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CROXBY PRIMARY SCHOOL

LIVE MARKING AND FEEDBACK POLICY

Effective Date: October 2024

Date of minuted approval by the Board of Governors: October 2024

Review Committee: Local Governing Board

Review Date: October 2025

Rationale

Live marking and Verbal Feedback should relate to learning objectives and success criteria. Feedback should acknowledge effort and give constructive criticism or praise for improvement. High quality feedback, which is purposeful, is essential to progress learning. Ideally this should be immediate and open an opportunity for dialogue between the pupil and the teacher or teaching assistant. There should always be something for the learner to action straight away.

We aim to:

- Build children's confidence through clear, concise, actionable feedback.
- Provide verbal feedback, which relates to the success criteria and year group objectives and meets the individual needs of the child.
- Use a consistent live marking system through school.
- Reduce teacher workload.
- Develop children's own reflective and evaluative skills.

Responsibilities

Teachers & Teaching Assistants

- Commit to giving high quality verbal feedback during the lesson wherever possible.
- Monitor progress through regular diagnostic verbal feedback and improvement time (most often there and then).
- Monitor pupil improvements and further work in relation to previous targets to ensure progress.
- Ensure that all pupils are taught a high quality of presentation.

Allow for tasks to be marked by the pupil where appropriate

Subject Leaders

- Monitor the quality of progression based work.
- English leader – monitor the progress of writing in independent writing books through moderation exercises and monitor the progress of reading work through focussed work scrutinies (One Note/Books)
- Maths leader – monitor the progress of maths work through focussed White Rose maths scrutinies or in KS2 through analysis of Learning By Questions grids.
- Science Foundation subject leaders – monitor the quality of science books – spelling of key words, checking for misconceptions

Head and Senior Leadership Team

- Monitor the effect of policy and guidelines on pupil progress.

Procedures

Setting intentions/enquiry questions for children

- Learning intentions/enquiry questions will be shared with pupils at the start of the lesson using the substantive knowledge e.g. As scientists we will be...
- The learning intentions/enquiry questions and any relevant success criteria (from live modelling) should guide the feedback and be explained clearly.

Verbal Responses to work

- Teachers give frequent verbal feedback to the whole class, groups and individuals on their work in relation to learning intentions/enquiry questions/success criteria and their year group criteria.
- Questions are used to challenge thinking, stimulate improvements in children's work and motivate.
- Unless the teacher is modelling, all feedback will be verbal.
- Teachers in Years 4, 5 and 6 may use green highlighter on OneNote to support

their verbal feedback within the work or as part of the success criteria.

Wherever possible teachers must in all written work:

Draw attention to:

- any missing punctuation.
- any missing words.
- any poor grammar. Eg. We was

Spelling

- Teachers will focus on age related spelling mistakes.
- In Key Stage 1 by highlighting pointing out the word to the child providing the correct spelling, which will be corrected in their books.
- In Lower Key Stage 2 by highlighting pointing out the word to the child, who will then change the spelling by using an online dictionary.
- In Upper Key Stage 2 by telling the child which line they have a spelling mistake for the pupil to identify the word themselves and correct the spelling using an online dictionary.
- At the teacher's discretion, any SEND children or children with specific barriers to spelling, may use a spelling strategy from a previous Key Stage.

Key Stage 1

In Reading/Writing lessons:

- Wherever possible, teachers will provide verbal feedback to correct, extend or challenge. This will be responded to immediately by the child.
- Where appropriate, pupils will mark their own tasks, placing a small green square or small green dot next to their answer.
- Following the series of lessons, children will be provided the opportunity to edit and improve their work to create their final piece in their extended writing books. This final piece will be the child's own work and will not be marked by the teacher.

In Year 2 Reading lessons (evidenced in books at least once per week):

- The child will identify a correct answer with a green square next to the answer and error within by the use of a dot.
- Time will follow immediately after this work and allow for extension or correction (Green Pencil).

In Maths lessons

- In the overwhelming majority of lessons, pupils will mark their own tasks, placing a small green square or small green dot next to their answer.

Key Stage 2

In Writing lessons:

- All pieces of writing throughout the week will be completed on a template using Class Notebook (books in Year 3) and verbal feedback will be provided to the children to provide challenge, extension or corrections. These will be completed by the child immediately.
- Following the series of lessons, children will be provided with the opportunity to edit and improve their work to create their final piece in their extended writing books. This may be printed out or handwritten for years 4/5/6. This final piece will be the child's own work and will not be marked by the teacher.

In Reading Response lessons (At least once per week):

- These will be completed on LBQ (Learning by Questions) using Reading Plus Skills lessons and verbal feedback will address whole class misconceptions and errors.

In Maths lessons

- In the majority of lessons, verbal feedback to challenge or address misconceptions will be provided in response to their work, which will be completed using LBQ.
- The children will also record work in maths jotters where they can act on feedback and discuss mistakes made. These may be live marked by the children using green pencil crayon.

In Curriculum lessons: (Geography, History, Science, Art and DT)

- Wherever possible, teachers will provide verbal feedback to correct, extend or challenge. This will be responded to immediately by the child.
- Where appropriate, pupils will mark their own tasks, placing a small green square or small green dot next to their answer.