



Thornbury Primary School – Feedback & Marking Policy September 2026

Purpose

To provide clear, consistent, and meaningful feedback that:

- Accelerates pupil progress
- Builds independence and reflection
- Reduces teacher workload
- Celebrates success and guides improvement

Whole-School Marking Principles

1. **Timely** – Feedback is most effective when given promptly. Verbal feedback is the most effective. Same-day or next-day is best.
2. **Targeted** – Focus on learning objectives and success criteria, not everything.
3. **Clear & Kind** – Feedback must be understandable and age-appropriate.
4. **Actionable** – Children should know exactly what to do next.
5. **Pupil-Responsive** – Children respond to feedback (verbally, written or edited work).

Types of Feedback

Not every piece of work requires written feedback. Teachers will use professional judgement to decide the most appropriate form of feedback, with verbal feedback being the primary method.

Feedback will be adapted where necessary to meet the needs of individual pupils, including those with SEND, ensuring it remains accessible and supports progress.

Verbal Feedback (*Most frequent & effective*)

- Used across all subjects and phases.
- Live marking during lessons.

Think Pink

- Teachers will highlight part of the page in pink to clearly indicate an area where children should complete an additional task. This provides an opportunity for

children to deepen their understanding, reflect on their learning, and challenge themselves by improving or extending their work.

- Children are expected to respond to **Think Pink**. Dedicated time needs to be provided for them to reflect on the feedback, make improvements, and demonstrate their understanding.
- The primary purpose of Think Pink is to make marking an active form of assessment rather than a one-way process. In this way, marking becomes an ongoing dialogue that informs both pupil learning and teacher assessment.
- When Think Pink is used to help extend a child's understanding, stem sentences to support staff can be found in appendix 1.

Self & Peer Marking

- In **all literacy lessons** under the date and focus (printed in KS1 and where necessary further up the school) children to be given up to 5 visual prompts to self-assess throughout the lesson.
- Used regularly in KS2 and some KS1 with modelling.
- Children use green (peer) and purple (self) pens to mark and correct.
- Promotes metacognition and independence.

Subject-Specific Guidance

English

- Correct answers: Ticks, verbal feedback, conferencing
- Mistakes/further challenge: Think Pink, verbal feedback, conferencing
- Longer written pieces: Teacher assessment grid, self/peer assessment

Maths

- Correct answers: Ticks, verbal feedback, conferencing
- Mistakes/further challenge: Think Pink, verbal feedback, conferencing

Foundation Subjects

- Focus feedback on key vocabulary, knowledge, or application.
- Use verbal or whole-class feedback for most lessons.

- 2 deep marks per unit.
- Mistakes/further challenge: Think Pink, verbal feedback, conferencing

Foundation Books

- Staff to indicate level of support by drawing one of the following letters in a circle in the top right-hand corner of the page:
- I – Independent: The child has written this with no support from an adult.
- S – Supported: The child needed support with the writing process. This could include composing a sentence using phonics, finger spaces, letter formation or reading it back to themselves.
- E – Encouraged: The child has been given small prompts such as; what comes next? Can you tell me what your next word is? Could you use your word bank to help you?

Misconceptions

- Number and letter formation, spelling, basic grammar, and presentation should be addressed across all subjects as and when they arise.

Independent work in English

- A yellow strip is used in English books to indicate that a piece of work has been completed independently. This provides a clear visual record that the work reflects the child's own understanding and application of taught skills, without adult support.
- Identifying independent work allows teachers to make accurate judgements about attainment and progress, ensuring that assessment is based on what children can do consistently and independently. It also helps to inform future planning, identify next steps in learning, and provide reliable evidence for teacher assessment.

Responding to Feedback

- Time is built into lessons (often next day) for pupils to read, respond, or improve their work (“Polishing Time”).
- Pupils edit using purple pens or under teacher guidance.
- Responses may include corrections, additions, or verbal discussions.

Monitoring & Evaluation

- SLT and subject leaders review marking as part of book looks and pupil voice.
- Feedback should reflect consistency with policy and evidence of pupil progress.

Appendix One

Marking Stems

RECALL REVISIT LINK	Accuracy of knowledge (recall) What was it called when...? Can you recall? What do you know about...? How many...? Which is it...?	Revisit: Against systematic approach Revisit and link: Prior material Test: Multiple choice / key facts Written summary (Evident) – Scaffold
QUESTION & EXPLORE	Comprehension (Depth of Understanding) What do you understand about...? Can you give a reason for...? Can you explain your choice of method? Can you explain your systematic approach? Can you use images to show your thinking? Why do you think...? True or False. Can you explain your thinking? Compare What is the difference between... Which is correct incorrect? What do you notice about...? Which step did you miss? Can you find the pattern/next number? Can you find the missing number? Application Can you represent this in another way? How would you use... to prove...? Why is...and example of...? Can you think example of where you would use this in real life? (Bridging to real life) Synthesis Is there another way/more efficient way? What would you had done if...? How does this ...relate to...? Analysis How could you check this? Can you write this as a word problem? Can you show the number sentence for this problem? Can you make a rule? How else could you demonstrate your thinking? Can you find a more efficient method?	
DECLARE & SHARE	Comprehension (Depth of Understanding) What do you understand about? Can you explain your choice of method? Can you explain your systematic approach? Can you use images/manipulatives to show your thinking? Why does...? Can you prove...? Can you explain why did you...? Evaluation How successful was...? What measure... Why? Which approach/method would you recommend and why?	

