

# The Levett School



The Levett School

Positivity | Determination | Reflection | Integrity

## Live Marking and Feedback Policy

|                                                         |                 |
|---------------------------------------------------------|-----------------|
| <i>Policy agreed by Headteacher on:</i>                 | 15.07.2026      |
| <i>Review date for Headteacher:</i>                     | 15.07.2028      |
| <i>Allocated Group/Person to Review:</i>                | Emma Place      |
| <i>Agreed frequency of Review, by allocated person:</i> | Every Two Years |
| <i>Next Review date:</i>                                | July 2028       |

Melton Road, Sprotbrough, Doncaster, DN5 7SB



Doncaster  
Council

## **The Levett School Live Marking and Feedback Policy Rationale**

This policy applies to all teaching staff, support staff involved in learning, and subject leaders.

### **Rationale**

At The Levett School, we recognise that effective feedback is one of the most powerful influences on pupil progress. Our approach to marking and feedback is informed by current educational research, including guidance from the Education Endowment Foundation (EEF), and is designed to maximise pupil learning whilst ensuring staff workload remains manageable and sustainable.

The EEF's *Teacher Feedback to Improve Pupil Learning* guidance report identifies feedback as having a high impact on pupil outcomes when it is timely, specific and acted upon by pupils. Research suggests that feedback is most effective when it occurs during the learning process, enabling misconceptions to be addressed immediately and pupils to make improvements while learning is taking place.

For this reason, The Levett School prioritises live marking and verbal feedback over extensive written marking. Feedback is viewed as an integral part of teaching rather than an activity that occurs after learning has taken place.

### **Principles of Effective Feedback**

Our approach is based on the following evidence-informed principles:

#### **Feedback should move learning forward**

Feedback focuses on improving pupil thinking, understanding and performance. Staff identify misconceptions, provide scaffolding and guide pupils towards the next steps in their learning.

#### **Feedback should be timely**

Immediate feedback delivered during lessons allows pupils to respond, make corrections and deepen their understanding before misconceptions become embedded.

#### **Feedback should be manageable**

The EEF and Department for Education workload reviews highlight that extensive written marking does not necessarily lead to improved outcomes. Time spent marking is only valuable if it results in improved pupil learning. Therefore, staff time is focused on feedback approaches that have the greatest impact.

#### **Feedback should require pupil response**

Feedback is most effective when pupils engage with it. Pupils are expected to respond to feedback through discussion, correction, redrafting, retrieval activities or further practice.

### **Live Marking and Verbal Feedback**

At The Levett School, feedback is predominantly provided through:

- In-the-moment verbal feedback.
- Teacher-pupil conferencing.
- Immediate correction of misconceptions.
- Guided practice and modelling.

- Whole-class feedback.
- Targeted questioning.
- Live marking during lessons.
- Self-assessment and peer discussion where appropriate.

Teachers circulate during lessons, assessing understanding and providing immediate feedback. This enables teaching to be adapted responsively and ensures pupils receive support at the point of need.

Where written evidence is used, it may take the form of:

- Brief annotations.
- Highlighting successes.
- Indication of misconceptions.
- Symbols or codes understood by pupils.
- Next-step prompts where appropriate.

Written comments are concise and purposeful rather than extensive.

### **Alignment with Rosenshine's Principles**

The school's feedback approach aligns closely with Rosenshine's Principles of Instruction through:

- Frequent checking for understanding.
- Guided practice with immediate correction.
- High levels of questioning.
- Retrieval and review of prior learning.
- Scaffolded support before independent practice.
- Ongoing assessment throughout lessons.

This ensures feedback is embedded within high-quality teaching rather than viewed as a separate activity.

### **Meeting the Needs of Our Pupils**

Many pupils at The Levett School have SEND, SEMH needs, gaps in learning or disrupted educational experiences. Immediate verbal feedback and live marking provide significant advantages for these learners by:

- Reducing cognitive overload.
- Providing instant clarification.
- Increasing engagement and motivation.
- Preventing misconceptions from becoming embedded.
- Supporting emotional regulation through positive adult interaction.
- Building confidence through immediate success and reinforcement.

