

Thursday 21st May 2026

‘Teachmeet’ Event

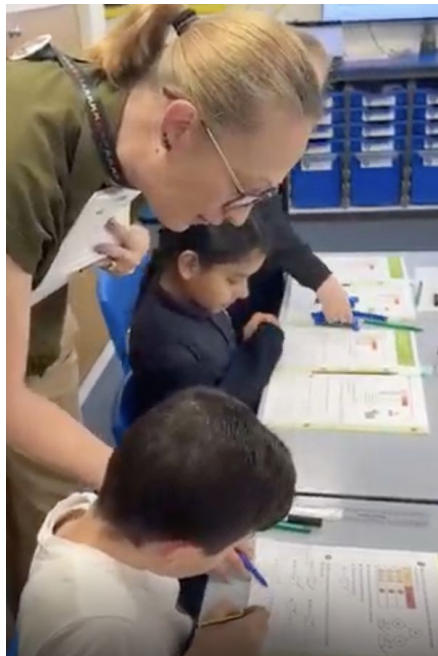
The impact of live marking



We were first encouraged to use live marking more effectively, as a tool for checking children's understanding, a couple of years ago by Stuart.

On reflection, after his staff meeting on this, I wondered how I'd be able to multi-task to the extent that his vision required, but could also see the point he was trying to make.

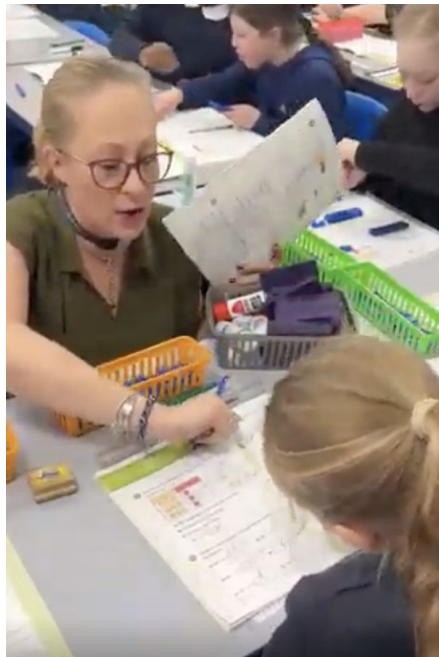
My Math books required red box work, or even full 'fix' lessons quite often during the days when I just took my Math books home each evening to mark. Obviously, this meant more time was required to reteach, which we know we don't have time to do!



Despite worrying how I alone could support my target pupils, stretch my greater depth pupils and check in on everyone else too, at the same time as live marking everyone's work, I gave it a bash.

It was chaos! I seemed to flit around from role to role and multiple pages of answer sheets made it all the more confusing.

Welcome to my answer book. I decided to use a spare copy of the WR maths books that we use and complete it myself, showing all my annotations and calculations. It would have a 2-way purpose: answers for me to use for speedy live marking and a portable model.





Live marking was suddenly so much easier. But it was still tricky working the classroom and to get around everyone.

Welcome to my classroom rearrangement and specific pathway to move around the classroom.

I placed all of my quick starters and finishers along the back. Those working at ARE down one side of the room and those who need that little bit extra on the other side.

I devised a route to use ritually - beginning with my quick starters, then to my target/support group and finally to the secure children.

Such simple things to do...what an impact on us all!





I can now mark all of every child's work within the lesson - time saver after school! Big win! Instead of it taking however long to mark all of the books after school, It only takes about 15 minutes to check through the work, finalise any marking with Crew Coins etc and to assess and record the child's achievement.

Bigger bonus: I can intervene there and then with any misconceptions. I can use my answer book to show my annotations and modelling, but have the answer strategically covered. This prompts, supports and improves the child's understanding there and then. When errors are identified promptly through LM, children correct these there and then, when I return a few moments later, I will ask the child to move on if accurate, or step in with support if needed.



Live marking has had a positive impact on everyone.

Positives:

- All work marked by the end of the lesson - 90% of the time.
- Most misconceptions and errors identified and addressed within the lesson.
- Improved understanding - evidenced by improvement in exit ticket outcomes.
- Better overall outcomes - evidenced by improvement in formal assessment outcomes.
- Happier SLT
- Happier kids
- Happier me
- Happier family - less time marking and preparing fix work.



