



Feedback and Marking Policy

VERSION: September 2025

NEXT REVIEW: September 2027

Introduction

At Donisthorpe, we recognise the importance of feedback as part of the teaching and learning cycle and aim to maximise the effectiveness of its use. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. We believe in focussing on the positive achievements children make, and this belief is reflected in our policy. We believe that by setting high expectations it will encourage children to work towards self-improvement and achieve the best possible standards of attainment.

We aim to:

- Keep our feedback as simple but as purposeful as possible
- Make children aware of the focus aspect of each piece of work, ensuring that feedback relates to this focus, which will be derived from the key objectives of the lesson
- Set high standards of expectation from the children in the presentation of their work
- Offer the children through both oral and written comments, a caring, supportive atmosphere within which they can be guided to improving their presentation and achieve well
- Assess all children's learning in lessons, identify progress over time and recognise gaps and misconceptions to inform planning, leading to best outcomes for children

Feedback/marking should be:

- Meaningful
- Motivating
- Manageable

Our approach as a school is to 'mark less but mark better':

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback.

Teachers will spend time looking at all work from all lessons but there is no expectation for any written marking when a lesson is finished. Next steps for children will almost always start the next lesson in a sequence or small-group or whole-class intervention. The success of our feedback policy will be evident in monitoring activities, such as lesson observations, learning walks, clear progress in books from starting points, summative assessment.

Where possible we will use:

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1. Live marking within a lesson, which can be written or verbal	<ul style="list-style-type: none"> - Use of green/yellow highlighter to identify strengths and areas for development - Teacher using green pen to give good examples - One-to-one or small-group support identified with an 'S' next to relevant area of work
2. Self or peer assessment within a lesson	<ul style="list-style-type: none"> - Children marking their own work so that both pupils and teachers can both identify where strengths and areas for development are apparent - Children self-checking and editing their own work, using purple pen to make corrections - Peers working together to mark/check/edit one another's work, marked with a purple 'P' - Marking prompt sheets for use in lessons which enable children to identify errors
3. Whole class feedback	<ul style="list-style-type: none"> - Sharing best examples and common errors/misconceptions (anonymously or designed by teacher to represent common misconceptions found in lesson) before asking class to find errors/check/edit work.
4. In depth one-to-one or small group feedback	<ul style="list-style-type: none"> - Teacher or LSA working one-to-one or with a small group where common misconceptions have been found in live marking or when looking at books. The closer to the point of teaching these are, the more effective. - One-to-one or small-group support identified with an 'S' next to relevant area of work
5. Distance marking- only where appropriate	<ul style="list-style-type: none"> - Use of green/yellow highlighter to identify strengths and areas for development - Written feedback and (rarely) next steps from teacher.

In addition:

- The children should be given time to respond to any feedback (oral or written)
- Children's amendments/additions should be completed in a purple pen
- Children's work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or appropriate marking stickers can be used to save time and to help children remember their feedback.
- Teachers write in a green pen

Our policy supports the view that feedback to encourage learning fosters motivation by emphasising progress and achievement rather than failure. This does not mean ignoring mistakes but treating them as opportunities for improvement and a focus for teaching and support linked very clearly to the learning objective.

This policy will be monitored by the SLT as part of book and work scrutiny.

Presentation Guidelines

NEW PAGE:

A new page should be started for every new piece of work

DATE:

Every new piece of work must be dated as follows;

- Long date for English and Topic work
- Short date for Maths

The date may also be printed with the title and stuck in children's books

TITLE:

- A title related to learning intention for the lesson. For example, 'co-ordinating conjunctions', 'I am learning to write a set of instructions', 'adding 3-digit numbers where I need to cross 10s and 100s', 'Evolution', 'Using evidence to draw conclusions about the roles of women in World War 1'.
- Titles should **not** be highlighted.

HANDWRITING:

- Pencils are to be used for all written work in KS1.
- From Year 3, when a child can join their writing in a well formed, cursive style as determined by the handwriting policy, they will progress to using a pen.
- All mathematics work to be completed in pencil.
- Ensure that children begin writing on the left.
- Handwriting pen (blue, not biro) for writing should be used when the child is ready e.g. when handwriting is neat and correctly formed.

Ways to provide feedback in lessons

Provide target areas when live marking

During lessons, teachers and LSAs walk around the room assessing children's work. If there are errors or misconceptions, then these are addressed verbally or in writing. Teachers should use yellow highlighter to identify the work that they would like the child to improve or change, and children will do so using purple pen. Hopefully, this will prevent the same errors during the lesson. In cases where similar errors continue to be made, an intervention may be needed. Adults may then ask the children to perform the same task at the end of the lesson to show understanding.

Good examples of work may be highlighted in green. Teachers should actively look for good examples of work during live marking, to ensure children's success is celebrated. In writing lessons, children may also be encouraged to use the type of sentence highlighted in green on several more occasions.

Provide Focused marking

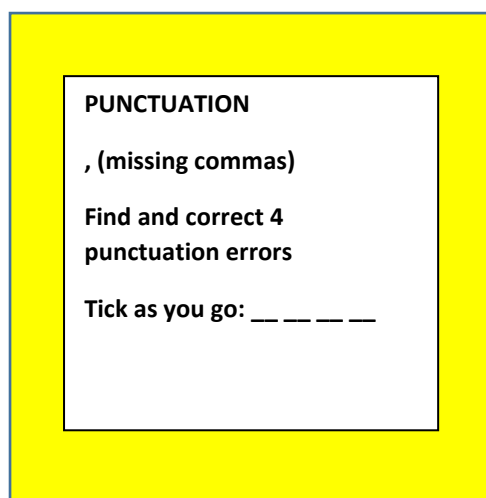
Children are given a single target for checking and editing – allowing for more training on how to independently edit and improve their work.

Find and Fix marking

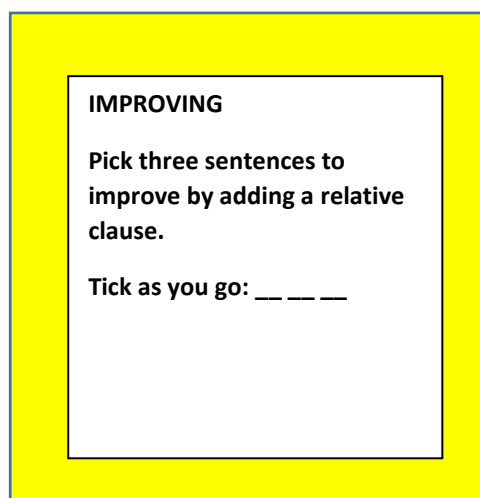
Give children a set of errors and explain that there are 6 errors to find and fix.

Editing Writing

Children use purple pen to edit and improve writing following whole-class feedback based on class's work in a lesson or from the previous lesson. The art of checking and editing rather than simply re-reading may need teaching in some instances. The whole class or some children may be given specific targets to achieve in these lessons, for example:



PUNCTUATION
, (missing commas)
Find and correct 4
punctuation errors
Tick as you go: _ _ _ _ _



IMPROVING
Pick three sentences to
improve by adding a relative
clause.
Tick as you go: _ _ _ _ _

IMPROVING

**Add four pieces of amazing
description to your writing
(simile, metaphor or
personification)**

Tick as you go: _ _ _

PUNCTUATION

ABC (missing capital letters)

Tick as you go: _ _ _