**Policy Rationale:**

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 in Feedforward journal.
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:**

* + All academies use minimal marking codes. Examples are below.
  + Children use a purple pen for corrections and editing in ***all*** subjects.
  + Pupils are given quality time to make corrections and edit their work. This will be given within the lesson as a result of ‘live’ marking.
  + Marking is ‘live’ during ***all*** lessons as far as possible – e.g., during SDI and during a lesson.
  + Any misconceptions, gaps in learning and future teaching points are logged in the appropriate feedforward log (blue for core subjects; red for curriculum).
  + Live marking happens whilst pupils are writing across the curriculum.
  + Oral feedback is widely given in ***all*** lessons
  + Distance marking away from pupils can effectively supplement live marking, e.g., marking tests

**Marking work using highlighters and codes:**

Icon

Description automatically generatedMany teachers find that primary pupils respond well to highlighting, which teachers also find time effective.

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| **Highlighting Practice at Crookesbroom Primary Academy**  This is used in Maths, Talk for Writing, and to assess REC takeaways. | |
|  | Pink highlighting indicates good or correct work. |
|  | Green highlighting indicates that an aspect of the work needs correcting or improving using purple pen. |

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|  |  | **Crookesbroom Primary Academy Marking Codes** | |
| I | Independent learning | |  |
| S | Supported learning | |  |
| **SDI** | Pupils have completed the task as part of a ‘Same Day Intervention’ group | |  |
| ^ | An omission |  | |