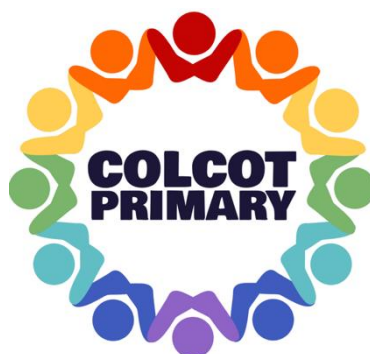


Live Marking & Effective Feedback Policy Aligned with Curriculum for Wales

COLCOT PRIMARY SCHOOL

2025-2026



Policy Rationale

At Colcot Primary School, we believe that feedback should be timely, purposeful and manageable — with the primary aim of advancing pupil learning. This policy outlines our approach to a "Live Marking" strategy, replacing traditional written marking with high-impact, immediate and reflective feedback strategies. These practices are aligned with the four purposes and progression principles of the **Curriculum for Wales**.

This approach supports:

- Pupil independence
 - Deeper understanding
 - Teacher workload reduction
 - Progression through personalised learning
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Key Principles

- Feedback is for learners, not for books.
 - Feedback should inform next steps, not just comment on past work.
 - Pupils are active participants in the feedback process.
 - All feedback should align with the What Matters statements and progression steps in Curriculum for Wales.
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Expectations for Teachers

- Use feedback to inform teaching, planning, and next steps.
- Provide regular opportunities for reflection and improvement.
- Use professional judgment to determine when feedback should be recorded

or shared with parents.

- Ensure consistency and fairness while allowing flexibility in approach.

Timetabling Focus Groups

Teachers must plan weekly focus group sessions (3–6 pupils) for live marking during independent work.

Focus groups must be:

- Prioritised during Literacy lessons and when applied across the curriculum and for Science lessons
- Rotated fairly to ensure all pupils receive live marking support over time.

Marking Literacy and Numeracy Across the Curriculum

- Teachers must consistently identify and address Literacy and Numeracy skills in all subjects, not just English and Maths.
 - Basic spelling, punctuation, grammar, and use of subject-specific vocabulary should be acknowledged and corrected where appropriate.
 - Numeracy skills (e.g., data handling, measurement, calculation) applied in other subjects like Science & Technology and Humanities should be marked for accuracy and understanding.
 - Feedback should help pupils improve both subject knowledge and core skills, with a focus on transferable learning.
 - Where appropriate, use codes or comments.
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Expectations for Pupils

- Engage in feedback conversations.
- Reflect and act on suggestions.
- Take responsibility for progression.

Timetabling Focus Groups

Pupils in focus groups must:

- Engage actively in discussions with the teacher.
- Use verbal feedback to make immediate or same-day improvements.
- Reflect on feedback and apply it in future work.

Marking Literacy and Numeracy Across the Curriculum

- Pupils are expected to apply Literacy and Numeracy skills confidently across all areas of learning.

- They should respond to feedback that relates to spelling, punctuation, grammar, and numerical accuracy in all subjects, not just English or Maths learning.
- Pupils are encouraged to reflect on corrections and improve work as part of their next steps.

Core Feedback Strategies

1.Live Marking / Immediate Feedback

Teachers provide feedback during lessons as learning happens. Corrections or challenges are discussed instantly, reducing the need for written marking.

Progression Step 1 (Nursery – Reception, ages 3-5): Verbal praise, prompts, and modelling; immediate correction of misconceptions with manipulatives (objects/tools) or visuals.

Live Feedback Looks Like:

- **Immediate praise and redirection:** "That's a great try! Let's hold the pencil like this to help you write your name."
- **Modelling and echoing:** Adult repeats and extends child's attempt (e.g., "You said 'cat' – yes! It starts with a 'c'.")
- **Hands-on guidance:** Sitting beside the child and physically demonstrating, with gentle correction.

Progression Step 2 (Year 1 – Year 3, ages 5-8): On-the-spot verbal feedback, guided corrections with teacher support, use of mini-whiteboards for visible checking.

Live Feedback Looks Like:

- **Immediate verbal cues:** "Remember our capital letters at the start of sentences. Let's fix this one together."
- **Use of visual symbols or stamps** to show feedback given during the lesson.
- **"Show me" techniques:** Ask pupils to explain their thinking aloud or with manipulatives (objects/tools).

