



Live Marking and Feedback Policy

Approved	30/1/24
To be reviewed	30/1/27
Signed (Chair of Governors)	
Signed (Proprietor)	

Introduction

At Little Kinvaston School, we recognise the importance of live marking and verbal feedback as key components of the teaching and learning process. Our policy emphasises high-quality, purposeful feedback that supports pupil progress while also managing teacher workload effectively. We aim to ensure that feedback is immediate, actionable, and fosters meaningful dialogue between teachers and pupils.

Principles of Live Marking and Feedback

Live marking and verbal feedback should relate directly to learning objectives and success criteria, acknowledging effort and providing constructive criticism or praise for improvement. Feedback should be immediate and encourage a dialogue between teacher and pupil, where possible, including an actionable next step for the pupil. It should also be manageable for teachers to avoid unnecessary marking with minimal impact. Teachers have collectively agreed on the importance of acknowledging pupils' work to ensure that they feel valued, recognise their successes, and understand their next steps for improvement.

Aims of Our Feedback Policy

Our live marking and feedback policy is designed to:

- Build pupils' confidence through clear, concise, and actionable feedback.
- Provide verbal feedback that relates to success criteria and meets individual learning needs.
- Deliver high-quality verbal feedback during lessons whenever possible.
- Establish a consistent live marking system across the school.
- Reduce teacher workload while maintaining effective feedback practices.
- Develop pupils' reflective and evaluative skills to foster independent learning.

Live Marking

Effective feedback can be given in real-time while learning is taking place. This may take the form of:

- Verbal feedback, offering immediate guidance and support.
- Written feedback using marking codes to prompt corrections or improvements.
- Pupils responding to annotations or comments immediately within the lesson.

Self-Assessment

To encourage pupil reflection, self-assessment will be integrated at the end of lessons or sequences of lessons. Pupils will use a **red/amber/green (RAG)** system to assess their learning against success criteria, enabling them to evaluate their progress.

What Went Well (WWW) / Even Better If (EBI)

At the end of a learning sequence, pupils will be encouraged to reflect on their progress by:

- Identifying what they have done well (WWW).
- Considering areas for improvement (EBI).
- Engaging in guided reflections, with support from an adult where needed, or through collaborative class discussions.

Celebrating Success: Effort

Stickers and stampers will be used to praise effort or learning behaviours in pupil books. Good work will also be celebrated. Staff and pupils will choose the appropriate means, which may include positive points, subject stickers or sharing work with Senior Leaders.

Marking Codes

Marking Code	Meaning
	Correct answer/statement/word choice/punctuation
	Incorrect answer/statement/word choice/punctuation
Sp	Spelling error
P	Punctuation error
WWW	What Went Well
EBI	Even Better If
VF	Verbal feedback given
S	Supported work
I	Independent work
Green Pen	Teacher feedback
Purple Pen	Pupil's response to feedback and corrections

This policy ensures that feedback is effective, manageable, and impactful, aligning with our commitment to high-quality teaching and learning at Little Kinvaston School.