



Worsthorne Primary School

Marking and Feedback Policy

Intent

At Worsthorne Primary, our marking and feedback approach is designed to maximise learning by placing the greatest emphasis on verbal, in-the-moment feedback. This ensures that children receive guidance at the point of need and are able to act on it immediately, with clear evidence of editing and improvement in their work. By streamlining our processes, we keep marking meaningful, manageable, and consistent across the school, enabling all pupils to make progress while reducing unnecessary workload for staff.

Core Principles

- Feedback's sole purpose is to move learning forward.
- Verbal feedback is the most effective and should be prioritised.
- Written evidence is minimal but sufficient to show acknowledgement and pupil response.
- Children must be given time to respond to feedback during or immediately after lessons.
- Spelling corrections focus on High Frequency Words (HFW), Common Exception Words, and year-group spellings.
- Teachers model spellings in *unjoined handwriting* for clarity, and children copy corrected words three times.

Implement

Marking in practice

It has been agreed by all members of teaching staff that the following marking and feedback procedures be followed.

Verbal Feedback First

- Feedback given during lessons is recorded as **VF** in books.
- Children are expected to act on verbal feedback immediately, using purple pens to edit.

Acknowledgement of Work

- All work is acknowledged before the next learning takes place (tick, smiley, or short code).

Spelling Corrections

- Up to three spellings corrected per piece of work (HFW, CEW, or year-group focus words).
- Teacher models spelling clearly in unjoined handwriting.
- Child copies corrected word three times underneath the work.

Evidence of Editing

- Children use purple pens to edit and improve.
- Staff acknowledge edits with a tick or short comment.


Subject-Specific Expectations

- **English:** Quality marking during writing phases; improvement prompts used where necessary.
- **Maths:** Misconceptions addressed in-lesson; minimal written marking.
- **Foundation Subjects:** Light marking only; focus on verbal feedback and acknowledgement.
- **Art/Sketchbooks:** No written marking; teacher notes recorded in planning.

Additional Notes:

- If possible, it is preferable that work is marked in the presence of the child.
- We use Green pens which are provided by the school for teacher marking.
- Children use 'Purple Polishing Pens' for responding to marking and feedback. We expect our pupils to be given time to respond to their teacher's prompts and make the suggested improvements as soon as possible in purple pen.
- Praise and positives for children to feel proud of their efforts/outcomes
- Adults who are writing in children's books must use a clear, legible style of handwriting, in line with our Handwriting Policy.

Marking Codes

√	Teacher acknowledgement of work or answer is correct.
√√	Fantastic work etc.
	Next steps e.g. Do... or Think about... or Try...
•	Answer is incorrect e.g. a calculation in maths.
VF	Verbal feedback – Word or short phrase to identify what has been discussed.
CL	Capital letters
FS	Full stops
Sp	Spelling error (Error underlined with a wiggly line and then printed correctly at the end of the piece of work to be copied 3 times)
Ⓢ	Clearly identify if an adult has supported the child with the outcome
EYFS	CI – Child initiated AI – Adult initiated AL – Adult L S – support given I – Independent

Impact

Impact & Monitoring

- Consistency checked termly through book looks by SLT and subject leaders.
- Evidence of verbal feedback, pupil editing, and spelling corrections monitored.
- Good practice shared in staff meetings.

Impact on Pupils

- **Accelerated progress:** Immediate feedback allows misconceptions to be addressed quickly, ensuring learning moves forward without delay.
- **Active engagement:** Pupils take ownership of their learning by responding in purple pens, visibly editing and improving their work.
- **Improved accuracy:** Focused spelling corrections on High Frequency Words, Common Exception Words, and year-group spellings strengthen literacy foundations.
- **Consistency across subjects:** Clear expectations in English, Maths, and Foundation subjects ensure all pupils benefit from a coherent approach.
- **Positive learning culture:** Praise and acknowledgement foster pride, resilience, and motivation in pupils.

Impact on Staff

- **Reduced workload:** Streamlined marking practices minimise unnecessary written feedback, keeping processes manageable and sustainable.
- **Clarity and consistency:** Shared procedures across the school ensure staff confidence and alignment in expectations.
- **Professional focus:** Teachers spend more time engaging with pupils directly, rather than on excessive written marking.

Impact on the School

- **Consistency of practice:** A whole-school approach ensures equity and fairness for all pupils.
- **Visible progress:** Evidence of editing and improvement is clear in books, demonstrating impact to pupils, parents, and external stakeholders.
- **High standards maintained:** Legible, professional marking in line with the Handwriting Policy models best practice for pupils

Date of Policy	October 2025
Person Responsible	Amanda Cockett
To be reviewed	Annually
Review Date	October 2026