The interactive nature of live feedback is particularly effective for pupils who may struggle to access or respond independently to lengthy written comments.

### **Evidence of Feedback**

Evidence of feedback may be seen through:

- Improvements within pupils' work.
- Corrections and redrafting.
- Responses to verbal feedback.

- Teacher annotations where appropriate.
- Questioning and discussion.
- Pupil explanations of their learning.
- Assessment information and progress over time.

The absence of extensive written marking does not indicate an absence of feedback.

### **Workload and Staff Wellbeing**

The Levett School is committed to implementing evidence-informed practices that support both pupil outcomes and staff wellbeing. In line with EEF recommendations and Department for Education workload guidance, teachers are not expected to provide extensive written marking. Instead, professional time is prioritised towards planning, adaptive teaching, high-quality instruction and responsive feedback that directly impacts pupil learning.

### **Conclusion**

The Levett School's approach to live marking and feedback reflects current educational research and best practice. By prioritising immediate, responsive and actionable feedback, we ensure that feedback has maximum impact on learning whilst maintaining a sustainable workload for staff. Our approach supports pupils to become reflective learners who understand how to improve and achieve success across the curriculum.

### **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.
6. 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.
7. Ensure that the teacher is made aware of any difficulties and successes that a pupil may have.
8. Use knowledge of how pupils responded in order to assist in the planning or adaptation of the next lesson.

### **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.

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                         | <p>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.</p> <p><b>At the end of the lesson:</b><br/>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).</p>      |
| Success Criteria - TBC                      | <b>Learning outcomes are shared, discussed and agreed with pupils, in a way that is bespoke for your pupils and subject.</b>                                                                                                                                                                                                                                                                              |
| 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.                                                                         |
| Core Value/Headteacher Recognition Stickers | Learning that has encompassed all four values: positivity, reflection, determination and integrity will receive a Core Value Certificate. There will also be stickers for Headteacher recognition for those exemplary pieces which will be shown in assembly and pupils will be awarded a Headteacher Recognition Certificate.                                                                            |
| Verbal Feedback                             | <p>It is live, immediate and relevant.</p> <p>It leads to direct pupil action.</p> <p>This feedback is not necessarily planned for.</p> <p>Mistakes are treated as opportunities for improvement and a focus for support.</p> <p>It will be provided during every lesson, individually or collectively.</p> <p>The use of praise to celebrate success and achievement is essential to move pupils on.</p> |
| Peer Assessment                             | <p>Rigorously structured and modelled by the teacher.</p> <p>Pupils are well trained in the process.</p> <p>It will be evident in books at least once a fortnight.</p>                                                                                                                                                                                                                                    |
| Self-Assessment                             | <p>Explicit and clear structure to identify their learning needs.</p> <p>Teachers support to uncover and share the elements of success in learning.</p> <p>Pupils will self-reflect on learning twice during each unit of work.</p>                                                                                                                                                                       |

## **Day-to-Day Assessment Strategies**

At The Levett School, day-to-day assessment is an integral part of the Learning Cycle and is embedded throughout all teaching and learning. Assessment is used to identify what pupils know, understand and can do, enabling teachers to adapt learning, address misconceptions and plan appropriate next steps. Assessment is ongoing and responsive, supporting the implementation of the Cornerstones Curriculum and ensuring pupils make progress through each stage of the learning process.

The Learning Cycle provides a consistent framework for assessment, with staff continuously gathering information during the stages of retrieval, explicit teaching, modelling, guided practice, independent application and reflection. This approach is underpinned by Rosenshine's Principles of Instruction, particularly the use of regular review, questioning, checking for understanding and responsive teaching.

Strategies employed during lessons include:

### **Questioning**

Teachers use targeted questioning throughout the Learning Cycle to assess prior knowledge, check understanding and deepen thinking. Questions range from recall and retrieval tasks to higher-order questions that promote reasoning, explanation and evaluation. Thinking time and adaptive questioning are used to ensure all pupils can participate and demonstrate their understanding.

