

Date adopted:	Jan 2023
Date to be reviewed:	Spr 2025

## Why do we need a Feedback and Marking Policy?

The aims of this policy are to give clear guidance Beacon Academy's approach to formative and summative assessment, with the primary purpose to create a consistent approach across our school. It identifies how the school are committed to reporting the progress of their children to parents, and most essentially, to identify misconceptions to inform future teaching for our children.

## What feedback happens at Beacon?

### Verbal feedback:

This happens during a lesson. It may be individual, for a group or to the class. This will be recorded in books in order to see an improvement of their understanding. 'Verbal feedback' stamps are used to show where children have had support in a lesson.

### 'Light touch marking'

In all subjects, a star stamp will be used to show correct answers and the learning intention will be highlighted according to the children's achievement of the lesson against the learning intention.

### Written feedback in English:

- ★ Beacon's agreed Marking Policy is inside the front cover of the English, Science, Geography and History books (see page 18).
- ★ Before the start of a text in English, children write a 'cold task'. This is marked by the teacher identifying their next step for writing (see page 19). These will be taught throughout the writing process and reassessed after writing a 'hot task'. Again, these will be highlighted for a child's achievements to see progress.
- ★ Whenever the children write in English, their work is marked the same day. The teacher will assess their writing against a marking ladder which focuses on grammar to improve their writing. Prior to this, the children have self-assessed their own writing.
- ★ Each piece of writing is marked with a star showing evidence good writing skills. Additionally, a comment will clarify the good aspects of the writing. In order to push their writing forward, a 'BeBrilliant' comment will ask the child to do a short task. The child will respond to this in purple. Key spellings will also be identified using Beacon's marking policy. Again, the children will respond to these in purple.
- ★ When a child is working within a guided group for writing, this will be identified with a 'Guided writing' stamp. This work will be working with the teacher, targeting individual next steps in writing.

## Written feedback in maths:

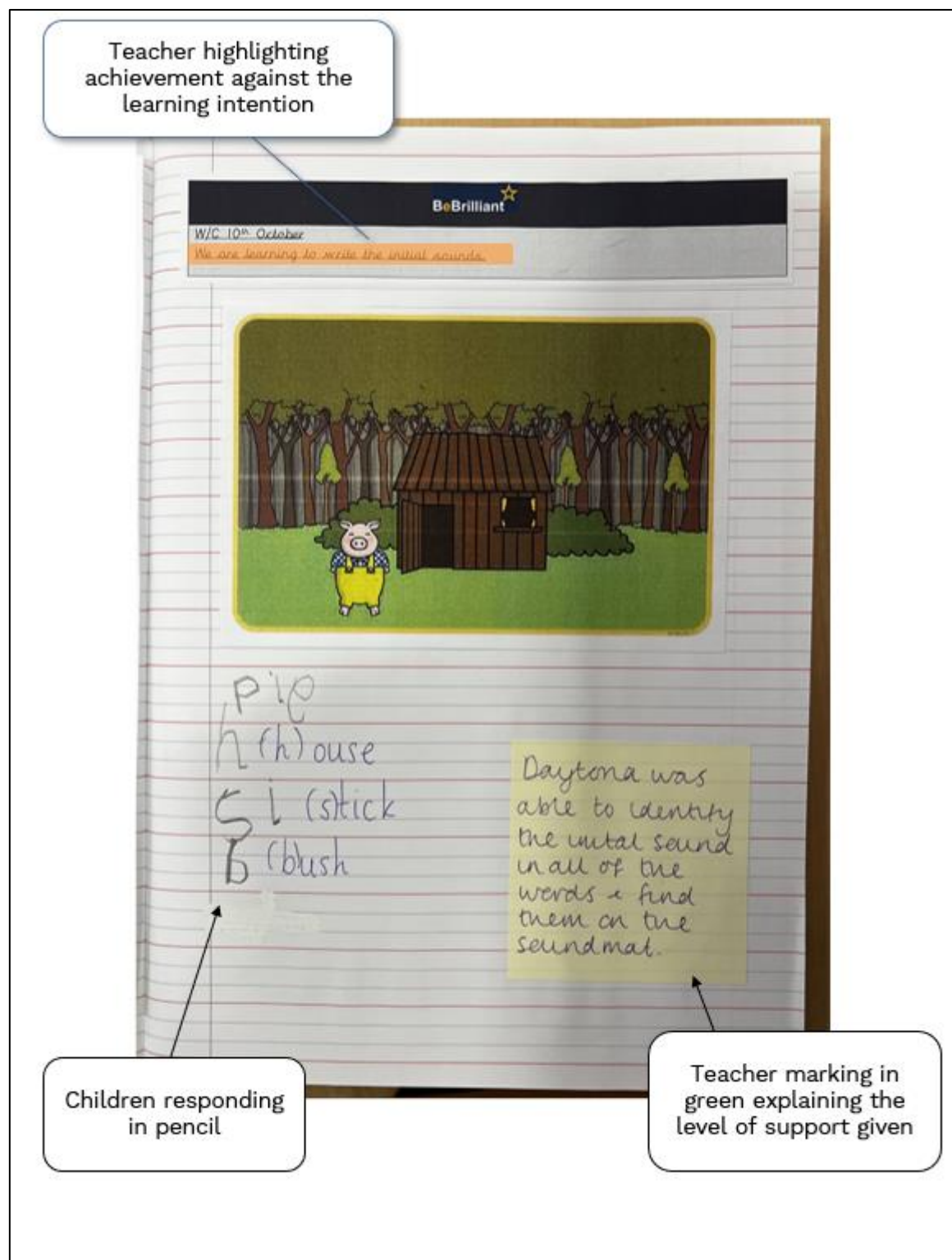
- ★ Beacon's agreed Marking Policy for Maths is inside the front cover of the Maths books (see page 8).
- ★ Before the start of an area of maths, children complete a 'cold task'. This is marked with the children and allows the teacher to identify misconceptions prior to teaching the area of maths (see page 20). These will be taught throughout the lessons and reassessed by the completion of a 'hot task'. Again, these will be highlighted for a child's achievements and therefore showing the progress made and further identifying the need for targeted intervention.
- ★ Teachers will assess formatively in lessons using a 'Verbal feedback' stamp at the point of need. This is to encourage progress from the children within a lesson.
- ★ There is not the necessity for written feedback in maths because the structure of the maths lessons requires each question, in the independent work, to build and push learning on from the previous. If a child completes a question incorrectly, there will be evidence of the child using purple pen to address their mistake, prior to moving onto the next question.

## Written feedback across the curriculum (Science, History, Geography):

- ★ All learning intentions are skill specific for the subject being taught. When there is an opportunity to write a sustained piece of writing, there will be a separate learning intention focusing on writing skill being applied. After the lesson, each learning intention will be highlighted according to the children's achievement for the curriculum skill and the writing focus.
- ★ The English marking policy is applied to the writing which will include a star showing evidence of good writing skills, a comment clarifying the good aspects of the writing and a 'BeBrilliant' comment will ask the child to do a short task. The child will respond in purple.
- ★ Across all lessons, key spellings will be a focus, especially those spellings identified for that unit of work. Again, the children will respond to these in purple.
- ★ If a subject does not include an opportunity for cross-curricular writing in a particular unit, at least one 'BeBrilliant' comment will ask the child to do a short task. The child will respond to this in purple.

