



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Marking and Feedback Policy

Approved: Spring 2026 Next Review Date: Spring 2027

Ormskirk West End Marking and Feedback Policy

TEACHERS' STANDARDS

- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback (MPS)
- Model best practice in giving feedback to deepen learning both orally and through accurate marking and encourage students to respond to the feedback (UPS)

OFSTED RECOMMENDATIONS

- Teachers should provide pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills. The pupils should use this feedback effectively.
- Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the Academy to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for the Academy, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

WORKLOAD-MARKING CONSIDERATIONS

- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- We recommend that all marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)

- Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.
- Consistency across school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be able to determine the policy in their areas, responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create meaningful and manageable approaches. Policies should be judged against the actual hours spent on marking, and adjustments to requirements made where necessary.

INTENT

At Ormskirk West End we believe that a successful quality marking and feedforward policy will contribute to all children being active participants in their learning enabling them to reach their academic and personal potential. In doing so, our comprehensive Marking and Feedforward Policy reassures and motivates children and adults alike in the pursuit of excellence in learning. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. Our policy is underpinned by key principles. We believe that good marking practice includes:-

IMPLEMENTATION

Effective Feedback should:

- Be provided in a timely manner
- Provide clear information to children about the strengths and weaknesses of their work.
- Encourage children to strive and improve and promote independence of self correcting.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Identify achievements and the next steps in their learning
- Relate to learning objectives for each lesson
- Give children specific praise for the success of their work, showing it is valued

- Give children clear strategies on how they can improve their work through next steps
- Be read by pupils and time should be given for them to improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

IMPACT

Why do we mark children's work?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to children so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
- To ensure that children's achievements are recognised thus giving encouragement and building confidence
- To ensure set tasks have been carried out to an expected standard.

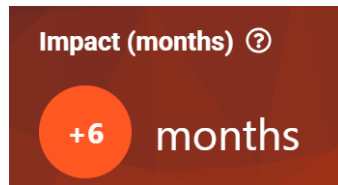
Peer and Self Assessment

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and have many opportunities to reflect through peer and self-assessment.

- Teachers will share learning objectives (LO) with pupils in all lessons
- Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.
- We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.
- Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons. As such, strategies can include marking, but will mainly be verbal feedback during the lesson.

The EEF findings on feedback.



1. *Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.*
2. *Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback*
3. *Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).*
4. *Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.*
5. *It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.*

Why do we give feedback during the lesson?

- To assess and discuss with children what they are learning
- To intervene in a timely way if children have not understood work and to further challenge them if they have
- To motivate further by praising current achievements
- To inform the next step in learning so that children know what they need to do in order to improve.
- To provide ourselves with feedback on how well pupils have understood the current work so that we can plan the next stage of teaching and learning.
- To enable teachers to make judgments about pupil attainment, particularly in regard to assessment levels to support ascertaining standards. By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work. If children are not given constructive, specific feedback, they will not know whether their work is good/poor/indifferent, and may lose interest or not produce work of such quality in future.

Marking in Books:

We expect teachers to acknowledge pupils' work with **light** marking in books as feedback is given during the lesson. A lot of teacher marking can have a negative impact on children. Instead, all reflections of pupils' work will feed into future lessons and support strategies. This is a learning culture that we believe has the greatest impact on pupil progress.

Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence. Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and relearn key facts; or use additional research to develop their work by applying a wider range of ideas.

Any teacher comments will be written in **green** pen.

TA comments are marked in **blue** pen

Supply staff comments are marked in **black** pen.

Positive work will be highlighted **pink** pen. If a teacher chooses to add written comments, this will be done using the conventions of standard English. There is an emphasis on improvement (green highlighted) comments, focusing on concepts, skills and knowledge.

Marking always takes account of the learning intention and its associated success criteria. Teachers will provide answers for quizzes (e.g. retrieval), basic skills activities (e.g. arithmetic and reading starters) and short tests (e.g. spelling).

Pupils will self-mark and self-correct these in **purple pen**. We encourage children to edit their own work so that they can develop this skill.

In writing, teachers will mark each independent writing piece prior to a final editing session. These will be marked with a system that guides pupils to look for specific mistakes/errors in punctuation, spelling and sentence grammar; indicates specific sentences for rewriting; and highlights specific points for further development. This guidance will maintain the integrity of the writing in terms of its independence so that it can be used for the purpose of summative assessment).

Date of Policy: Spring term 2025

Date of review: Spring term 2026

This policy will be reviewed by the senior management team along with the governing board.