



## Measham Church of England Primary School Feedback and Marking Policy

*This policy will be reviewed  
by the Governing Board in  
September 2021*

### Introduction

Marking and feedback to children's work is an essential element in the assessment of the performance, progress, levels of attainment, and the raising of standards throughout Measham CE. It informs and enables staff, children and parents/carers in this process.

We believe that by setting high expectations it will encourage children to work towards self-improvement and achieve the best possible standards of attainment. All comments/responses therefore, in whichever form they may take, must be constructive and based upon evidence which the children understand and can relate to.

### We aim to keep our feedback as simple but as purposeful as possible;

- To use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
- To make effective use of the marking prompt sheets and peer assessment to independently explain how they think their work can be improved and edited.
- To develop children's ability to proof read, edit and improve a piece of work before the teacher sees it.

### Feedback/marking should be:

- Meaningful
- Motivating
- Manageable

### Our approach as a school is to **'mark less but mark better'**:

Where possible we use:

- Live marking within a lesson, which can be written or verbal
- Self and peer assessment within a lesson using marking prompt sheets
- Whole class feedback
- In depth one-to-one or small group feedback
- Distance marking – only when appropriate
- The children should be given time immediately to respond to any next steps (written or oral)
- Appropriate marking stickers can be used to save time and to help children remember their feedback
- Teachers edit in a **black** pen or highlighters

***Our policy supports the view that feedback to encourage learning fosters motivation by emphasising progress and achievement rather than failure.*** This does not mean ignoring mistakes but treating them as opportunities for improvement and a focus for teaching and support linked very clearly to the learning objectives.

This policy will be monitored by the SLT as part of book and work scrutiny and also by Governors as appropriate.



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### Presentation Guidelines

#### **NEW PAGE:**

A new page should be started for every new piece of work

#### **DATE:**

Every new piece of work must be dated as follows;

- Long date for English and Topic work
- Short date for Maths

#### **TITLE:**

- The key skill/objective could form the title of the piece of work if a title is not clear.

#### **HANDWRITING:**

- Pencils are to be used for all written work in KS1.
- From Year 3 when a child can join their writing in a well formed, cursive style as determined by the handwriting policy they will progress to using a pen.
- All mathematics work to be completed in pencil.
- Ensure that children begin writing on the left.
- Handwriting pen (blue, not biro) for writing should be used when the child is ready e.g. when handwriting is neat and correctly formed.