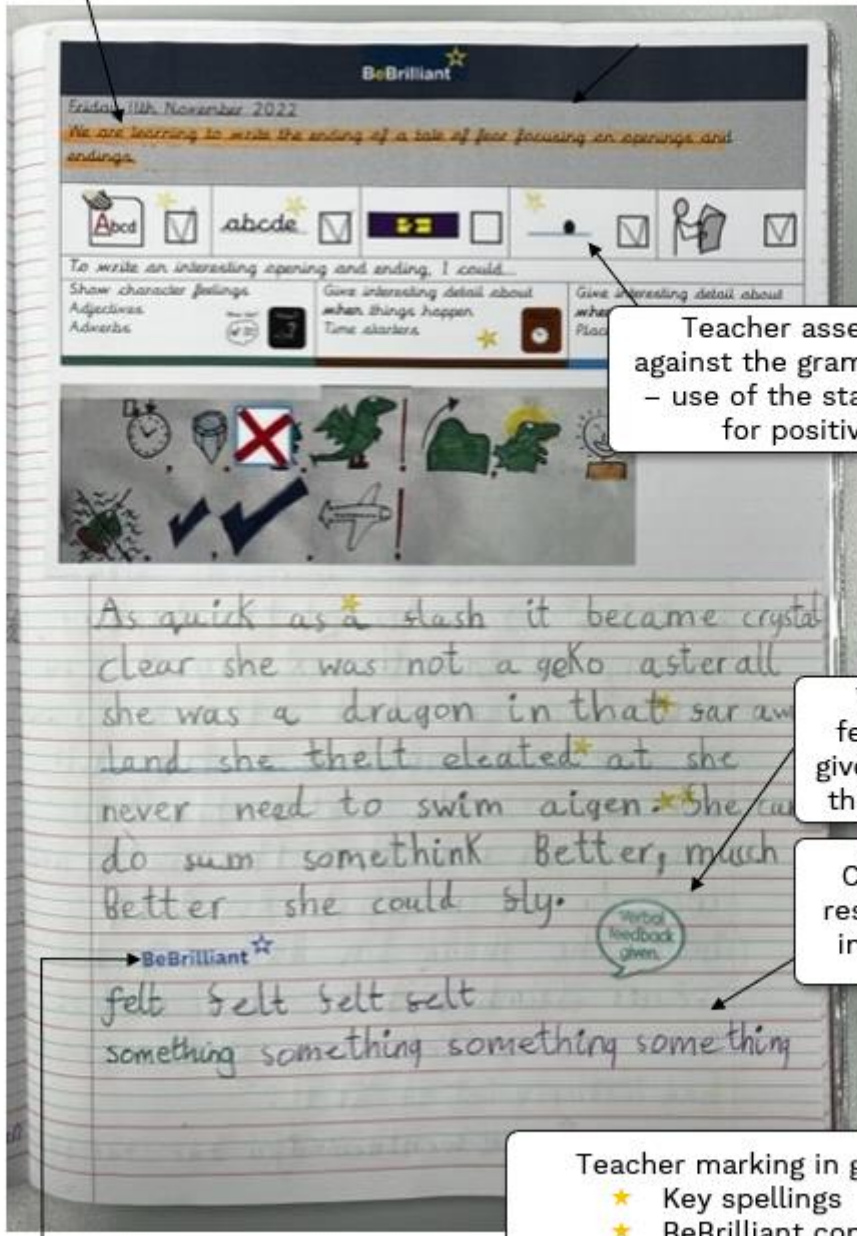
## What will the written feedback look like in Reception books?

Written feedback in English:



## What will the written feedback look like in KS1 books?

Written feedback in English – scaffolded marking ladder:



Teacher highlighting achievement against the learning intention

Teacher assessing against the grammar foci – use of the star stamp for positives

Verbal feedback given during the lesson

Children responding in purple

Teacher marking in green:  
 ★ Key spellings  
 ★ BeBrilliant comment to push writing on

Friday 11th November 2022  
 We are learning to write the ending of a tale of fear focusing on openings and endings.

To write an interesting opening and ending, I could...

Show character feelings  
 Adjectives  
 Adverbs

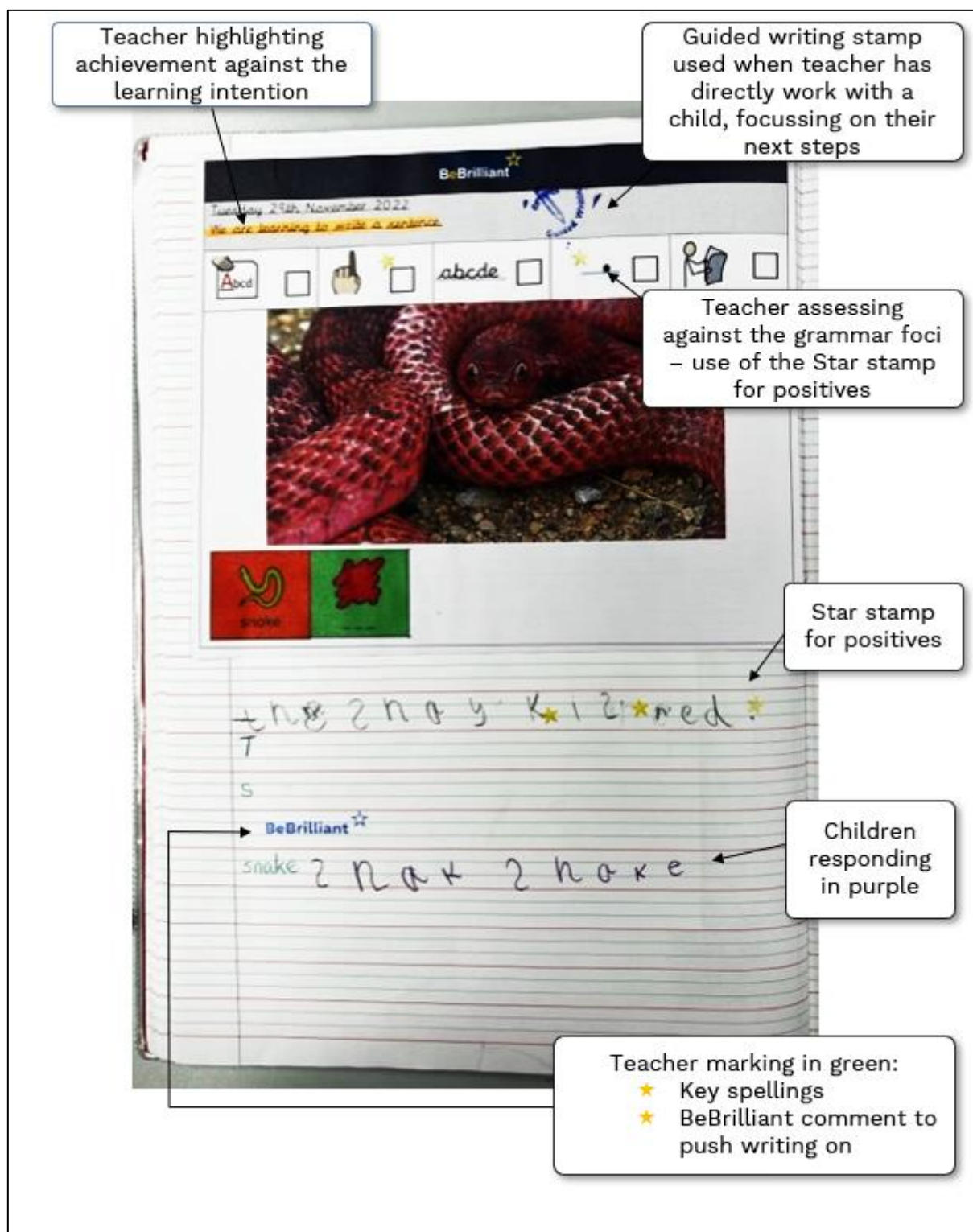
Give interesting detail about  
 when things happen  
 Time starters

Give interesting detail about  
 what happens  
 Place

As quick as a slash it became crystal clear she was not a geko asterall she was a dragon in that saraw land she thelt elated at she never need to swim aigen. She cu do swim somethink Better, much Better she could sly.

felt felt felt felt  
 something something something some thing

Written feedback in English – differentiated marking ladder – example 1:



Teacher highlighting achievement against the learning intention

Guided writing stamp used when teacher has directly work with a child, focussing on their next steps

