



MABLETHORPE PRIMARY ACADEMY



Mablethorpe Primary Academy
Feedback, marking and editing to improve learning.
Last reviewed: September 2026

Introduction

At Mablethorpe Primary Academy we hope that this document will provide useful examples for staff when thinking about how to provide feedback to all pupils at all levels. It should provide you with feedback, marking and editing toolkit which you can utilise to suit each subject and to maximise children's independence. The document encourages children to be responsive to their feedback and to play an active part in it. Within this document, you will find examples of each feature of the marking and feedback toolkit being exemplified across a range of subjects, for a variety of different abilities and age groups.

Aims of effective feedback, marking and editing at MPA

Effective marking and feedback should serve a single purpose to advance pupil progress and outcomes. In our school, our three main principles are that effective feedback and marking should always be:

Meaningful - any feedback or marking should move children's learning forwards, address misconceptions, and deepen understanding.

Manageable - the workload for the teaching and support staff should be considered ensuring that expectations are manageable. By managing the time that staff spend on marking and feedback, we will enable staff to have sufficient time to complete other important professional tasks which will benefit our pupils. Equally, by clarifying our expectations around marking and feedback, we will ensure that staff do not miss



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important opportunities to offer timely and specific feedback to pupils which will enable them to progress academically.

Motivating - any comments, whether verbal or written should always be positive and motivating.

With these in mind we aim to:

- raise standards of attainment and accelerate progress by identifying areas of success in a piece of work and areas for further development and improvement at the point of learning wherever possible.
- Raise self-esteem by providing positive feedback and establishing a 'can-do' culture.
- Support the teacher in assessing a pupil's progress and to use the information to inform future planning and interventions.
- Encourage self-assessment, thereby developing the pupil's understanding of the learning process and enable the development of independence.
- Where appropriate, encourage peer assessment as pupils develop high regard for the thoughts and ideas of their peers and respond to their feedback. This ensures that feedback language is in 'child speak' and hence at the appropriate level. It also encourages the sharing of ideas. (This will not replace teacher / staff feedback which would still need to be provided to guide further learning)
- Provide a consistent and progressive approach to feedback, marking and editing across both key stages and the school as a whole.



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Learning objective, Success criteria, titles and learning questions

Learning objectives will be used for Reading, Writing and Maths.

For the wider curriculum subject areas and science these will be learning questions.

Feedback - whether teacher to child, child to teacher or child to child - needs to be based on clear understanding of the learning objective, the task and the related success criteria. Learning objectives, tasks and success criteria must therefore be right at the planning stage and during lessons. The success criteria must be process based, brief, clear and limited in number.

At Mablethorpe Primary Academy:

- Children know the objective of each lesson (L.O.) or learning question and this is displayed at the top of their work underlined with a ruler. From the summer term I year 1 onwards this is done by the child.
- Where a title is used, this must be written on the line and underlined. For example:

English

Monday 25th March 2026

LO: To use subordinating conjunctions to extend sentences

Maths

25/03/25 XXIV_III_MMXXIV

LO: To measure perimeter

Wider curriculum

Monday 25th March 2024

How has machinery changed within living memory?



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- children know how success is measured through the sharing of clear success criteria (S.C.), which are displayed and referred to throughout the lesson displayed on the board.
For example:
I can identify different types of farming machinery.
I understand the difference between living memory and beyond living memory.
I can place farming machinery in chronological order.
- teachers understand, using SMART (Specific, Measurable, Achievable, Realistic, Time-related) success criteria, that there is a distinct difference between what is to be done in a lesson and what is to be learned.

Agreed forms of marking and feedback

Research shows that different method of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Studies have shown that verbal feedback shows slightly higher impacts (+7months). Below are some of the agreed forms of feedback you may use within the classroom.

Verbal feedback – Verbal feedback is given as the teacher circulates the room as general classroom practice, in the form of whole class feedback or on a 1-1 basis. The evidence of the feedback will be clear in the progress the child is making. There is no expectation to write VF in the books.



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Written feedback -

It is important that the feedback is written in a manner which can be read by the child, considerations should be made as to if an adult is helping the child to respond to the feedback and if it is inline with their phonetic development. If a child must respond to a correction or extend their answer, time should be factored into the next lesson to do this.

Written feedback should always:

Be individualised, consistent and appropriate.

Be Informative and supportive.

Extend and challenge learners.

Any written feedback in books should always be in line with the school handwriting policy, be grammatically correct and set high expectations for children.

Developmental marking - This allows the child to make continuous progress through responding to what has been said or written.

