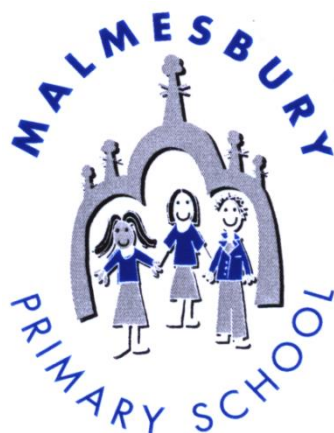


Malmesbury Primary School



Marking and Feedback Policy

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Committee responsible	Standards
Date ratified by Governors	January 2025
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Signed (Chair of Governors)	
Signed (Headteacher)	

Malmesbury Primary School Marking and Feedback Policy

Purpose

The key purpose of marking and feedback is to promote learning and positively affect the child's progress.

Principles

Marking and feedback should :

- be manageable and effective for both teacher and child
- be consistent throughout the school (age and ability appropriate)
- be given in a variety of ways – verbal, written comment on the child's work, use of the marking codes, peer feedback and self feedback.
- be related to the purpose of the work and the success criteria which have been shared* with the children
- be related to the child's next step
- be used as a tool for formative ongoing assessment
- be a dialogue which leads to progress for the child
- be positive, motivating and constructive for children
- allow specific time for the children to read, reflect and respond to marking
- be selective and sensitive, noting persistent errors and patterns of errors rather than every error made
- ensure that work is marked regularly and promptly after completion to allow effective feedback to be given

**this means that children are aware of their learning objectives and the success criteria but these do not have to be written into their books*

Procedures

What marking and feedback looks like at Malmesbury:

- Teachers' written feedback (written in purple rollerball pen) should include one or more stars to recognise achievement or something the child should be proud of
- Stars can be general or specific ie they can refer to the whole piece of work or one aspect of the work
- An arrow should be included to indicate the next step for the child
- Next steps may be in the form of a question, a challenge, a reminder, an indication that support will be given or that a guided session will follow
- Next steps may not always be relevant to the next piece of work but will be returned to when appropriate for the child
- A response from the child (written in green pen) should always follow a teacher's written comment

- Teachers should provide a written comment (as described above) once a week for English (lined books) and Maths (squared books)
- Plain and/or Sketch books will usually receive peer/self-assessment or feedback. This will be monitored by the teacher who will add written comments if and when appropriate
- Peer or self-assessment and feedback can take a range of forms such as a reflection, comments linked to purpose or success criteria, verbal – marking code should be used to record this TP, response to a question which may be directed by the teacher or chosen independently – such a response may be written or verbal
- The appropriate marking codes should be understood and used by all teachers and children

Presentation

The following should be read in conjunction with the presentation code:

- Children must write in blue rollerball pen apart from in their squared books where they should use pencil
- Children in Year 2 will write in pen
- Children in Year 1 will make the transition from pencil to pen as appropriate
- Children in Reception may use pen when working with an adult
- Teachers will write in purple rollerball pen in writing which is legible and a model for the child

See also the Marking and Maths marking codes