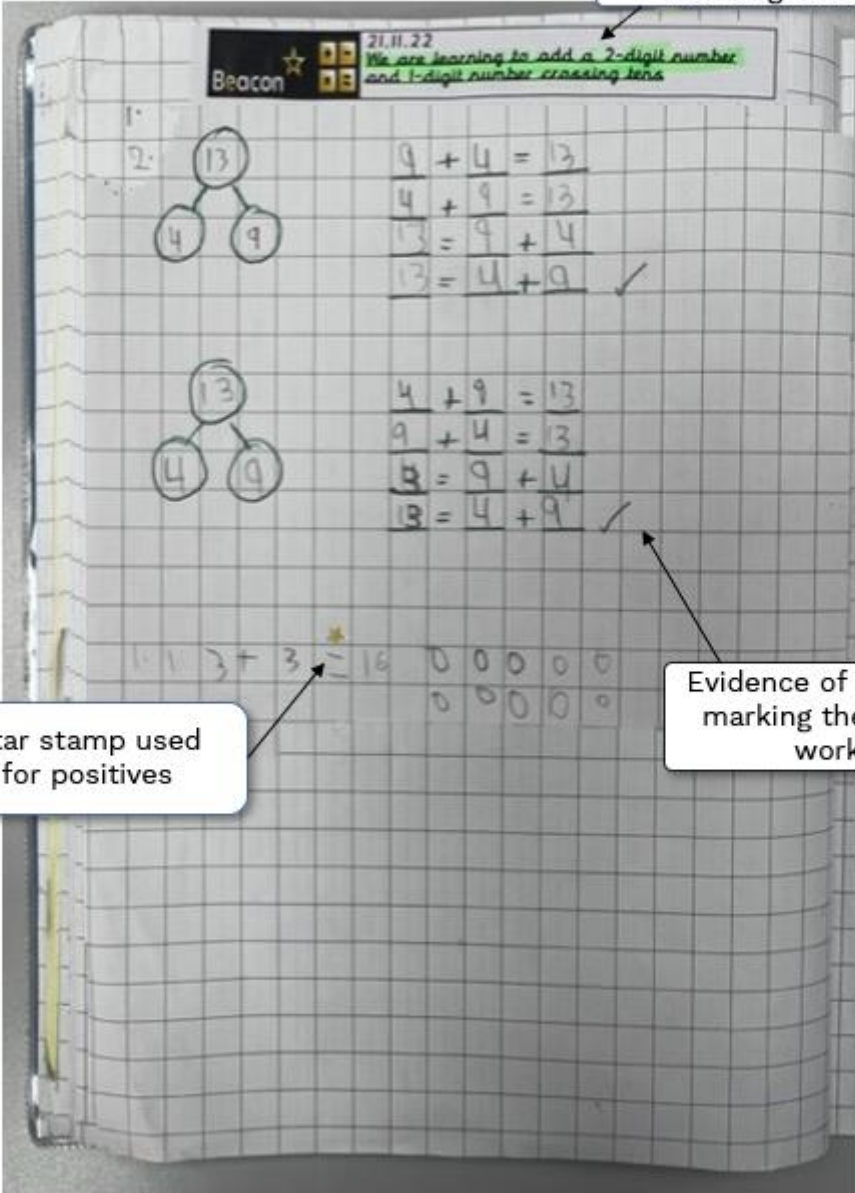
Teacher assessing against the grammar foci – use of the Star stamp for positives



Star stamp for positives

Children responding in purple

Teacher marking in green:  
★ Key spellings  
★ BeBrilliant comment to push writing on

## Written feedback in maths:



21.11.22  
Beacon   We are learning to add a 2-digit number and 1-digit number crossing tens

1.  $9 + 4 = 13$   
 $4 + 9 = 13$   
 $13 = 9 + 4$   
 $13 = 4 + 9$  ✓

2.  $4 + 9 = 13$   
 $9 + 4 = 13$   
 $13 = 9 + 4$   
 $13 = 4 + 9$  ✓

11 3 + 3 = 16 0 0 0 0 0  
0 0 0 0 0

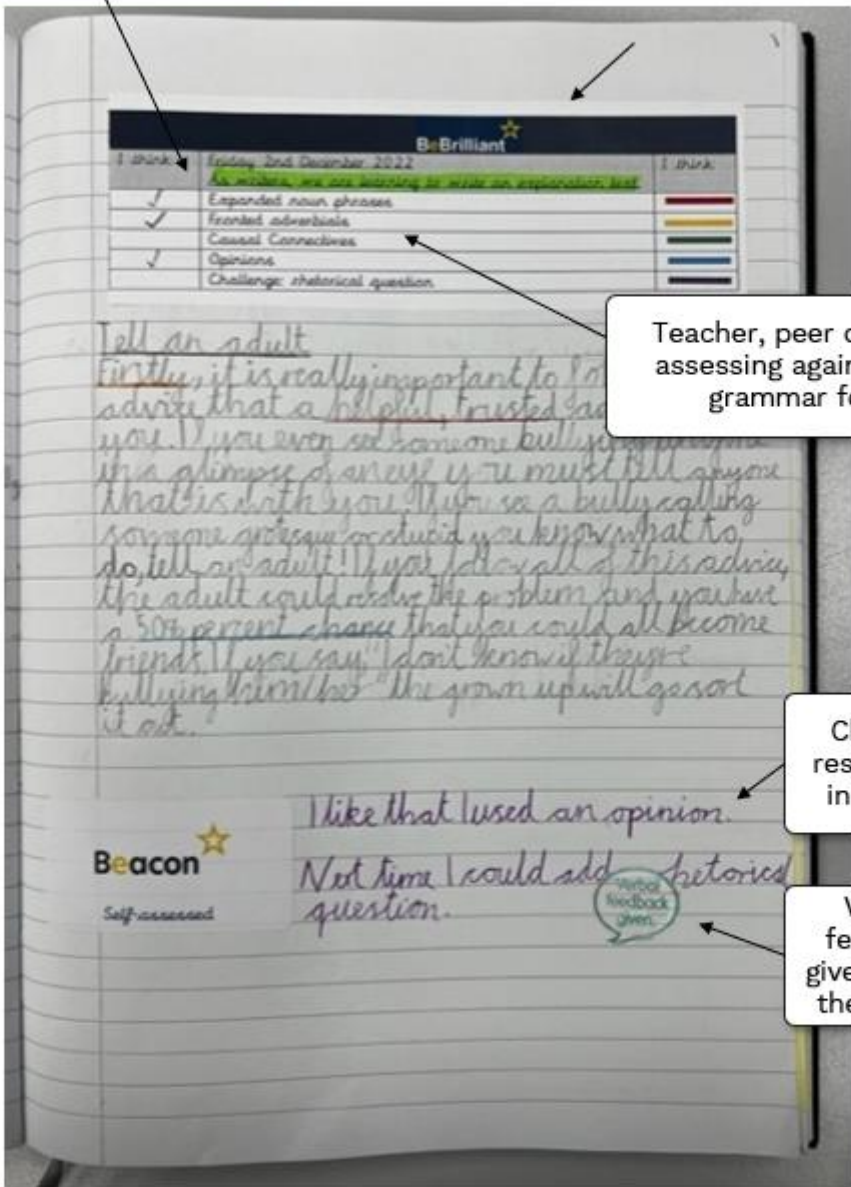
Teacher highlighting achievement against the learning intention

Evidence of children marking their own work

Star stamp used for positives

## What will the written feedback look like in KS2 books?

Written feedback in English – marking ladder - working in year (self-assessment):



**Teacher highlighting achievement against the learning intention**

**Teacher, peer or self-assessing against the grammar foci**

**Children responding in purple**

**Verbal feedback given during the lesson**

**Be Brilliant**

I think: Friday, 2nd December 2022

As we learn, we are learning to write an explanation text.


✓	Expanded noun phrases	
✓	Fronted adverbials	
✓	Causal Connectives	
✓	Opinions	
	Challenge: rhetorical question	

Tell an adult

Firstly, it is really important to follow the advice that a helpful, trusted adult gives you. If you ever see someone bullying someone else, in a glimpse of a second, you must tell someone that is both you. If you see a bully calling someone names or pushing you, you know what to do, tell an adult! If you follow all of this advice, the adult could solve the problem and you have a 50% percent chance that you could all become friends. If you say "I don't know if they're bullying them but the grown up will get sort it out."