Live marking or feedback - whilst pupils are working the teacher circulates and gives feedback on their work by asking questions or giving hints or through modelling and scaffolding next steps. Pupils review and correct their work immediately. Priority will be given to children making negative progress, working below or just below ARE or are Pupil Premium.

Includes teacher gathering feedback from verbal responses, mini whiteboards, book work, etc. Could involve individuals, small groups, or the whole class. May involve further support, challenge, or a change of task May re-direct the focus of teaching or the task. Teacher stops pupils periodically and marks a pupil's work with input from the class or verbalises their thought process. Improvements / corrections should be evident in the child's work.



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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 objective and learning questions 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. This **does not** include the child self-marking with a pen or pencil.

Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

Editing -

Definitions for editing are below.

Correcting, condensing or otherwise modifying to improve a document.

This should appear with a purple polishing pen in KS2 and a pencil crayon in KS1.

Drafting- making improvements or changes to a document

Proofreading- is the final stage of the writing process, checking for mistakes such as grammar, punctuation, spelling, omitted words, repeated, checking words, spacing and format, and typographical errors.

Proofreading should only be after all other edits and revisions have been finished.

Additions- adding content, such as omitted words or creating alliterations, adding in conjunctions, fronted adverbials etc.

Revisions- making changes to a documents structure - focus on paragraph arrangement KS2



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important that these are completed during and after the lesson so that feedback can be shared with the children.

Roles and responsibilities within the school

The Headteacher and Senior Leaders are responsible for:

- ensuring that approaches to marking and feedback justify the time and effort put in by staff.
- ensuring that staff receive adequate training to ensure that marking and feedback is useful and effective.
- monitoring how effectively staff are implementing this policy.
- ensuring that individual staff receive the support that they need to deliver effective marking and feedback.
- being aware of staff workload and ensuring that expectations around marking and feedback take other pressures and time commitments into consideration.

Staff are responsible for:

- implementing this marking and feedback policy consistently.
- ensuring that marking and feedback is completed in a timely manner so that pupils can respond to this quickly.
- ensuring that marking and feedback is delivered sensitively and in a manner that is appropriate to the pupil's age, level of understanding and ability.
- ensuring that pupils feel that they can ask for additional advice and guidance if they need this.
- checking that pupils have understood any feedback that has been given and supporting them to act upon this.



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- Staff to ensure that marking and feedback is given promptly and that
- being aware of their own areas for professional development and seeking additional support if this is needed.

Pupils are responsible for:

- reflecting on any feedback given and acting upon this.
- taking responsibility for their own development and progress.
- communicating concerns or issues that they have regarding their work, or any feedback given to a member of staff.



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Codes to use for marking and feedback:

Pink ink will indicate positive aspects of the work.

Green ink will indicate the next steps for the child or changes the teacher wished the child to make.

Specific to Reception

After pieces of writing the following marking stickers will be used will be used in Reception. The adult will then mark as to how much of the work has been I, GW or an Intervention piece of work.

A B C	●				abc
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good letter formation

I	GW	INT
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Specific to Year 1

A B C	●					
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good word choices	Read your sentences back

I	GW	INT
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Independent (I) This means the work has taken place independently. It will be presumed that work has taken place independently if no marking code is apparent.

Guided Work (GW) - This code should be used if the work has been guided by an adult. For example, during a writing session, the teacher has scaffolded a particular example supporting a small group.

Intervention session (INT) - This should be used when there has been an intervention session that has happened either in class or outside of the class time. If Intervention has happened by another teacher, it is their responsibility to give feedback to both the child and class teacher. As part of the marking and feedback intervention sessions, this should also be updated on provisions in Insight.

Correction © - This will appear anywhere where the child needs to look again at word or calculation. The expectation is that this is then corrected either there and then or time is built into the next lesson. If there are large quantities of work incorrect, it would then be acceptable to see an INT session which would be indicated with the marking code INT.

Examples of how to use the whole class feedback sheet can be seen below on the next page. Please keep this along with the marking and feedback toolkit in your folder for whole class feedback.



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Teacher tool kit for editing

Editing

- EYFS - editing to be repeating sentences back correctly to children.
e.g. when they say a grammatically inaccurate sentence, rephrase it back to them correctly.

In nursery, just rephrase it back to them.

In Reception, encourage them to say it back correctly.

