



Ormskirk Church of England Primary and Nursery School

*Inspire, Aim High, Achieve and Shine*

Headteacher: Mr G. Storch, BEd (Hons), PGDip Psych, NPQH

Deputy Headteacher: Mr S. Boyd, BA (Hons), PGCE, MA, NPQH

## Ormskirk CE Marking and Feedback Policy

*Updated 2025*

### Introduction

At Ormskirk CE Primary School, we aim to have a consistent approach to marking, where teachers and teaching assistants use their professional judgement to take into account the age and needs of the children. All children are entitled to feedback on their learning.

### Aims

We mark children's work and offer feedback in order to:

- Show that we value their work and encourage them to do the same;
- Boost self-esteem and aspirations through the use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning;
- Offer them specific information on the extent to which they have met the learning challenge and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding and identify any misconceptions;
- Provide a basis for both summative and formative assessment, and inform individual tracking of progress;
- Provide the ongoing assessment that should inform future lesson-planning.

**EYFS** - In the Foundation Stage, teachers and teaching assistants will give positive, verbal, live and in-the-moment feedback to the pupil. Where and when appropriate, the teacher may ask the pupil to try to make an improvement or write a star (a positive) and a wish (a point for improvement).

**KS1** - In Key Stage One, teachers and teaching assistants should give either positive live or positive written feedback to the pupil and, where possible, this should take place alongside the child within the lesson, as this is when feedback has the greatest impact. It is important that work is acknowledged. This may simply be with a tick or a smiley face.

**In English**, teachers and teaching assistants may identify specific positives within the work by putting a smiley face above the achieved success criteria. Correct, complete sentences will be acknowledged using a tick over the full stop. Missing punctuation may be highlighted with a circle so that the child can correct it when they receive their work back, or added into the sentence to model correct sentence structure. Missing words may be identified by using a caret (^) under the

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line so the missing word can be inserted. Spelling errors may be identified using a wiggly line so they can be corrected. This may be a word taught in a previous year group or from a recently taught spelling rule. Adult discretion will be applied based on the child's phonic knowledge. Teachers and teaching assistants may include a next step target using a diagonal upward arrow followed by a short, succinct phrase, e.g. 'full stops'. Where letter formation or a misspelt word needs to be practised, teachers and teaching assistants may write 'write x3' underneath work to indicate that the child needs to practise the letter or word when their work is returned.

In Maths, work will be marked with a tick or a dot. If appropriate, a child may correct their mistake independently. Common errors or misconceptions need to be addressed with adult guidance, which may occur within the lesson, either individually, in small groups or with the whole class, or inform future planning.

**KS2** - In Key Stage Two, teachers and teaching assistants should give either positive live or positive written feedback to the pupil and, where possible, this should take place alongside the child within the lesson. It is important that work is acknowledged. This may simply be with a tick or a smiley face.

In English, teachers and teaching assistants may identify specific positives within the work by putting a smiley face above the achieved success criteria and annotating in the margin what has been done well. Missing punctuation may be highlighted with a circle so that the child can correct it with a purple pen when they receive their work back, or added into the sentence to model correct sentence structure. Missing words may be identified by using a caret (^) under the line so that the missing word can be inserted. As children move up through the key stage, a dot in the margin will indicate to the child that they need to find the error in that line for themselves and correct it. Spelling errors may be identified using a wiggly line so they can be corrected. It is expected that a child will be able to use a dictionary to locate the correct spelling if needed. This may be a word taught in a previous year group or a recently taught spelling rule. Teachers and teaching assistants may include a next step target using a diagonal upward arrow followed by a short, succinct phrase, e.g. 'fronted adverbials'. Children will be aware that if they are not sure what the target means, they should ask an adult to clarify. Where letter formation or a misspelt word needs to be practised, teachers and teaching assistants may write 'write x3' underneath work to indicate that the child needs to practise the letter or word when their work is returned.

In Maths, self-marking is encouraged (with a tick or a dot) to inform same-day intervention where this is possible. If appropriate, a child may fix their mistake independently. Common errors or misconceptions need to be addressed with adult guidance, which may occur within the lesson, either individually, in small groups or with the whole class, or inform future planning.

## Guidelines

- Marking and feedback will always be relevant to the lesson's learning objective and success criteria, with additional points of focus or reference to an individual pupil target being addressed according to the ability of the individual child.

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- Teachers and teaching assistants use black ink when giving written feedback.
- Teachers and teaching assistants follow the school's handwriting policy.

### Types of Feedback

As well as live and written feedback, teachers and teaching assistants may use:

- **Conferencing** – 1:1 discussion to carefully go through pieces of work together to either support or challenge children.
- **Peer and self-assessment** – where children use success criteria to assess someone else's work or their own.
- **Whole class feedback** – where a teacher feeds back to the class what has been done well as a whole and shares teaching points to address common errors or misconceptions.

### Feedback in Foundation Subjects

Work should be acknowledged with either a tick or a smiley face. Teachers and teaching assistants may respond with a written question to clarify or deepen a child's understanding. Teachers and teaching assistants may simply write L.O. with a tick to acknowledge that the child has achieved the learning objective for that lesson. For further details, please see individual subject flow charts available on the [school website](#).

### Procedures for the Standardised Setting Out and Presentation of Work

Children should be encouraged to present work clearly and follow the teacher's instructions carefully. From Year 2 upwards, they will be taught to use the following 'DUMTUM' guidelines:

Date  
Underline  
Miss a line  
Title  
Underline  
Miss a line

The date and title will always be aligned on the left-hand side of the page.

Pupils will also be expected to:

- Write their own title (My Title) and the Teacher Title in Maths journals;
- Rule off after the last piece of work before starting a new piece, if less than half a page has been used;
- Write subheadings where appropriate on the left-hand side next to the margin;



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- Underline subheadings;
- Leave a line space between each exercise;
- Write on alternate lines in English books to allow for editing;
- Leave an indent at the start of a new paragraph or speech;
- Leave a double line space between each paragraph from Year 3 upwards;
- Write one digit per box in mathematics;
- Write cursively, following the school's handwriting policy.

The full date (e.g. Monday 1st September 2025) will be used in all books except mathematics and art sketchbooks, where children will use the short date (01/09/2025). From Year 4 upwards, children will be expected to write the short date in Roman numerals for Maths. Where  $\frac{1}{2}$  /  $\frac{1}{2}$  workbooks are used, the date will be written on the top line. The final line space will not be used.

On entry to school, children are taught how to hold a pencil correctly. They will be reminded to use a sharp pencil point at all times to allow clear presentation of work.

Children will use blue pens from Year 3 upwards, once the teacher has determined that pencil control is secure enough. The use of erasers is discouraged. Children are to indicate errors by crossing out a mistake using one ruled line, and the correction should be placed on the empty line above. Purple pens are only to be used for changes/editing that take place under the direction of an adult, to allow for distinction between self-editing and adult-led editing.

Pencil will be used where appropriate, e.g. for mathematics, art, and drawing diagrams.

Whilst we make minimal use of worksheets to encourage independent writing skills, especially for the more able children, the same standard of presentation is expected on worksheets as in exercise books.

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