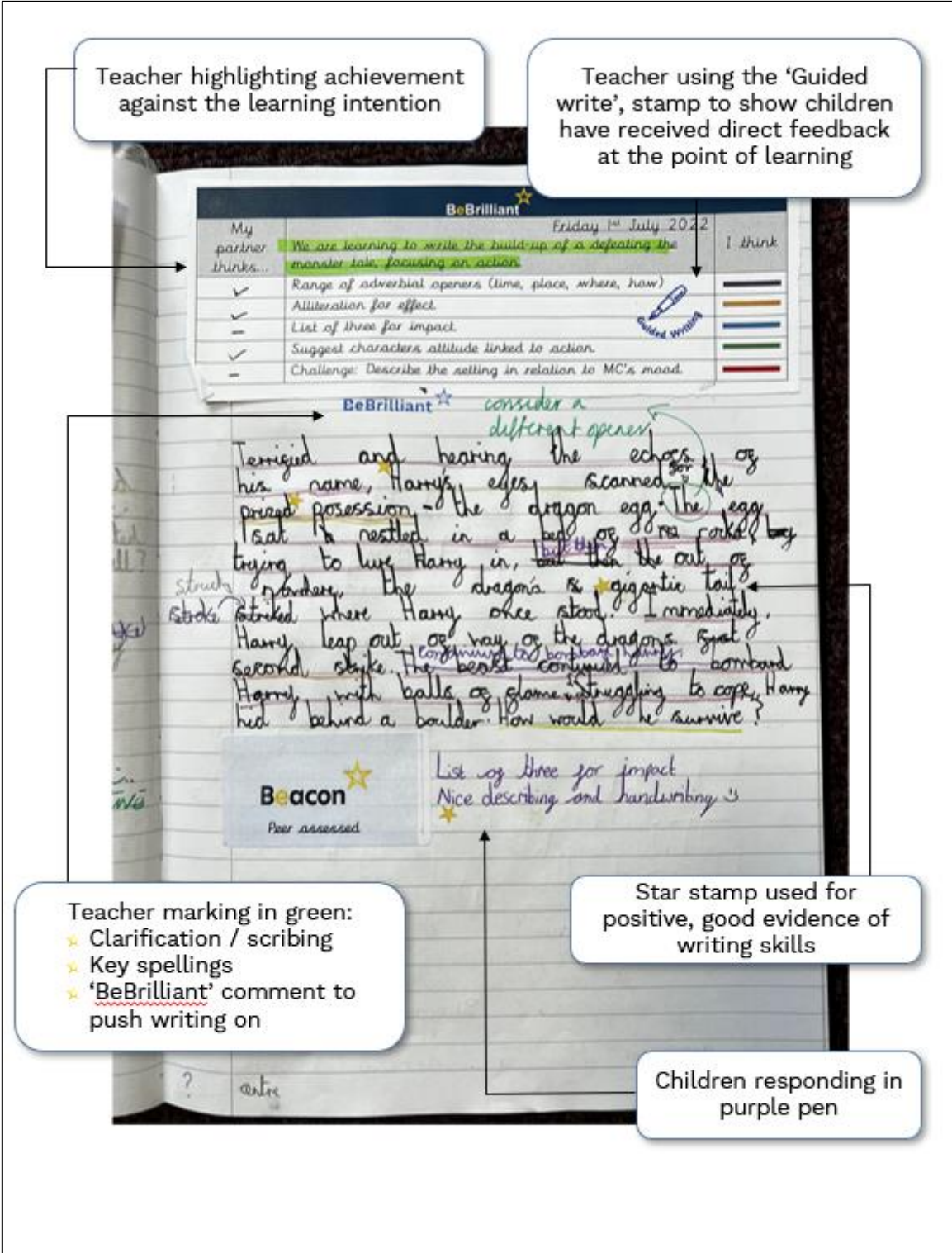
I like that I used an opinion.

Next time I could add a rhetorical question.

Beacon   
Self-assessed

Verbal feedback given

Written feedback in English – marking ladder - working in year (peer-assessment):



**Teacher highlighting achievement against the learning intention**

**Teacher using the 'Guided write', stamp to show children have received direct feedback at the point of learning**

My partner thinks...	BeBrilliant	Friday 1 <sup>st</sup> July 2022	I think
✓	✓	Range of adverbial openers (time, place, where, how)	—
✓	✓	Alliteration for effect	—
—	—	List of three for impact	—
✓	✓	Suggest characters attitude linked to action	—
—	—	Challenge: Describe the setting in relation to MC's mood	—

**Teacher marking in green:**

- ★ Clarification / scribing
- ★ Key spellings
- ★ 'BeBrilliant' comment to push writing on

**Star stamp used for positive, good evidence of writing skills**

**Children responding in purple pen**

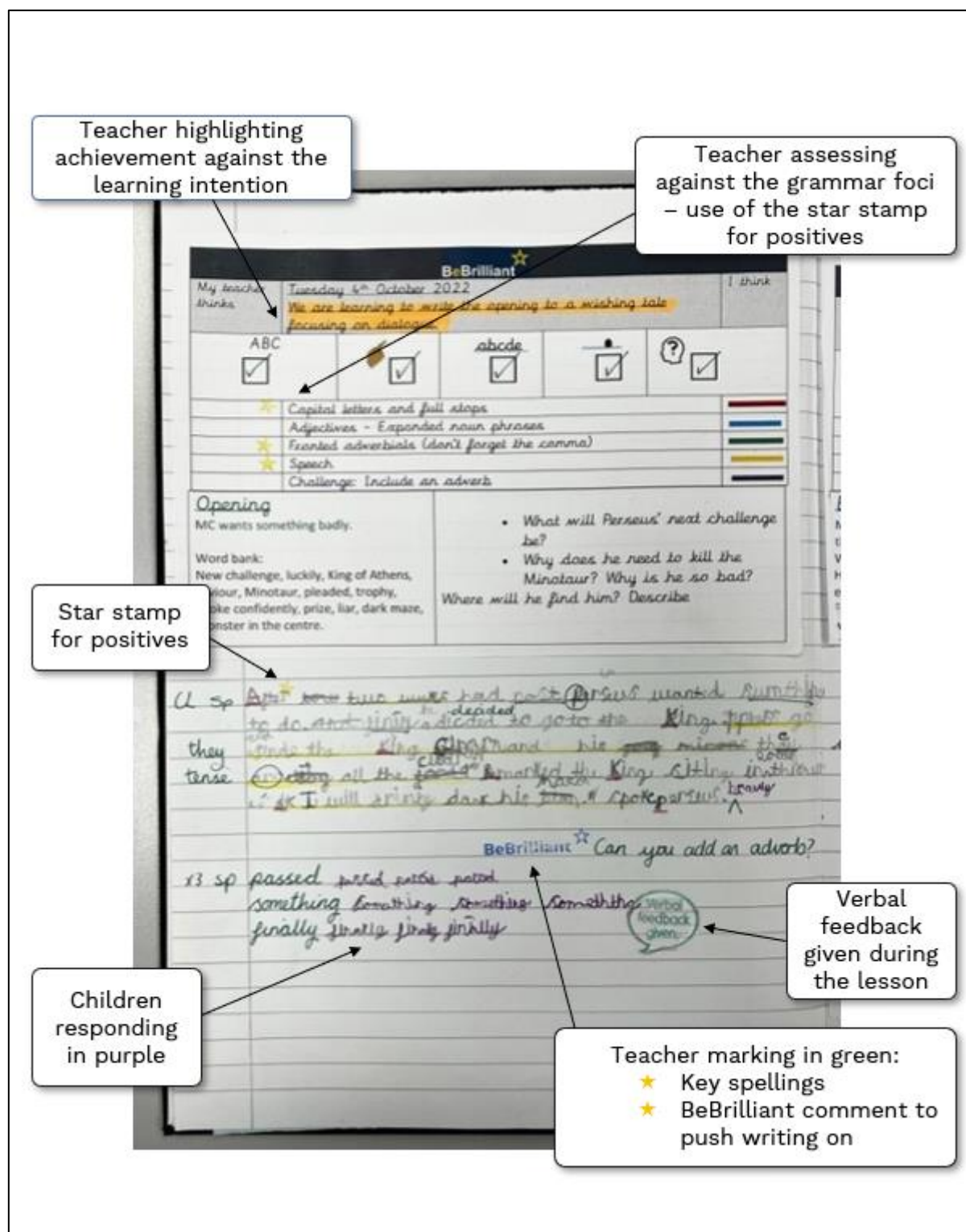
**BeBrilliant** consider a different opener

Terrified and hearing the echoes of his name, Harry's eyes scanned the prized possession - the dragon egg. The egg sat nestled in a bed of red rocks, trying to lure Harry in, but then the out of nowhere, the dragon's gigantic tail struck where Harry once stood. Immediately, Harry leap out of way of the dragons spat second strike. The beast continued to bombard Harry with balls of flame struggling to cope, Harry hid behind a boulder. How would he survive?

**Beacon** Peer assessed

List of three for impact  
Nice describing and handwriting.

Written feedback in English – scaffolded marking ladder:



The image shows a 'BeBrilliant' worksheet for a lesson on writing an opening to a wishing tale. The worksheet includes a date (Tuesday 4<sup>th</sup> October 2022), a learning intention ('We are learning to write the opening to a wishing tale focusing on dialogue'), and a grammar focus table. The table lists 'Capital letters and full stops', 'Adjectives - Expanded noun phrases', 'Fronted adverbials (don't forget the comma)', and 'Speech'. A 'Challenge' is to 'Include an adverb'. The worksheet also has a 'Word bank' and a 'Challenge' section. The student's response is written in purple ink. The teacher has provided written feedback in green ink, including a star stamp for positives and a 'BeBrilliant' comment to push writing on. A verbal feedback bubble is also present.