Progression Step 3 (Year 4 – Year 6, ages 8-11): Verbal feedback on misconceptions and deeper questions; instant review of pupil responses in books or digital tasks.

Live Feedback Looks Like:

- **Targeted verbal feedback** during tasks: “This paragraph is really clear—how could you vary the sentence openers?”
- **Using success criteria in real-time:** “You’ve used two key features of a report—what’s missing?”
- **Whole-class examples with names removed:** Use a visualiser to model improvement on a piece of real pupil work.

2. Whole Class Feedback

Feedback is provided to the entire class based on common strengths and areas for development. Saves time while still improving learning outcomes.

Progression Step 1 (Nursery – Reception, ages 3-5): Whole-class modelling and think-alouds.

Whole-Class Feedback Looks Like:

- **Interactive circle time:** Discuss shared learning from an activity (“What did we learn about floating and sinking?”).
- **Modelling good examples in groups:** Teacher shows pupil work (e.g., drawings or early writing) and verbalises positive aspects.
- **Shared correction:** “Let’s help Teddy hold the pencil properly” – used with puppets or play-based tools.
- **Use of songs, actions or visuals** to recap what was tricky for the group.

Progression Step 2 (Year 1 – Year 3, ages 5-8): Review shared work, highlight common mistakes using visualisers.

Whole-Class Feedback Looks Like:

- **Mini-plenary sessions:** Stop the class mid-task to discuss common errors or great examples.
- **Reviewing anonymous pupil work under visualiser:** “This is a strong opening sentence – why?”
- **Pictorial feedback icons** on the board (e.g., ‘remember finger spaces’, ‘use full stops’).

Progression Step 3 (Year 4 – Year 6, ages 8-11): Annotated exemplars, success and improvement points discussed collectively.

Whole-Class Feedback Looks Like:

- **Success criteria reflection:** Pupils self-check work against class-generated criteria post-feedback.
- **Modelling deep marking or improvements live** using a pupil’s work.
- **Highlighting excellent examples and common misunderstandings** on the board.

- **Improvement tasks or purple-pen time:** Pupils action feedback as part of a structured session.

3.Pupil Self-Assessment

Pupils reflect on and assess their own work using success criteria, checklists, or visuals. Builds metacognition and ownership of learning.

Progression Step 1 (Nursery – Reception, ages 3-5): Emoji faces, simple self-reflection discussions.

Self-Assessment Looks Like:

- **Emotions-based reflection:** Pupils point to or choose emojis (😊 😐 😞) to show how they felt about an activity, (😊 😐) for Nursery age children.
- **Simple questions from adults:** “How can we make that better?”
- **Talk partners:** Encouraged to share what they did with a peer or adult.
- **Adult prompts** scaffold thinking: “You used blue – why did you choose that?” or “What are you proud of?”

Progression Step 2 (Year 1 – Year 3, ages 5-8): Traffic light cards, sentence stems (“I am proud of...”).

Self-Assessment Looks Like:

- **Visual traffic lights (red, amber, green)** to show understanding of success criteria or learning objective.
- **Sentence stems:** “I found ___ easy/tricky because...”, “Next time I will try to...”
- **Checklists with symbols** (e.g., ✓ for capital letters, ✓ for finger spaces).
- **Talking partners:** Pupils explain their choices or improvements to a peer.

Progression Step 3 (Year 4 – Year 6, ages 8-11): Reflection questions in journals, self-assessment checklists.

Self-Assessment Looks Like:

- **Self-check against co-constructed success criteria:** e.g., “I used 3 persuasive techniques – here they are...”
- **End-of-task reflection slips linked to the lesson objective:** “What I did well / What I would improve / What I want help with.”
- **Goal setting:** Pupils identify their next step based on self-review.
- **Metacognitive reflection:** “How did I solve this problem? What would I do differently next time?”

4. Peer Assessment

Pupils give constructive feedback to each other. Often guided or modelled by the teacher.

Progression Step 1 (Nursery – Reception, ages 3-5): Paired sharing with "I like" and "Next time" phrases.

Peer Assessment Looks Like:

- **Oral and visual:** Children talk about each other's concrete work using simple, positive language ("You can make it better by...").
- Use of **smiley/sad faces** to express opinions.
- Facilitated by adults during **circle time** or **guided group activities**.
- Linked to **personal and social development:** learning to listen, take turns, and value others' work.
- Often includes **modelling** from adults (e.g. "Let's look at Tom's building—what do we like about it?").