Appendix Two

Think Pink Examples

THINK PINK MODELS

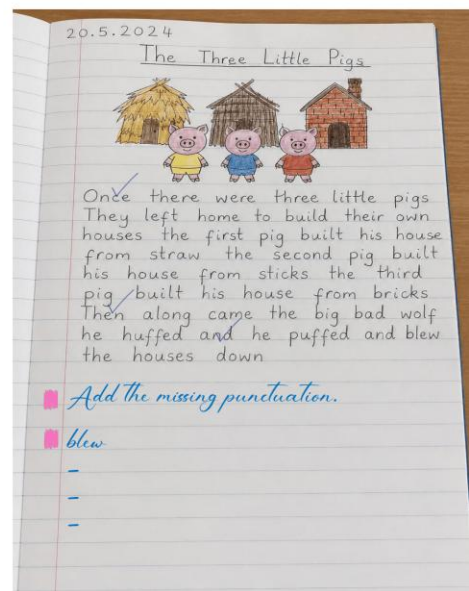
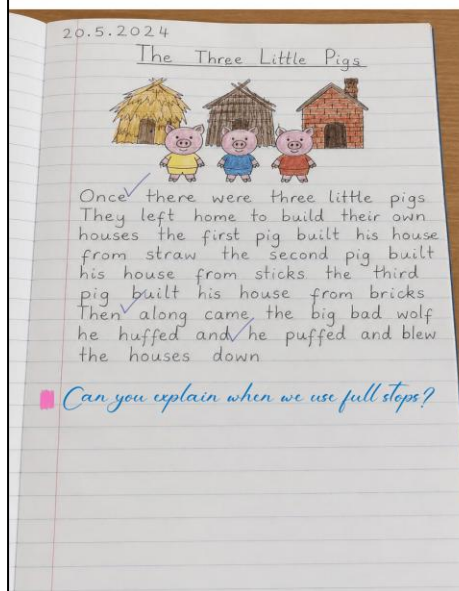
The following provides examples on how to use *think pink*.

It has been slightly amended to make it more motivating, meaningful and manageable.

It's not expected you use *think pink* every time that a child gets something wrong; verbal feedback is still the most effective form of feedback.

Think pink is designed to push and challenge children through marking.

Think Pink



Think Pink

20.5.2024

Story

On Saturday, I went to the park with my sister. ✓

We played on the swings and had a picnic on the grass. it was so much fun.

When we got home, I was very tired! ✓

Which punctuation is missing here?

Think Pink

20.5.2024

Subtraction

$$\begin{array}{r} 1. \quad 5 \quad 4 \quad 2 \quad 3 \\ - 2 \quad 1 \quad 3 \quad 2 \\ \hline 3 \quad 3 \quad 2 \quad 1 \end{array} \quad \checkmark$$

$$\begin{array}{r} 2. \quad 8 \quad 7 \quad 2 \quad 6 \\ - 3 \quad 5 \quad 1 \quad 4 \\ \hline 5 \quad 2 \quad 1 \quad 2 \end{array} \quad \checkmark$$

$$\begin{array}{r} 3. \quad 6 \quad 4 \quad 1 \quad 7 \\ - 2 \quad 3 \quad 4 \quad 5 \\ \hline 4 \quad 0 \quad 7 \quad 2 \end{array} \quad \checkmark$$

$$\begin{array}{r} 4. \quad 7 \quad 3 \quad 2 \quad 8 \\ - 4 \quad 5 \quad 9 \quad 7 \\ \hline \end{array}$$

20.5.2024

Fractions

$$1. \quad \frac{3}{5} > \frac{1}{5} \quad \checkmark$$

$$2. \quad \frac{7}{8} > \frac{2}{8} \quad \checkmark$$

$$3. \quad \frac{5}{6} > \frac{1}{3} \quad \checkmark$$

Can you give a reason for your answer on question 3?

20. 5. 2024

Addition

1. $\varepsilon + 7 = 10$ ✓

2. $2 + 5 = 7$ ✓

3. $4 + 4 = 8$ ✓

4. $2 + 1 = \varepsilon$ ✓

3
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