**Teacher highlighting achievement against the learning intention**

**Teacher assessing against the grammar foci – use of the star stamp for positives**

**Star stamp for positives**

**Children responding in purple**

**Teacher marking in green:**

- ★ Key spellings
- ★ BeBrilliant comment to push writing on

**Verbal feedback given during the lesson**

Written feedback in English – differentiated marking ladder:

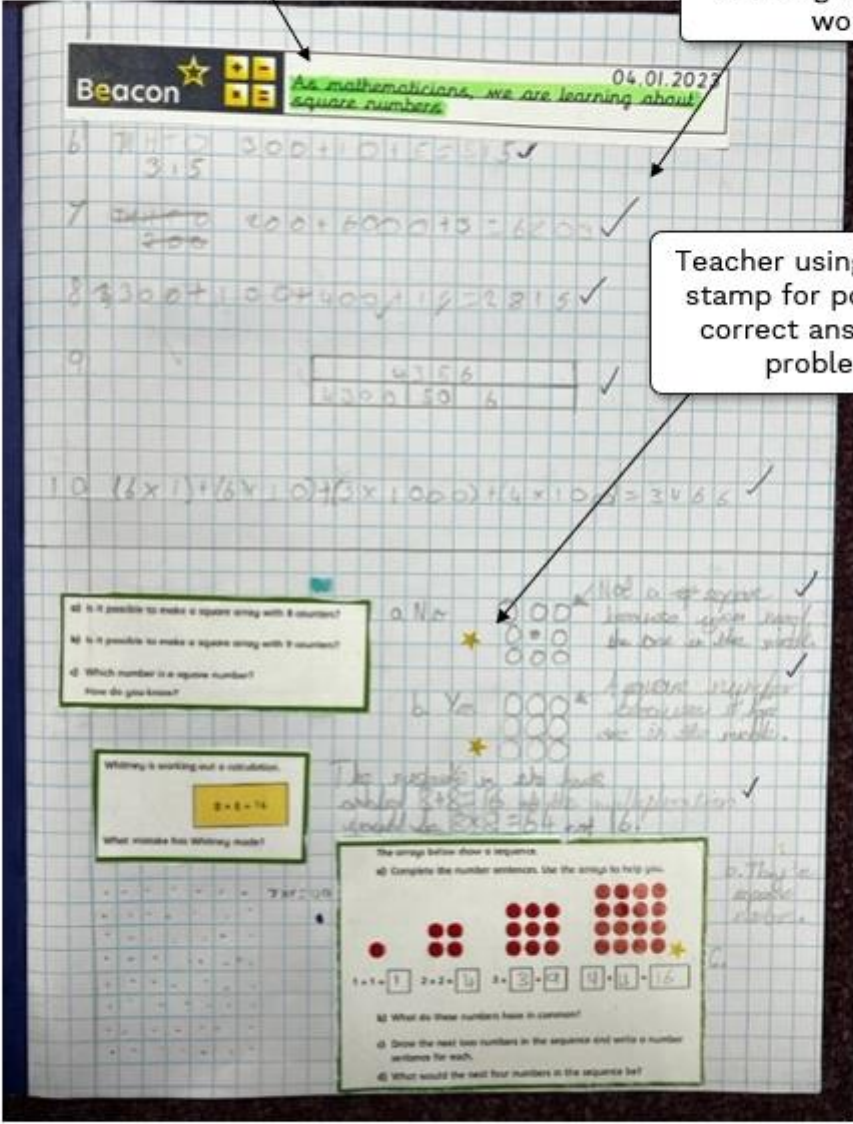
Teacher assessing against the grammar foci – use of the star stamp for positives

Teacher highlighting achievement against the learning intention

Children responding

Teacher marking in green:


## Written feedback in maths:



**Teacher highlighting achievement against the learning intention**

**Evidence of children marking their own work**

**Teacher using the star stamp for positives / correct answers to problems**

Beacon  04.01.2023

*As mathematicians, we are learning about square numbers*

6.  $300 + 100 + 100 + 100 = 600$  ✓

7.  $300 + 600 + 100 = 1000$  ✓

8.  $300 + 100 + 400 + 100 = 900$  ✓

9.  $400 + 500 + 100 = 900$  ✓

10.  $(6 \times 1) + (6 \times 10) + (3 \times 100) + (4 \times 1000) = 3466$  ✓

11. Is it possible to make a square array with 8 counters? *a. No*

12. Is it possible to make a square array with 9 counters? *b. Yes*

13. Which number is a square number? How do you know?

Whitney is working out a calculation.

$3 \times 5 = 15$

What mistake has Whitney made?

The array below shows a sequence.

1) Complete the number sentences. Use the array to help you.

1 = 1   2 = 4   3 = 9   4 = 16

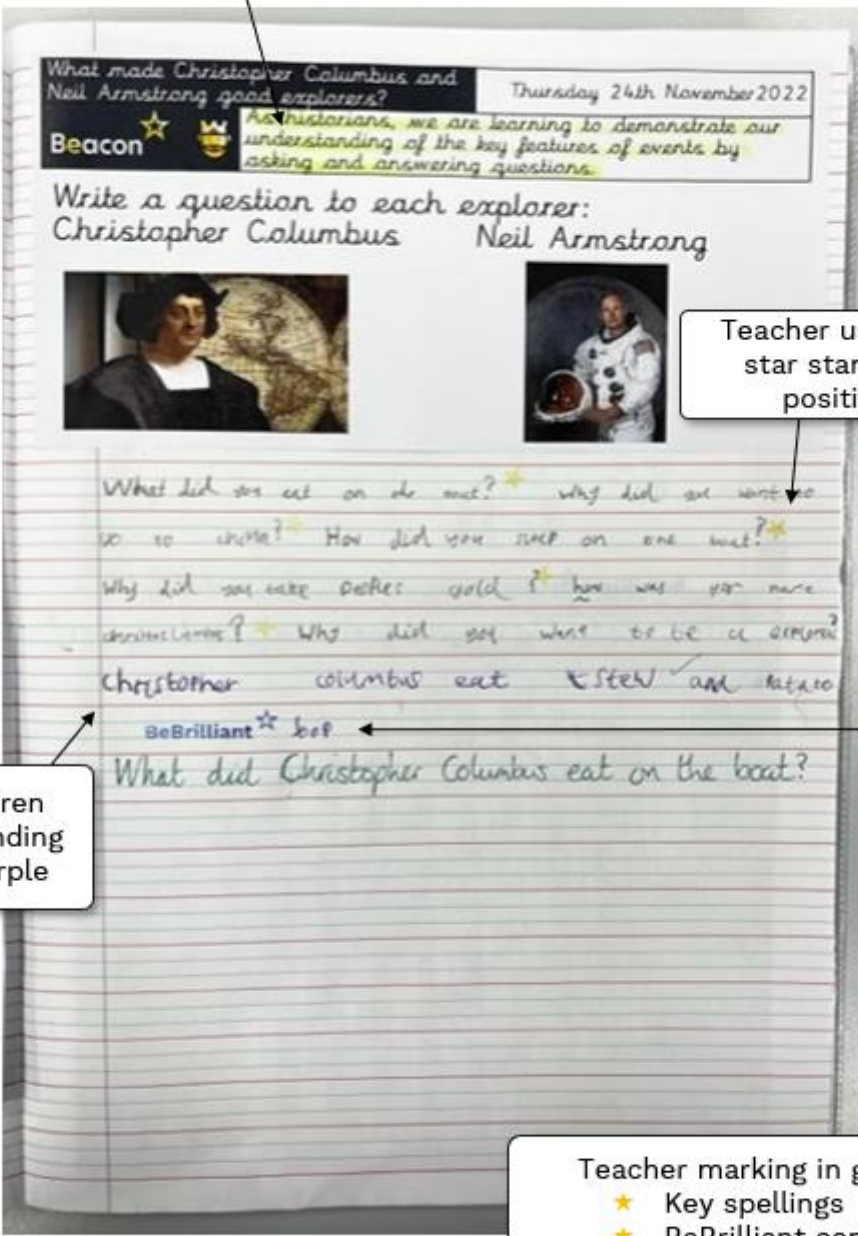
2) What do these numbers have in common?

3) Draw the next two numbers in the sequence and write a number sentence for each.

4) What would the next four numbers in the sequence be?



## What will the written feedback across the curriculum look like in KS1 books?

Written feedback in history:





**Teacher highlighting achievement against the learning intention**

What made Christopher Columbus and Neil Armstrong good explorers? Thursday 24th November 2022

Beacon   As historians, we are learning to demonstrate our understanding of the key features of events by asking and answering questions.

