New Hall Marking: Responsive Teaching Focus

School Name: New Hall Primary School

Reviewed: June 2025

Next Review: June 2026

Aims

• To use marking as a tool for responsive teaching, adapting instruction based on pupil understanding.

• To identify and address misconceptions promptly.

• To support all pupils in making sustained progress through timely, targeted feedback.

• To foster pupil independence and metacognition in mathematics.

What is Responsive Teaching?

Responsive teaching involves:

• Formative assessment during lessons (e.g., questioning, mini-whiteboards, exit tickets).

• Live marking and feedback that informs immediate or next-day teaching. Use of green and pink highlighters to show success (green) and to reflect and think (pink). Children can self-mark using these colours only in maths and only when it is beneficial for the children to see their progress. The books still need to be checked after the lesson.

• Flexible grouping and adaptive tasks based on pupil needs.

• Pupil voice and self-assessment to guide learning.

Marking Principles

1. Immediate – Feedback is most effective when given during the learning process.

2. Diagnostic – Marking identifies specific misconceptions or gaps.

3. Adaptive – Teachers use marking to adjust future planning and interventions.

4. Empowering – Pupils are taught to reflect on and respond to feedback.

Marking Approaches

Type	Purpose
Live Marking	Address misconceptions in real time.
Whole-Class Feedback	Highlight common errors and successes.
Targeted Written Feedback	Guide next steps or 'fix it' tasks for individuals.

Self/Peer Assessment   Develop independence and
                              reflection.

Feedback Codes

Code	Meaning
VF	Verbal Feedback given
R	Revisit this concept
G	Guided group follow-up
WCF	Whole class feedback
L O☐	Written at the end of the children's work.
LO-	Written at the end of the children's work.
LO.	Written at the end of the children's work.

Marking

All books are marked before the next lesson to ensure timely feedback and to inform next steps in teaching. All adults writing in books will use handwriting in line with our handwriting policy.

Pupil Response

• Pupils respond in purple pen when editing work..

• Where needed, time is built into lessons for 'fix it' tasks.

• Teachers monitor responses to ensure progress and understanding.

Monitoring & Evaluation

• SLT to conduct regular book looks and learning walks..

• Pupil progress meetings include discussion of marking impact.

• Staff CPD supports effective responsive teaching strategies.

Inclusion & Equity

• Marking reflects individual needs, including SEND and EAL pupils.

• Use of visuals, scaffolds, and manipulatives to support understanding.

• Feedback is accessible and differentiated.

1. Immediate Feedback During Lessons

Teachers use green and pink highlighters during lessons to provide immediate feedback. Specific feedback is given to address misconceptions, supporting children in correcting their work. This may include:

- - Prompting children to use age-appropriate spelling aids to correct spelling errors.
- - Modelling corrections using 'I do, we do, you do' for letter formation or joins.
- - Discussing the impact of specific word choices.
- - Supporting children in reviewing punctuation choices.

2. Post-Lesson Marking

After the lesson, teachers complete marking using green and pink highlighters and mark against the learning objective (LO) at the end of each piece of work.

Where misconceptions or errors are identified, teachers select one or more for children to complete as their 'fix it' task. These tasks are marked with a 'fix it' stamp and completed at the beginning of the next lesson. If common misconceptions or errors are identified, staff can use the WCF code and address this at the beginning of the next lesson. Staff will also adjust their dictation sentences to address these common errors.

4. Fix It Time

Time is allocated at the beginning of each lesson for children to complete their 'fix it' tasks or for staff to share whole class feedback about common misconceptions. This ensures that feedback leads to improvement and supports responsive teaching.

5. Self-Editing

Children are encouraged to regularly self-edit their work using year group 'mouldy marking' posters (see appendix). These posters highlight grammar skills taught in previous years and support independent improvement. KS1 children will have access to the posters on the IWB and on their table. KS2 children will have a copy in their books.

6. Marking Drafts

During drafting sessions, feedback is provided through live marking. At the end of each drafting session, teachers read through work to collect whole-class feedback, identifying:

- - Common misconceptions.
- - Effective use of language choice.
- - Punctuation choices.
- - Handwriting quality.

This feedback is used to begin the following lesson, guiding children in editing their work for these key areas.

7. Marking Published Pieces

Published pieces of work are marked with a celebratory sticker or comment to acknowledge and celebrate the pupil's hard work.

8. Assessment

Teachers will update Arbor with their formative assessment at the end of each writing sequence. Once a half term, teachers will assess a piece of extended writing per child.