### **Observation**

Staff observe pupils as they engage in learning activities, practical tasks, discussions and independent work. Observations provide valuable information about pupils' understanding, engagement and application of skills, allowing teachers to make immediate adjustments to teaching and support.

### **Discussion and Verbal Feedback**

Teachers engage pupils in ongoing dialogue to explore their thinking, clarify understanding and address misconceptions. These discussions form part of the school's live marking and feedback approach, ensuring feedback is immediate, purposeful and supports pupils to move their learning forward.

### **Live Marking and Analysis of Learning**

Teachers review work alongside pupils during lessons, providing immediate feedback and identifying next steps. This may include verbal feedback, conferencing, modelling improvements or brief written annotations. The emphasis is on responsive feedback that pupils can act upon immediately.

### **Checking Understanding and Retrieval Practice**

Regular opportunities are provided for pupils to recall and apply previously taught knowledge. Retrieval activities, quizzes, low-stakes testing and review tasks are used to strengthen long-term memory and support progression through the Cornerstones Curriculum. Teachers regularly revisit prior learning to assess retention and identify gaps in understanding.

### **Self-Assessment and Peer Review**

Pupils are encouraged to reflect on their learning and identify where they are within the Learning Cycle. Through structured self-assessment and peer review activities, pupils develop metacognitive skills, take ownership of their learning and understand the steps needed to improve. The Learning Cycle is explicitly referenced during lessons and displayed throughout classrooms and on teaching slides, enabling pupils to recognise and articulate their stage of learning.

### **Diagnostic Assessment**

Teachers use short, focused diagnostic assessments, including retrieval quizzes, end-of-unit assessments and knowledge checks, to identify strengths, misconceptions and gaps in learning. Within the Cornerstones Curriculum, these assessments help evaluate pupils' acquisition of both substantive and disciplinary knowledge and inform future planning and intervention.

### **Reflection and Review**

The final stage of the Learning Cycle provides opportunities for pupils and staff to reflect on learning, celebrate progress and identify future targets. Reflection activities help pupils consolidate knowledge, develop self-awareness and prepare for subsequent learning sequences.

Through these strategies, assessment becomes an integral part of teaching rather than a separate activity. It enables staff to adapt learning in real time, ensuring that all pupils can access, engage with and make progress within The Levett School curriculum.

### **Marking within subjects**

At The Levett School, pupils have individual exercise books for Mathematics, Arithmetic, Literacy, Phonics, Handwriting and Spelling. These books provide a clear record of learning, progress and achievement over time and support teachers in monitoring pupil development across the core curriculum.

In line with the school's live marking and feedback approach, feedback is primarily provided during lessons through verbal feedback, teacher conferencing and responsive teaching. Written marking is purposeful, proportionate and designed to support pupil progress.

### **Marking Expectations**

- All completed work will receive an acknowledgement, which may include ticks, brief positive comments, stamps, stickers or other age-appropriate recognition of effort and achievement.
- Learning Objectives (LOs) will be reviewed with pupils at the end of lessons and RAG-rated (Red, Amber, Green) to encourage reflection, self-assessment and discussion about progress through the Learning Cycle.
- Success criteria should be referenced during verbal feedback, enabling pupils to understand what they have achieved and what they need to do next.
- A green highlighter should be used to identify a 'WOW' moment, successful application of learning, effective use of key vocabulary or an example of particularly strong work.
- Spelling errors should be identified selectively and purposefully. A maximum of five spelling corrections should be highlighted within a piece of work, focusing on:
  - Decodable words linked to phonics teaching.
  - Common Exception Words.
  - Current spelling patterns and rules.
  - Subject-specific and topic vocabulary.

Pupils should be provided with opportunities to correct and practise identified spellings.

## **Foundation Subjects, Enrichment and Practical Learning**

At The Levett School, assessment and feedback in foundation subjects are designed to reflect the practical, experiential and enquiry-based nature of the curriculum. In line with EEF guidance, assessment focuses on informing future teaching and supporting pupil progress rather than generating excessive written evidence.

