The Levett School

The Levett School
Positivity | Determination | Reflection | Integrity

Live Marking and Feedback Policy

Policy agreed by Management Committee on:	
Review date for Management Committee:	
Allocated Group/Person to Review:	Hannah Buchanan
Agreed frequency of Review, by allocated person:	Every Two Years
Last Review date:	

Melton Road, Sprotbrough, Doncaster, DN5 7SB

Doncaster Council

1. Rationale

At The Levett School, we see marking and feedback as an important part of the learning process. It helps us plan lessons, understand each pupil's progress, and support their development. Feedback on work is always constructive and positive—celebrating achievements while guiding pupils on how to improve. This approach helps build confidence, encourages positive learning behaviours, and supports steady progress.

High-quality teaching and thoughtful feedback go hand in hand. That's why we apply consistent feedback principles across the school. This gives every pupil clear guidance on how they're doing and what they need to work on next.

We also believe that every child is unique, so feedback should be personal and meaningful. We aim to boost pupils' self-esteem by highlighting what they've done well and offering support where it's needed.

Our feedback also encourages pupils to reflect on their own learning. It helps them recognise their next steps and feel comfortable asking for help when needed—important skills for becoming more independent and confident learners.

2. Purpose

- At The Levett School, our approach to marking and feedback aims to:
- Track and support each pupil's progress by identifying their next steps
- Understand and respond to individual learning needs
- Provide timely, accurate feedback to help pupils improve
- Build confidence, promote a growth mindset, and encourage pride in their work
- Celebrate achievement and set ambitious, personalised targets
- Maintain consistency in marking across the school
- Help pupils reflect on their work and take ownership of their learning
- Inform future teaching and learning plans
- Foster a strong, supportive dialogue between pupils and teachers
- Correct misunderstandings and connect learning across subjects, especially in literacy and maths

3. Responsilbities

3.1 The Headteacher/Senior Leadership will:

- Involve all adults working with pupils in the classroom to ensure the policy is implemented and monitored.
- Monitor marking and feedback through pupil work and discussion with pupils in quality assurance procedures.
- Support staff feedback skills in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.

3.2 Teachers will:

Ensure that marking and feedback will:

1. Give recognition and appropriate praise for achievement.
2. Allow specific time for pupils to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs.
3. Give clear strategies for improvement.
4. Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others.

5. Use assessment and marking to inform future planning and individual target setting.

3.3   Teaching and Learning Support Staff will:

- Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations.
- Ensure that the teacher is made aware of any difficulties and successes that a pupil may have.
- Use knowledge of how pupils responded in order to assist in the planning or adaptation of the next lesson.

3.4   Parents/Carers will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning.
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement.
- Encouraged to understand that their child's developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

3.5   Pupils will:

- Have frequent and planned opportunities to assess their own work and that of other pupils in the class.
- Have a clear understanding of the challenging targets to which they aspire, whatever their level of achievement.
- Clearly know their targets and frequently review them to evaluate what they need to do next.
- Engage with adults in dialogue about their learning making improvements within the lesson.
- Have opportunities to respond to feedback and improve their work at the end of a unit.

4.   Assessment for Learning

The Levett School requires the following frequency of written deep marking- including the above principles. This means accurate marking. Marking should follow three key principles; it should be meaningful, manageable and motivating.

Maths	English	Reading	Science	Topic
A pre and post unit assessment.

All calculations must be marked (this can be by pupils in class). | Ongoing marking is a necessity- adult footprint should be strong.

Detailed mark and feedback on both revising and editing prior to the final piece.

Pupil's use of purple pen is consistent. | Strong adult footprint.

All comprehension - style questions marked. | Ongoing marking is a necessity- adult footprint should be strong.

Front Cover Sheets completed and used consistently.

Detailed mark and feedback on both revising and editing prior to the final piece. | Front Cover Sheets completed and used consistently.

Adult footprint is strong and pupils are responding to feedback. |

However, The Levett School pedagogy requires evidence of the impact of continual assessment and feedback to drive the curriculum and ensure pupil progress.

Where teachers lack evidence of this, they may be supported by increasing the frequency of marking so they can develop Assessment for Learning (AfL) skills and support pupil progress. This judgement will be made based on work scrutinises. The Levett School focuses on LIVE MARKING in the lesson.

The following acts as the evidence of **adult footprint** which should be embedded in all books.