Write a question to each explorer:  
Christopher Columbus Neil Armstrong

What did you eat on the boat? \* why did you want to go to china? \* How did you sleep on the boat? \*  
Why did you take other gold? \* how was your name chosen? \* Why did you want to be an explorer?  
Christopher Columbus eat stew and potato  
BeBrilliant \* boy

**Teacher using the star stamp for positives**

**Children responding in purple**

What did Christopher Columbus eat on the boat?

**Teacher marking in green:**

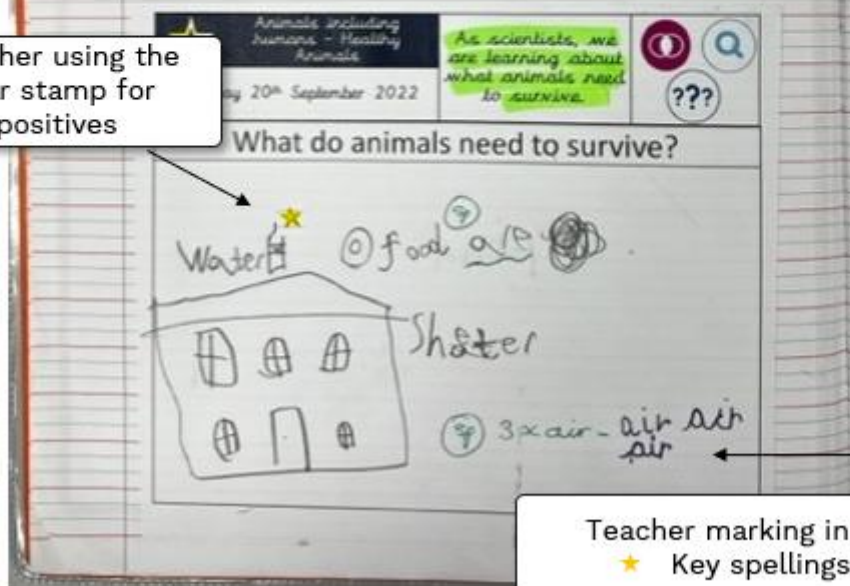
- \* Key spellings
- \* BeBrilliant comment to push writing on

Written feedback in science:

Teacher highlighting achievement against the learning intention



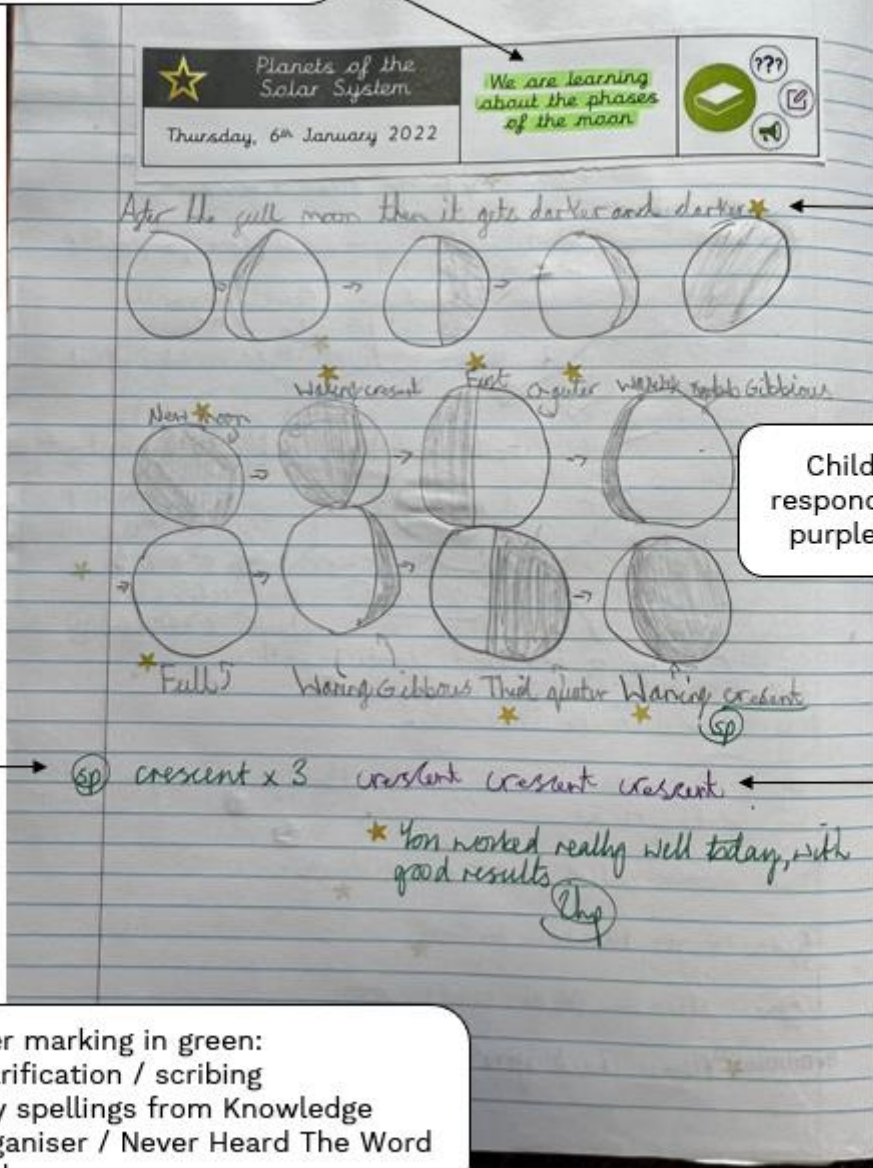
Teacher using the star stamp for positives



Teacher marking in green:  
★ Key spellings

## What will the written feedback across the curriculum look like in KS2 books?

Written feedback in science:



The notebook page is titled "Planets of the Solar System" and dated "Thursday, 6th January 2022". It contains a handwritten note: "We are learning about the phases of the moon". Below this, the child has drawn two rows of moon phases. The first row shows a sequence from a full moon to a dark moon. The second row shows a sequence from a new moon to a full moon, with labels: "New moon", "Waxing crescent", "First quarter", "Waning gibbous", "Full moon", "Waxing gibbous", "Third quarter", "Waning crescent". The child has also written "crescent x 3" and "crescent crescent crescent". At the bottom, there is a note: "You worked really well today, with good results".

**Teacher highlighting achievement against the learning intention for the subject focus (KS2 science)**

**Star stamp used for positive, good evidence of skills**

**Children responding in purple pen**



**Teacher marking in green:**

- ★ Clarification / scribing
- ★ Key spellings from Knowledge Organiser / Never Heard The Word grid

## Written feedback history:

Teacher highlighting achievement against the learning intention for the subject focus (history)

What was life like during The Blitz? Thursday 9th June 2022

Beacon   As historians, we are learning to understand how people kept themselves safe during the Blitz

Here is a list of some of the things I have learnt about evacuation during WW2:

- 1.5 million children were evacuated in the first 3 days.
- Some children were treated unfairly (they were treated like slaves).
- They had to have a pass item with them. ★

Evacuation was a terrible experience for some children because they had to leave their families. Whereas, other children enjoyed it because they were being escorted to a safer place. ★

Spelling: families  
- families  
- families  
- families  
- families

Children responding in purple pen

Star stamp used for positive, good evidence of writing skills or use of key subject vocabulary / facts

Teacher marking in green:

- ★ Clarification / scribing
- ★ Key spellings from Knowledge Organiser / Never Heard The Word grid

Written feedback across the curriculum – 'Independent application' examples:

## LKS2 example – geography and writing learning intentions:

## UKS2 Differentiated example:

Teacher highlighting achievement against the learning intention

Teacher marking in green:  
★ Key spellings  
★ BeBrilliant comment to push writing on

Children responding / editing in purple

Children assessing purple

Teacher using the star stamp for use of the toolkit

Teacher using the star stamp for positives

Teacher using the Verbal feedback stamp – support during point of learning

## UKS2 example – history and writing learning intentions:

Teacher using the star stamp for use of the toolkit

Teacher using the star stamp for positives

Teacher highlighting achievement against the learning intention

Teacher using the English Marking Policy for Independent application

Teacher using the star stamp for use of the toolkit

Children assessing purple

## English/curriculum and maths marking policies

**Beacon**   
English Policy for Books

**Book layout for T4W books only:**

Marking ladder for each piece of writing:

