learning walks.
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Marking Approaches

All work will be acknowledged in some form by class teachers. The written marking code will be used more often than written comments (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with pupils at the next appropriate opportunity. These will allow children's achievements to be recognised and provide further guidance for future learning. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. All marking and feedback should be used to move the learning of pupils forward.

In Foundation Stage, immediate and summary feedback are mainly used as pupils are unable to read/respond to written marking. This is taught to pupils as they move through Year 1, in order that by the summer term, pupils are using purple pen to 'review and respond' to any written marking or for upscaling their work within the lesson from teacher feedback. In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session in order to move learning forward.

Marking of Wider Curriculum Learning

Wider curriculum learning will be marked and feedback given based on the learning intention of the lesson. Errors linked to English (spelling errors) will not be marked at the review type of feedback, rather during the immediate and summary types of feedback if the intention of the lesson is not an English focus.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which uses symbols codes. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Marking and Feedback – 2024/2025

LI ✓	Learning Intention achieved
LI ●	Learning Intention not achieved
✓	Correct
●	Incorrect
I	Independent
TS	Teacher supported
TAS	TA supported
HLTA	HLTA supported
○	Punctuation error / missing punctuation
~~~~~	Spelling error
————	Grammar error
P	Presentation error
NN	Non-negotiable
↗	Next Step / Moved on within the lesson
[ ]	Upscale / Re-write / Check it makes sense
★	Wow vocabulary

### Pens

Teacher to mark in pink pen

Teaching Assistants to mark in green pen

HLTAs / Supply to mark in blue pen

Pupils to correct in purple pen (Year 2 – Year 6)

### Non-Negotiables

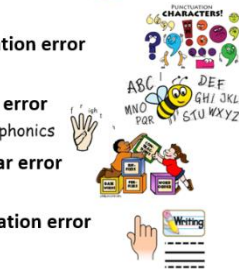
Year group dependent.

‘Review and Respond’ time to be planned and implemented at the start of each lesson for pupils to read any written feedback and respond to it in Y2 – Y6

‘Reflect and Perfect’ time to be planned and implemented at the end of each lesson to check against non-negotiables/success criteria.

Where pupils are working at lower level than the year group, these pupils may have different non-negotiables

## Marking and Feedback

<p>○ Punctuation error</p> <p>~~~~~ Spelling error Use your phonics</p> <p>———— Grammar error</p> <p>P Presentation error</p> <p>↗ Next step</p> <p>NN Non-negotiables missing</p> <p>[ ] Upscale / Re-write / Check it makes sense</p>		<p>✓ Correct</p> <p>● Incorrect</p> <p>I Independent</p> <p>TS Teacher supported</p> <p>TAS TA Supported</p>
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