Progression Step 2 (Year 1 – Year 3, ages 5-8): WWW and an EBI method with sentence scaffolds.

Peer Assessment Looks Like:

- Use of **co-constructed success criteria** displayed on working walls or learning mats.
- Children **pair up** to discuss their work and suggest one thing their partner did well and one thing they could improve ("Two stars and a wish").
- **Verbal feedback** is emphasized: sentence starters like "You did well at..." or "Next time you could try..." help structure talk.
- Supported with **checklists** or **sentence scaffolds**.

Progression Step 3 (Year 4 – Year 6, ages 8-11): Peer marking with success criteria, structured peer-conference conversations.

Peer Assessment Looks Like:

- Use of **peer conferencing:** pupils read each other's work and give verbal or written feedback using checklists or rubrics.
- Pupils encouraged to **justify their feedback** ("I think this sentence is strong because...").
- Reflected in **editing and redrafting** of work, with peers involved in improving final outcomes.

5. Success Criteria Highlighting

Work is reviewed using agreed success criteria. Teachers/pupils tick success

criteria met. Success criteria should be used to support extended writing in all subjects, helping to guide planning, feedback, and self-assessment

Progression Step 1 (Nursery – Reception, ages 3-5): Visual success criteria (picture prompts), teacher-guided.

Success Criteria Highlighting Looks Like:

- Criteria are **shared verbally and modelled** in action, not written.
 - E.g. “We are building a tower. Success is: it stands up / it has 3 blocks / it doesn’t fall.”
- **Adults model reflection**, e.g., “Did it stand up? Let’s check together.”
- Use of **class displays** or large pictorial mats with icons representing success criteria (e.g., a paintbrush, listening ears, helping hands).

Progression Step 2 (Year 1 – Year 3, ages 5-8): Checklists with symbols or key words.

Success Criteria Highlighting Look Like:

- **Co-created with pupils** using simple language (e.g., “I used finger spaces” / “I added a wow word”).
- Pupils may **highlight their own work**
- Often included in **books** for children to refer to.
- **Success criteria** may be drawn or written in books, and pupils tick parts of their work that match the criteria.

Progression Step 3 (Year 4 – Year 6, ages 8-11): Detailed criteria grids with pupil ticks/highlighting for achieved elements.

Success Criteria Highlighting Look Like:

- Pupils **help generate the success criteria** before starting the task (often in the form of a checklist).
- Pupils tick **parts of their own work** to show where they have met specific criteria.
 - E.g., effective vocabulary; clear paragraphing; punctuation.
- Used in **self- and peer-assessment**: partners may highlight each other’s work, then discuss.
- No teacher marking—feedback is based on **pupil dialogue**, guided by success criteria.
- Teachers **facilitate reflection** verbally:

“Have you met all the ‘Musts’? Can you find an example of a ‘Could’ in your partner’s work?”

Pupils sometimes complete a **reflection box** or **RAG (red, amber, green)** their understanding of how well they met each success point.

- Pupils act on corrections, misunderstandings, improvements immediately

6. Verbal Feedback Stamps or Codes

Feedback is recorded succinctly to indicate interaction has taken place. Saves time but ensures accountability.

Progression Step 1 (Nursery – Reception, ages 3-5): Simple stamp or smiley face to indicate feedback given.

Verbal Feedback Stamp Looks Like:

-  "Talked About This" – used when the adult has discussed the child's learning.
-  "I Said Something Great!" – for a moment of praise or celebration.

Use:

- Stamped into exercise books or learning journals.
- Adult might annotate briefly (e.g. "Talked about colours in painting – recognised 3!").
- Encourages metacognition through phrases like, "Tell me what we talked about."

Progression Step 2 (Year 1 – Year 3, ages 5-8): VF stamp (Verbal Feedback) alongside initials or a code to show discussion has happened.

Verbal Feedback Stamp Looks Like:

-  VF – "Verbal Feedback Given"

Use:

- Stamps placed beside specific work (drawing, writing, maths), often with **pupil voice annotations:**

"I remembered full stops after we talked!"

"I fixed my number sentence."

Progression Step 3 (Year 4 – Year 6, ages 8-11): VF stamp with brief pupil note explaining how feedback was acted upon.

Verbal Feedback Stamp Looks Like:

-  VF – "Verbal Feedback Given" (still used for consistency)

Use:

- Stamps used sparingly and meaningfully—typically paired with **success criteria checklists**
- Pupils might write underneath:

"I added a simile after peer feedback."