Be Brilliant		
My teacher thinks	Monday 22 November 2022 As writers, we are learning to write the opening to a writing task, focusing on dialogue	I think
★	Capital letters and full stops	★
★	Sentence openers to show time (don't forget the comma)	★
★	One or two pieces of dialogue, fully punctuated	★
★	Verbs for dialogue to show the feeling of the character	★
★	CHALLENGE: Sentence openers in speech (conjunctions)	★

'My teacher thinks' Use a star stamp for evident and a dash for not  
'I think' Children to underline their writing in the colour  
'My partner thinks'

**All marking – every day for children to respond to**

LI highlighted	LI not/partially/fully achieved in lesson, against the correct learning intention
LI highlighted	LI achieved with greater depth evident on marking ladder
★ comment	Evidence of marking ladder, positive comment and reward presentation
Be Brilliant	STAMP, a comment for the children to respond to which pushes writing on
Stamp	STAMP, to show who the teacher has been working with to push writing on
T Tense	CL Capital letter
SP Spelling	△ Missing word
G Grammar	Up Reward
I Independent work	S Supported work
made made	Purple pen – Children's responding to spellings and Be Brilliant comments

**Beacon**   
Maths Policy for Books

**Book layout:**

*As mathematicians, we are learning to ...* Learning intention, underlined, in cursive

14.11.2022 Date and 3 square margin (KS1/KS2)

**Beacon**  *As mathematicians, we are learning to add with renaming* 14.11.2022

**Marking:**

LI highlighted	In books, LI not achieved in lesson
LI highlighted	In books, LI partial achieved LI in lesson
LI highlighted	In books, LI fully achieved is lesson
LI highlighted	In books, LI achieved with greater depth
★	Correct/marking learning line Dot for incorrect (no crosses)
Up	Green pen – Positive comment
Verbal feedback given	STAMP – Verbal feedback
Group	Guided group stamp – teacher working with a group
I S	Independent / supported learning
I think ✓	Purple pen – All children's editing /explaining/marking (tick or dot)

**Beacon**   
Science, History and geography for Books

**Book layout for writing across the curriculum:**

Learning intention for the geography, history or science focus  
Learning intention for a writing focus

How can we create an abstract painting? Monday, 2nd May 2022  
As geographers, we are learning why National Parks are important  
We are learning to use causal conjunctions

**Marking for cross curricular writing**

LI highlighted	LI not/partially/fully achieved in lesson, against the correct learning intention
LI highlighted	LI achieved with greater depth evident on marking ladder, against the correct learning intention
★ comment	Evidence of marking ladder, positive comment and reward presentation, against the correct learning intention
Be Brilliant	STAMP, a comment for the children to respond to which pushes writing on
Stamp	STAMP, to show who the teacher has been working with to push writing on in a specific subjects
T Tense	CL Capital letter
SP Spelling – subject specific form NHTW	△ Missing word
G Grammar	Up Reward
I Independent work	S Supported work
made made	Purple pen – Children's responding to spellings and Be Brilliant comments

All English, books have the English Marking Policy inside the front cover

All Maths books have the Maths Marking Policy inside the front cover of the Maths books.

Science, Geography and History books with have the Marking Policy, based on the English Policy, inside the front cover of the 3 subjects

The Marking policies are there to ensure that all teaching staff are using a consistent approach to giving feedback to the children. This means that the children with understand the feedback from year to year.

## How is writing assessed?

### Formative assessment:

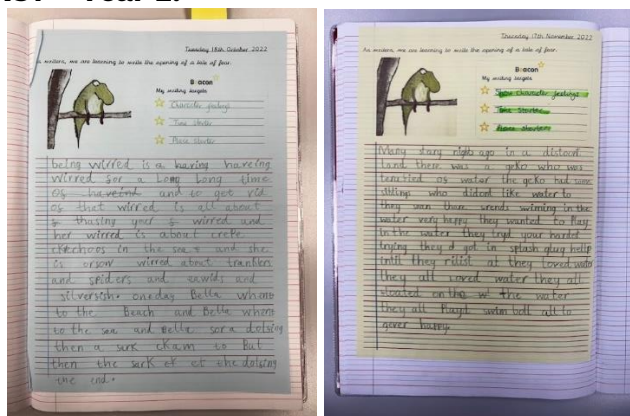
Before the beginning of a new English text, every child will write a 'cold task' for either a narrative or non-fiction. From this the children will be given 3 targets to achieve by the end of the unit.

Each narrative is a text type, such as; 'a journey story' and with a 'toolkit' focus, such as; suspense, characterisation and dialogue.

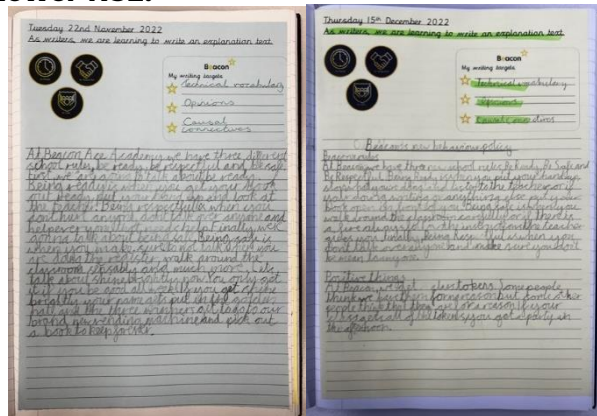
Every term, a child will write a narrative and non-fiction piece, so by the end of the year, they will have written 6 narrative and 6 non-fiction pieces. They will also have included poetry. The 'cold task' is before the teacher input. After the teaching input (usually 3 weeks) they will then complete a 'hot task'. This is used to assess the progress of each child against their 3 targets. These are highlighted according.

### Examples of 'cold' and 'hot' tasks

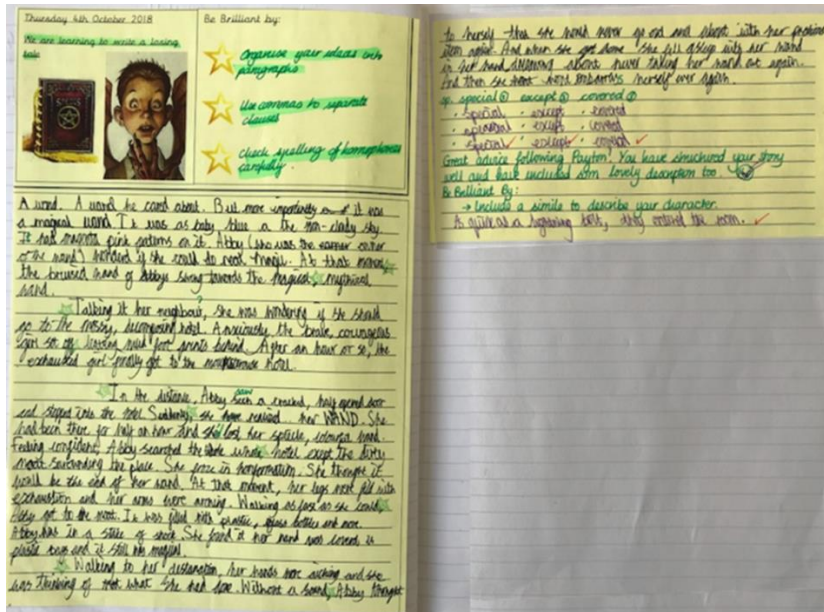
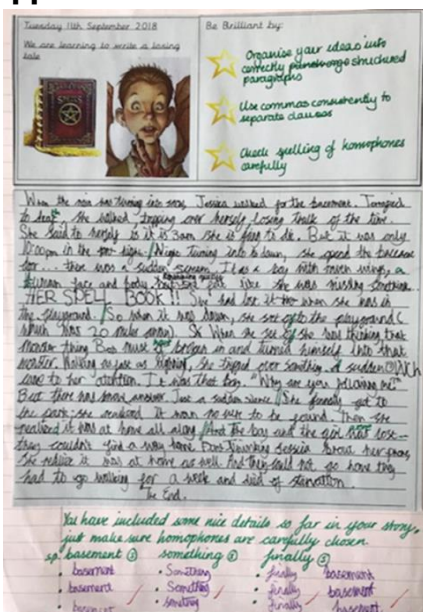
#### KS1 – Year 2:



#### Lower KS2:



#### Upper KS2 – Year 6:



## How is maths assessed?

### Formative assessment:

Before the beginning of a new math focus, every child will do a 'cold task'; a task before any teacher input.