Types	What It Looks Like
Live Feedback	Work discussed with learner in the lesson, improvements made as they are pointed out, modelling of skill by staff.
Learning Objectives	Learning objectives can be tracked to objectives in medium-term plans and are shared with pupils at the beginning of lessons and clearly separated from the explanation of the activity. **At the end of the lesson:** These are to be indicated by the teacher with the pupil (self-assessment) to show whether they have met the expectations of that LO (Red/ Amber /Green).
Success Criteria	Learning outcomes are shared, discussed and agreed with pupils, in a way that is bespoke for your pupils and subject.
Use of Marking Codes	Use of marking codes to show group feedback (GF) or individual feedback. (IF). This is not sufficient alone, there must be evidence of pupils acting on feedback. Pupils will use a change of pen to signal when learning is amended as a response to feedback (this will take place during a lesson). This pen colour is purple.
Use of Marking Stickers	These marking stickers are to be used on every piece of work in all subjects. They are a tool for teachers to acknowledge the support given to the learner during the lesson.
Zero Negativity Sticker	Learning that has encompassed all four values: positivity, reflection, determination and integrity will receive a Zero Negativity sticker and then a certificate.
Highlighting large sections of work	Teachers may highlight sections to be revised and re-attempted based on feedback. The impact of this will be seen in pupils re-drafting or re-attempting learning challenges.
Verbal Feedback	It is live, immediate and relevant. It leads to direct pupil action. This feedback is not necessarily planned for. Mistakes are treated as opportunities for improvement and a focus for support. It will be provided during every lesson, individually or collectively. The use of praise to celebrate success and achievement is essential to move pupils on.
Peer Assessment	Rigorously structured and modelled by the teacher. Pupils are well trained in the process. It will be evident in books at least once a fortnight.
Self-Assessment	Explicit and clear structure to identify their learning needs. Teachers support to uncover and share the elements of success in learning. Pupils will self-reflect on learning twice during each unit of work.

Day-to-day Assessment Strategies

Day-to-day assessment involves adults focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps. Strategies employed during the lesson to develop this are:

- Questioning e.g. asking questions to assess pupil's starting points in order to be able to adapt the learning to their needs, asking a range of questions from literal to high order, using thinking time.
- Observing e.g. watching pupils and listening to their discussions to assess their learning as it is happening, making planned observations of particular pupils to support their learning in the classroom.
- Discussing e.g. holding brief impromptu discussions with pupils to follow up any surprises at their responses during the lesson, discussing misunderstandings or misconceptions, holding informed discussions to follow up on earlier assessments.
- Analysing e.g. marking and assessing written work with pupils.
- Checking pupil's understanding e.g. conducting recall tests, introducing end of unit questions that draw upon what has been taught previously.
- Engaging pupils in reviewing progress e.g. developing self and peer assessment review lessons, during which teachers carry out sustained feedback with individuals or groups of pupils in order to identify the progress that has been made, targets achieved and to plan future learning.
- Diagnostic assessments- short, specific tests/questions/reviews to accurately analyse gaps in understanding (end of unit tests).

5. **Marking within subjects**

5.1 Literacy and Mathematics

- Each pupil will have one piece of work marked each week giving detailed feedback and a next step activity for pupils to complete. This may increase in a specific writing week within a literacy unit where pupils will need to improve aspects of their writing before completing an independent piece of writing.
- All written work, tasks, activities and questions will at least be ticked to recognise the work a pupil has completed and where relevant an acknowledgement short phrase can be used e.g. great effort or a smiley face.
- Literacy and maths work needs to be marked referencing success criteria identified in class see appendix for examples or from front cover unit sheets. This will support adults and pupils to focus on aspects of work that are or are not evident in their work that needs addressing which will support next step marking and teaching.
- LO will be RAG highlighted with the pupil at the end of the lesson.
- Use of success criteria when giving verbal feedback.
- The use of green highlighter to show a 'WOW' moment or use of key vocabulary independently.
- Specific and targeted spelling mistakes need to be highlighted in all written work (including maths) and opportunities for pupils to correct spellings (a maximum of 5 per piece of work).
- Spellings that are identified should link to decoding, common exception words, those explored in spelling lessons or key topic vocabulary.
- Errors in writing or calculation mistakes in maths should be identified with a blue highlighter. Mistakes identified need to be addressed within the lesson or as part of a next step.
- The use of marking stickers to be used at all times to identify the level of support given.

5.2 Science

- All aspects of the science work should have at least a tick to acknowledge the work.
- The use of marking stickers to be used at all times to identify the level of support given.
- Success criteria to be referred to in verbal feedback.
- Longer written pieces of work should be marked in line with literacy standards, for example investigational writing.
- Next steps marking should take place twice within the unit.

5.3 Foundation Subjects

There are subjects in the National Curriculum that lend themselves to more practical based activities such as PE, Art, DT and music at times all subjects require a practical element, these are difficult to make due to their practical nature.

- All written work should have a tick to indicate that recorded work has been seen.
- Marking codes should be used in line with policy.
- The use of marking stickers to be used at all times to identify the level of support given.
- Success criteria to be referred to in verbal feedback.
- Spelling mistakes/ basic punctuation errors need to be highlighted and opportunities given for pupils to correct these (a maximum of 5 per piece of work).

This will be in response to observation of pupil's learning. Therefore, it will be more heavily weighted towards verbal feedback, self and peer feedback and staff discussion.

Appropriate methods for marking and feedback:

- Regular praise and encouragement.
- Adults talking to pupils individually about their achievements and how to develop their skills further.
- Group time where pupils talk with their peers and teacher about their learning.
- Paired peer assessment.
- Written observations.
- Annotation of photographic evidence.
- A photo sheet to show a love of learning / progress made.