"We talked about paragraphs and I split it into two parts."

7.Minimal Written Marking

Only essential written comments to clarify or extend understanding and only to move learning forward. Often uses codes instead of full comments.

Progression Step 1 (Nursery – Reception, ages 3-5): Occasional written word or symbol to guide correction or extension.

Minimal Written Marking Looks Like:

Minimal Marking Codes:

Code	Meaning	How It's Used
VF	Verbal feedback given	Teacher discusses learning with child during/after task
	"You did something great!"	Recognition of effort or creativity
	"We talked about your work"	Child encouraged to reflect or share aloud

I Independent work

AS. Adult assisted work

- These might be stamped, stuck, or written lightly in exercise books, journals, or work folders.
- **Accompanied by oral feedback** or scribed pupil voice:

"I made it bigger after she said it needed more blocks."

Progression Step 2 (Year 1 – Year 3, ages 5-8): Short prompts or questions for clarification or extension.

Minimal Written Marking Looks Like:

Minimal Marking Codes:

Code	Meaning
VF	Verbal Feedback
KQ✓	Key Question met
└┐	Next Step given in writing/verbally
I	Independent work

AS Adult assisted work

- Used directly on the child's work to signal that a feedback interaction occurred.
- **No corrections or ticks from teacher**—the focus is on feedback dialogue.
- Teachers encourage children to **respond orally** or in writing:

“I added more describing words.”

Progression Step 3 (Year 4 – Year 6, ages 8-11): Focused comments for extension, challenge, or redirection.

Minimal Written Marking Looks Like:

Minimal Marking Codes:

Code	Meaning
VF	Verbal Feedback
P	Peer feedback given
KQ✓	Key Question met
I	Independent

AS Adult assisted

- Codes are typically paired with **self-assessment** tools (e.g. success criteria checklists, highlighters).
- Pupils may be asked to annotate briefly:

Written in another colour – “I changed the ending after feedback.”

“WWW – I used 3 persuasive techniques.”

“EBI – I used a fronted adverbial.”

- Peer feedback might be noted with “P” and initials of the partner.

8.Dedicated Fix It Time

Regular time for pupils to reflect on and respond to feedback and improve their work.

Progression Step 1 (Nursery – Reception, ages 3-5): Revisiting tasks with guided teacher/TA support.

Dedicated Fix-it-Time Looks Like:

- **Adult-led re-engagement** with a task through modelling or prompting.
- “Let’s try again” moments using practical resources (e.g. counting cubes, whiteboards).
- Learning is revisited through **guided play**, stories, or roleplay.

Example:

- Child draws shapes incorrectly → adult says, “Let’s fix our shapes together!”
- In literacy: re-telling or re-drawing a story with support after a chat about it.

Evidence:

- Short adult annotations in journals/exercise books:

“Revisited shape drawing – recognised circle and triangle after talk.”

Progression Step 2 (Year 1 – Year 3, ages 5-8): Fix-it pens/pencils to edit work after feedback.

Dedicated Fix-it-Time Looks Like:

- Short, timetabled sessions (5–10 mins) after a task or before that start of the next one.
- Pupils act on **verbal feedback**, **peer talk**, or **success criteria prompts**.
- Improvements made directly in their work (different colour pencil or underlining).
- Fix-it tasks can be scaffolded: “Add one more describing word” or “Check your working out.”

Progression Step 3 (Year 4 – Year 6, ages 8-11): Clear fix-it time routines, e.g., purple pens for response, task corrections, and improvement activities.

Dedicated Fix-it-Time Looks Like:

- Dedicated time during or after a lesson or before the start of the next one (5–15 mins).

- Pupils re-read and **edit, improve, or extend** work using:
 - **Verbal feedback**
 - **Peer comments**
 - **Success criteria**
 - **Self-assessment**

Pupils often use a **different coloured pen/pencil** to make changes.

Monitoring & Evaluation

- Regular learning scrutiny, progress meeting, lesson observations, and listening to learners to ensure feedback strategies are consistent and impactful.
- SLT to provide professional learning to develop and refine feedback practices.

Policy Review

This policy will be reviewed annually to ensure it remains aligned with the evolving principles of **Curriculum for Wales** and best practice in feedback.

Signed: _____

Headteacher

Date: _____

Signed: _____

Chair of Governors

Date: _____