National Curriculum aims:

- **Re-read what they have written to check that it makes sense.**
- **Discuss what they have written to check that it makes sense**
- **Read aloud their writing clearly enough to be heard by their peers and teachers.**
- **(drafting and re-reading to check their meaning is clear)**
- Continue to rephrase sentences back to children.
- Year 1, encourage a simple line through the middle of work that is incorrect. This should be done neatly. The use of rubbers should be discouraged and only used in a minimal way. Common Exception Words - cards to be on tables to support spelling. 2 or 3 words to be written correctly by a teacher at the end of a piece of work. Those words are to be copied out 3 times.
- When Year 1 children are ready, based on teacher assessment, introduce and scaffold the use of purple pens to edit and amend their work. This will need to be carefully modelled and with adult support until they are able to use the purple pen accurately to make revisions to their work e.g. changing tenses, adding in punctuation, editing the spelling of a word.
- In Year 1 by Spring Term 1, children will be ready to learn about publishing their work. They should be taught the process of publishing copying up their improved work to share with others, celebrating their achievement.



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National Curriculum Aims

- **Make simple additions, revisions, and corrections to their own writing by:**
 - **Evaluating their writing with the teacher and other pupils**
 - **Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form**
 - **Proofreading to check for errors in spelling, grammar and punctuation**
- By Year 2, most children should with adult prompting, either 1:1 or in small groups, be able to edit short pieces of writing, checking on: tense, plurals, spelling of common exception words, punctuation and making simple improvements such as up levelling vocabulary, improving verb and adjective choices, modifying sentence openers.
- They may occasionally need to use an additional flap to rewrite paragraphs or sections that need considerable editing. These should be attached at the margin of their book neatly and be reflective of an improved draft of the writing below. This will need to be scaffolded as whole class, group, 1:1.
- Children should be trained during editing sessions to use common exception word prompts to make edits to their spelling. They should be able to read and spot words they have written, draw a line through the word, then nearly write the correct spelling above in the space of the line.
- Children should be able to publish at least 1 piece of work a term, writing it up with the corrections and revisions that they have made in their correct handwriting to celebrate their writing. These pieces of writing should be displayed and shared when possible, to ensure that children know their work is purposeful.



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National Curriculum:

- Evaluate and edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofreading for spelling and punctuation errors.

Notes and Guidance

(Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting and re-reading to checking their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels).

- By Year 3 and 4, most children should with adult prompting, in small groups or whole class, be able to edit short pieces of writing, checking on: tense, plurals, spelling of common exception words, punctuation and making simple improvements such as up levelling vocabulary, improving verb and adjective choices, modifying sentence openers. This could be in the form of editing stations, children rotating around different stations to edit specific focus e.g. tense, common exception words etc. To encourage them to read their drafts to each other, not peer mark, but giving verbal feedback about point to improve.
- They may occasionally need to use an additional flap to rewrite paragraphs or sections that need considerable editing. These should be attached at the margin of their book neatly and be reflective of an improved draft of the writing below. This will need to be scaffolded as whole class, group, 1:1 until they are confident with the concept.
- Children should be trained during editing sessions to use common exception word prompts to make edits to their spelling. They should be able to read and spot words they have written, draw a line through the



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word, then nearly write the correct spelling above in the space of the line, encouraging the use of dictionaries and thesaurus to support spelling and word choices.

- Children should be able to publish at least 1 piece of work a term, writing it up with the corrections and revisions that they have made in their correct handwriting to celebrate their writing. These pieces of writing should be displayed and shared when possible, to ensure that children know their work is purposeful.

National Curriculum:

- **Draft and write by:**
- **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.**
- **In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.**
- **Precising longer passages.**
- **Using a wide range of devices to build cohesion within and across paragraphs.**
- **Using further organisation and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)**

(Pupils should understand, through being shown, the skills and processes essential for writing: that is thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.

- By Year 5 and 6, most children should with adult prompting, in small groups or whole class, be able to edit short pieces of writing, checking on: tense, plurals, spelling of common exception words, punctuation and making simple improvements such as up levelling vocabulary, improving verb and adjective choices, modifying sentence openers, cohesion between paragraphs. This could be in the form of editing stations, children rotating around different stations to edit specific focus e.g. tense, common exception words etc. To encourage them to read their



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drafts to each other, not peer mark, but giving verbal feedback about point to improve.

- They may occasionally need to use an additional flap to rewrite paragraphs or sections that need considerable editing. These should be attached at the margin of their book neatly and be reflective of an improved draft of the writing below. This will need to be scaffolded as whole class, group, 1:1 until they are confident with the concept.
- Children should be trained during editing sessions to use common exception word prompts to make edits to their spelling. They should be able to read and spot words they have written, draw a line through the word, then nearly write the correct spelling above in the space of the line, encouraging the use of dictionaries and thesaurus to support spelling and word choices.
- Children should be able to publish at least 1 piece of work a term, writing it up with the corrections and revisions that they have made in their correct handwriting to celebrate their writing. These pieces of writing should be displayed and shared when possible, to ensure that children know their work is purposeful.