Learning within foundation subjects, including those delivered through the Cornerstones Curriculum, PE sessions with Doncaster Rovers, Gardening, HALT, therapeutic interventions with Peggy (therapy dog), educational visits, enrichment activities and other curriculum experiences, is primarily recorded within class Floorbooks.

Floorbooks provide a shared record of learning and celebrate pupil participation, achievement and progress throughout the Learning Cycle. They enable pupils to revisit prior learning, reflect on experiences and recognise their development over time.

### **Floorbook Expectations**

Each recorded session should include:

- A clear Learning Objective linked to curriculum outcomes.
- Evidence of learning through photographs, pupil voice, observations, annotations or examples of work.
- Assessment against the Learning Objective using RAG rating for individual pupils.
- Evidence of reflection and progression through the Learning Cycle where appropriate.
- Annotations that capture significant learning, achievements, misconceptions or next steps.
- Topic overview including what we know, what we want to find out and what we have learned

Where worksheets, written tasks or additional evidence are completed, these should be stored securely within an envelope attached to the Floorbook and referenced where appropriate.

### **Practical Subjects**

Many National Curriculum subjects, including Physical Education, Art and Design, Design Technology and Music, involve practical learning that cannot always be effectively evidenced through extended written work. Assessment in these subjects should therefore focus on the demonstration and application of knowledge, skills and understanding through performance, discussion, creation, participation and reflection.

Assessment evidence may include:

- Photographic evidence.
- Teacher observations.
- Pupil voice.
- Performance outcomes.
- Demonstrations of practical skills.
- Annotated examples of work.
- Recorded discussions.
- Self and peer assessment activities.

### **Photographic evidence**

Two types of evidence will be used to showcase:

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

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.

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.

### **What Leaders Should Expect to See**

When reviewing Floorbooks and foundation subject evidence, leaders should expect to see:

- Clear links to curriculum objectives.
- Evidence of pupil participation and engagement.
- Assessment against learning objectives.
- Progression of knowledge and skills over time.
- Pupil reflections and responses.
- High-quality photographic and observational evidence.
- Evidence that feedback has informed learning.
- Celebration of achievements and personal development.

The absence of extensive written work or written marking should not be viewed as a lack of learning, assessment or feedback. In many foundation and enrichment subjects, the most meaningful evidence of progress is demonstrated through pupils' participation, discussion, practical application and growing confidence within authentic learning experiences.

## 1. Marking Codes:

|                           |                                                                                         |
|---------------------------|-----------------------------------------------------------------------------------------|
| IF                        | Individual feedback given verbally.<br>State in a short phrase what feedback was given. |
| GF                        | Group feedback given verbally.<br>State in a short phrase what feedback was given.      |
| I                         | Independent                                                                             |
| ✓                         | This is correct.                                                                        |
| Pupil response to marking | Pupils will use a purple pen to polish their learning.                                  |
| PA                        | Peer-assessed                                                                           |
| SA                        | Self-assessed                                                                           |
| SP                        | Correct this spelling using a dictionary.<br>Pupils record this in the margin.          |
| LO                        | Not met                                                                                 |
| LO                        | Partially met                                                                           |
| LO                        | Secure                                                                                  |

## Policy Summary

- Feedback is predominantly live and verbal
- Written marking is minimal and purposeful
- Pupils are expected to respond to feedback in lesson time

## Non negotiables

- Every lesson includes live feedback
- Pupils respond to feedback in purple pen
- LO is reviewed every lesson
- Misconceptions addressed immediately
- Date and LO to be written for all pieces of learning, including those evidenced in the floor books.