The questions will test mental knowledge needed, fluency of this as well as problems and opportunities for applying their knowledge through reasoning. From this the learning outcomes for the maths focus will be highlighted according to achievement.

After the teaching input, the children will then complete a 'hot task'. This is used to assess the progress of each child against the focus' objectives. These are highlighted again according to achievement.

The aim is to show progress for every child, across every maths focus. Every maths focus will have a 'cold' and 'hot' task. This happens from Year 1 to Year 6.

Formative assessment using success against the learning intentions is used to form an overall judgement over all areas of the maths taught in a term. At the end of the year, these will show the understanding of each child against the 'end of year' expectation.

### Examples of 'cold' and 'hot' tasks

#### KS1

**Year 1**  
Place Value  
16.10.22

1. Complete the part-whole model.

2. Use the bar model to complete the number sentences.

3. Complete the missing boxes.

4. Tick makes this number.

5. Tick makes this number.

**Year 2**  
Place Value  
16.10.22

1. How many cookies are there?

2. Match the numerals to the correct word.

3. Complete the part-whole model.

4. Circle the greatest number.

#### KS2

**Y6 objectives**  
Multiplication and Division  
17.10.2021

1. Mentally calculate

2. Write down the multiplication and division facts for this bar model.

3. Calculate the following using the order of operations.

4. Calculate the 2 multiplications.

**Y6 objectives**  
Multiplication and Division  
29.11.2022

1. Mentally calculate

2. Write down four multiplication and division facts for this bar model.

3. Calculate the following using the order of operations.

4. Calculate the 2 multiplications.

## How do we formally assess the children against ARE (age expected expectations)?

The statutory assessments for children through school are:

### EYFS:

- ★ Ongoing assessment (observations) against the ELG (Early Learning Goals)

### Year 1:

- ★ Phonic Screening – one to one sessions of phonic skills

### Year 2:

- ★ SATs Reading, GPS (Grammar, Punctuation and Spelling) and Maths

### Year 6:

- ★ SATs Reading Paper
- ★ SATs GPS (Grammar, Punctuation and Spelling) Paper
- ★ SATs Maths: Paper 1 – Arithmetic and Papers 2/3 – Reasoning

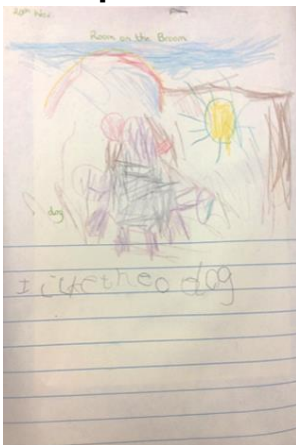
Other testing and reporting to parents at Beacon:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Years	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths	Star Reader Star Maths
Reporting to parents		Parents Evening		Report / Parents evening		Parents evening EYFS profile KS1 SATs KS2 SATs

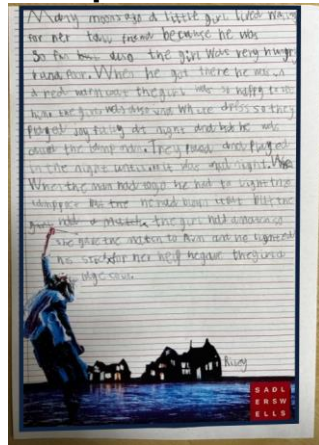
## Summative assessment for writing:

Every half term, all children will be asked to plan, write and redraft a piece of writing. This writing is then assessed against age expected objectives.

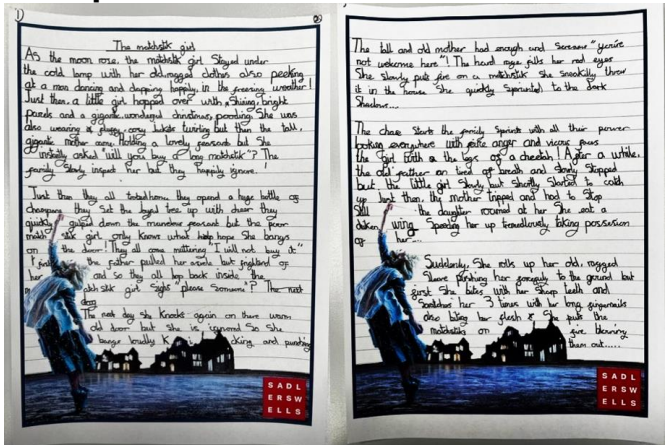
### Example of EYFS



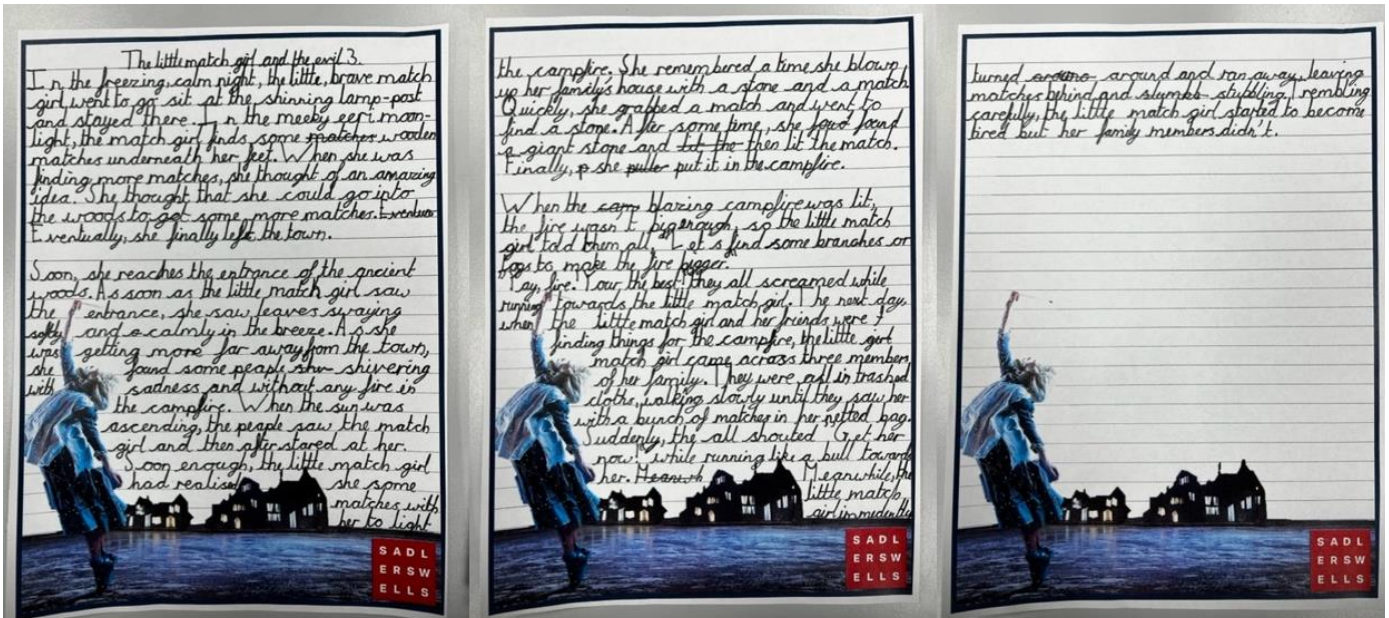
### Example from Year 2



### Example from LKS2 - Year 4



### Example from Upper KS2



Example of assessment sheet working at the Expected level at the end of the year

Name: <span style="background-color: #cccccc; display: inline-block; width: 150px; height: 1.2em; vertical-align: middle;"></span> Two year 4 targets – handwriting and range of conjunctions		Date/title/book:							Across the collection
		Year 4 Sep 2	Aut Autumn	Aut Autumn	Aut Autumn	Aut Autumn	Aut Autumn	Aut Autumn	
		Ch.	Ch.	NT	NT	NT	NT	NT	
COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).								
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').								
	Use dialogue in narratives to convey character or advance the action.								
	Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> <li>secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</li> <li>link ideas using adverbials of time, place and number;</li> <li>link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).</li> </ul>								
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.								
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).								
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning:								
PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).								
	Indicate parenthesis using brackets, commas or dashes.								
	Use punctuation to ensure meaning is clear, particularly commas for clarity.								
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> <li>common exception words from KS1;</li> <li>Year 3/4 statutory words;</li> <li>previously taught homophones.</li> </ul>								
	Use and spell correctly many words from the year 5 / year 6 spelling list.								
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.								
	Maintain legibility in joined handwriting when writing at speed.								