



Play, Learn and Grow...Together!

Ordsall Primary School

Marking and Feedback Policy

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Reviewed by: Senior Leadership Team

Approved by: Karl Hopkinson (Headteacher)

Next review: April 2026

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Statement of intent

At Ordsall Primary School, we believe that effective marking and feedback are essential in supporting high-quality teaching and learning. Consistent, meaningful feedback not only promotes progress but also encourages pupil independence, resilience and pride in their work.

This policy aims to ensure that marking is purposeful, manageable and consistent across all subjects and year groups. All staff will provide high-quality verbal and written feedback that informs future learning and supports children in achieving their full potential.

1. Legal framework

This policy has due regard to the following legislation and guidance:

- Education Act 2002
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2021) 'Reducing teacher workload: marking'

It is designed to be implemented alongside the following school policies:

- Curriculum Policy
- Assessment Policy
- SEND Policy
- Behaviour Policy

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring this policy reflects the ethos and strategic vision of the school.

The headteacher is responsible for:

- Monitoring the implementation and effectiveness of this policy.
- Providing support and training for staff in relation to marking and feedback practices.

All teaching staff are responsible for:

- Adhering to the expectations set out in this policy.
- Using feedback to support pupil progress and reflect on next steps in planning.

Pupils are responsible for:

- Engaging with feedback.
- Editing and improving their work based on guidance provided.

3. Aims of marking and feedback

Marking and feedback at Ordsall Primary School are designed to:

- Acknowledge and celebrate effort and achievement.
- Identify misconceptions and provide guidance for improvement.
- Support assessment and inform next steps in teaching.
- Encourage pupil independence and resilience.

All marking is completed in green pen for consistency and clarity. To celebrate exceptional effort, teachers may use a bespoke RESPECT stamper aligned with our school values.

4. Minimum expectations

Marking and feedback must be:

- Timely, consistent, and purposeful.
- All work will be reviewed, with all independent work being acknowledged with a tick or an appropriate comment at the end of the piece.
- Verbal feedback should be indicated clearly using 'VF'.
- Written feedback should be given where it supports learning, particularly following extended tasks or assessments.

Pupil editing:

- Pink pen/pencil – for independent editing by the child.
- Purple pen/pencil – for editing following feedback.

Presentation expectations:

- Children must not use rubbers in their books.
- Mistakes should be crossed out with a single straight line.
- Headings and dates should be underlined with a single straight line.

5. Subject-specific guidance

Mathematics:

- Correct answers are ticked.
- Incorrect answers are highlighted using a blue highlighter.
- Feedback should guide the child in identifying and correcting misconceptions.

English:

- For extended writing, success criteria will be used:

- Years 1 and 2 – visual symbols or simplified written success criteria.
- Years 3–6 – written success criteria; a tick shows the target has been met, a dot indicates further development needed.
- Grammar mistakes are marked with a blue pen.
- Spelling mistakes are underlined with a red wiggly line.
- Red pen will be used to identify up to three spelling errors for the child to correct and write out three times beneath their work.

Early Years Foundation Stage:

- The vast majority of marking and feedback will be provided verbally.
- Any written feedback will be discussed with the child.

6. Pupil response and ownership

Children will be supported in becoming reflective, independent learners who can act on feedback.

They will:

- Edit and improve their work using pink or purple pens/pencils.
- Respond to written comments where appropriate.
- Revisit previous learning based on verbal or written guidance.

Teachers will provide regular opportunities for pupils to review and act on feedback during lessons and through specific improvement time where appropriate.

7. Monitoring and review

This policy will be reviewed annually by the headteacher and SLT. Monitoring activities will include:

- Work scrutiny
- Learning walks
- Pupil voice discussions
- Feedback from staff

Any updates or changes will be communicated to all staff and stakeholders.