6. **Photographic evidence**

Two types of evidence will be used to showcase:

1. Academic learning and progress made.
2. A love of learning.

1.This is when other learning materials and resources have been used such as whiteboard work, chalkboard, practical paper activity, big drawing paper and a copy of the learning completed for record is required. This learning will be marking in line with the policy.

2.When photographic evidence is used to show and promote a love of learning for that subject / unit or lesson. The photo will represent the four core values of positivity, reflection, determination and integrity. A caption will be written underneath to explain the photo.

1. Marking Codes:

IF	Individual feedback given verbally. State in a short phrase what feedback was given.
GF	Group feedback given verbally. State in a short phrase what feedback was given.
I	Independent
✓	This is correct.
✓ H/P / HP	Acknowledges excellent handwriting or presentation used by the pupils.
Highlighting a WOW Key Vocabulary	Amazing and independent! Independently used key vocabulary.
Highlighting a section in blue along the margin next to the activity/answers.	Revise Re-do Re-draft Edit – (based on feedback) Adults must indicate where pupils need to redo.
Pupil response to marking	Pupils will use a purple pen to polish their learning.
/ /	New Paragraph
PA	Peer-assessed
SA	Self-assessed
SP	Correct this spelling using a dictionary. Pupils record this in the margin.
LO LO LO	Did not understand the LO. With support understands the LO. Can independently understand the LO.

2. Terminology

Reader	The adult has read the task on behalf of the pupil.
Scribe	The adult has written/ recorded the learning on behalf of the pupil.
Guided	The adult works with a smaller group of pupils or one to one pinpointing a specific skill the group needs.
Shared	The adult elicits ideas from pupils and together they all compose a collaborative piece of work.

Prompt	The adult gives the pupil a hint which doesn't lead them to a direct answer.
Support	The adult is more invasive in their approach, as it takes the pupil step-by-step through the task leading to a direct answer.
Vocabulary – V / W	The use of key vocabulary has been used by the pupil, verbally (v) or used in work (w).
C.P.A	What manipulatives/ resources has the pupil used in their maths learning: Concrete Pictorial Abstract State which manipulatives were used.

Appendices:

Good examples of the marking in action:

Friday 7th January 2022
Monday 10th January 2022

(A)

Like a range of descriptive devices

Trees
There are trees as tall
as a giraffe, the branches
are reaching out like a snake
trees attacking its
prey.

(VC) Make sure your
companions are
relevant
Cody! :)

Can you
compare different...

The it is tall
as a Tom very tall
and a scary
is stay

Palm tree
(If this was
heavily guided)

In the middle of the
village, candyfloss covered
branches brush the clouds in
the sky

Hut

Corn
VF:
still guided but he
could give me corn
A slow gentle
breeze made the corn
the golden corn + the
crackle and sounds of
rustle.

This Needs some work.

The village is safe
like a field of
like haystacks are
spread out like sheep in
a field

Roof Village
The house that look

Tried to prompt
Reader just to see what
(Prompt) he was able to
scribed come up with!
Guided/Shared/Scaffolded
Other:

www- You tried really hard
today- you didn't find it easy!
EBI- Can We look at shield
and hut together.

Shield
Lay it up on the floor the
detailed Shield looks
like a toy in the model
of the Living room
VF- Cody was encouraged to Squad
Hut out these spellings-public appreciation
The major Scratchy walls of the
mud hut were as angry as the
mosquito bite. VF-introduced
the term Rainclothes

People
The poor people are
wearing loin cloths,
that look like
bandages, because a
the scorching
sun.

People
People people : they
are not wearing clothes
and yet they are
hunters as they
have Shotgues And
they have loser hats.

LI: To describe sequences

16. 11. 2021

(B)

① a) Describe what is happening in the sequence.
b) Draw the next two terms in the sequence.

② a) Describe what is happening in the sequence.
b) Draw the next two terms in the sequence.

This Sequence is going in 2 up in 2's.
VF mover word? Ascending

③ a) Describe what is happening in the sequence.
b) Draw the next two terms in the sequence.

3 5 7

The Squares in this Sequence is going up in 2's.
VF ascending

④ a) Describe what is happening in the sequence.
b) Draw the next two terms in the sequence.

2.

The Shapes in this Sequence is going up or go in g up in
ascending

⑤ How could this sequence continue?

Talk about it with a partner. Are your answers the same?

We could add 5, 6, 7, 8, 10, 100?,
2, and 3.

Ruler   Scale
Counters   for kg
Dienes   for mi Q.
Number Line
Number/multiplication grid
Adult prompt/adult support
Other: Cubes

ERI   ✓ coow know this was the opposite of
Design your own decreasing sequence starting with 12 blocks.   ascending
How many terms will your sequence have?

what is 12 a multiple/factor of?

12
6 ⟨12⟩ 3
4   2
1