## Appendices:

### Good examples of the marking in action:

11.01.19 10: Converting ml = L and L = ml

skilled

6.5 L = 6500 ml ✓

8900 ml = 8.9 L ✓

8090 ml = 8.090 L ✓ 8.090

21670 ml = 21.67 L ✓ 21.67

29700 ml = 29.7 L ✓ 29.700

Th Th H T O. T H Th H Th

8 0 9 0

8 0 9 0 . 0 0 0

Th Th Th H T O. T H Th H Th

2 1 6 7 0 . 0 0 0

2 9 7 0 0 . 0 0 0

Try another: 1.4, 4.1, 1.1

8.013 L = 8013 ml ✓

123.4 L = 123400 ml ✓

62 ml = 0.062 L ✓

11.18 LO: Conjunctions

My heart was pounding as I quickly peered over my shoulder to make sure the thing wasn't following me. ~~But~~ it was! It was stood there staring right at me, with its evil grin wrinkling at me. Because of this, I knew was even more determined to run away from it. With fear and my body shaking, ~~this~~ my I began to tremble as the gates closed on me and tore at holes into my clothes. ~~What~~ the light was flooding the graveyard, I heard the most unusual noise ~~ever~~.

"Who is it?" I shouted in a quivering voice. Turning to look behind me, I noticed there was nothing there.

Choose a sentence to redraft to include a semi-colon.

Redraft [redacted]

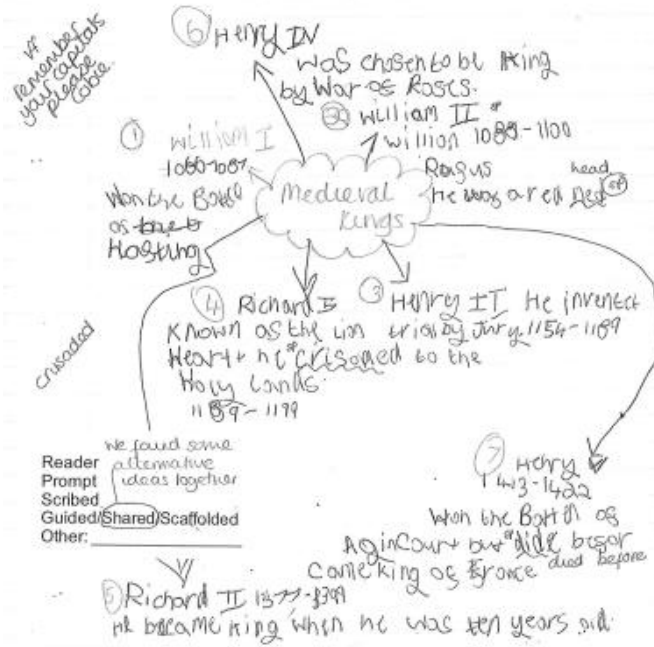
focus = Language choices for impact. Can any expanded noun phrases be added or improved?

Because of this, I was even more determined to run away from it. With a kar and my cold, ~~shaking~~ body shaking ~~uncontrollably~~, I began to tremble as the iron gates started closing in on me.

Tuesday 14th September 20.

LI- to know the medieval kings

WNN → Wow Cobie, you were absolutely fantastic this afternoon - I loved working with you!



go through the Monarchs and chronological order?

Friday 7th January 2022.

11 to use a range of descriptive devices

1102

There are trees as tall  
as a giraffe, the branches  
are reaching out like a s

Free's attacking it's

and live <sup>there</sup> as a dry addition

of varying feeding. at  
like a water pipe

snake attacking its prey

Palms trees

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

Corn <sup>It</sup> still guided but he  
could give me corn

A slow gentle breeze made adjective the golden corn + the crackle and sounds of the to get.  
dot 19



Can you compare different

|                       |      |
|-----------------------|------|
| Palmitic              | tall |
| The I <sub>1</sub> is | low  |

as a form ~~very~~ facility  
and a scily  
is skub  
Scars  
in

Tried to prompt Reader / first to see what Prompt he was able to describe came up with:  
 Guided/Shared/Scaffolded  
 Other: \_\_\_\_\_

Shield

laying on the floor the  
detached 5m x 2m looks  
like a rug in the middle  
of the living room  
VF: Gaby was encouraged to sound

Hint are these spellings - phonetic approximations  
The finger scratches walls of the mud hut were as rough as 11,000 old roughed bike.  
The term 'lean clothes'

Report

PODIE KEEFE: they  
at not using clubs  
and the they at  
hunts as they  
were stayed and  
they make long  
hats

People  
The

The poor people are wearing torn clothes, that look like bandages, because of the scorching sun.



