

Feedback & Strategic Marking Policy



‘Love your neighbour as yourself.’

Luke 10:27

Approved by: SLT and Governors

Date: September 2018

Last reviewed on: September 2024

Next review due by: September 2025

CRC Links

Article 28 (Right to Education): Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

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RATIONALE

At St. Bridget's, we believe in THINKING. Therefore, we do not do something because, 'that's what we've always done' or because, 'that's what everyone else is doing'. We do it because we believe there is a better way; a more effective way; that utilises our time and energy to make a greater impact on the lives of our children.

Feedback and strategic marking are no different.

We should always start by asking ourselves, 'why are we giving this feedback?'

There are two main reasons:

- To motivate the child and improve learning by promoting more opportunities to practise, self-correct and collaborate or work independently
- We can see an opportunity to move learning on by:
 - ☐ Addressing a misunderstanding
 - ☐ Reinforcing a skill or key piece of information
 - ☐ Extending a child's understanding or ability to do something

Strategic marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. **Research shows that Strategic marking and feedback is the most important factor in pupil learning, so this policy is crucial for the school.**

OUR APPROACH

Sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage professional judgement to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgement needs to be based on what will most positively impact that child's progress and learning. In adopting this approach, it is clear that the skill of the teacher is paramount. Additional guidance for new members of staff is essential if this policy is to be successful.

Feedback and marking in the Ofsted framework

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

[Ofsted inspection – clarification for schools - GOV.UK](#)

[Eliminating unnecessary workload around marking - GOV.UK](#)

[Marking and Evidence Guidance for Primary Mathematics Teaching](#)

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1688713002

AIMS

We aim to:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forwards.
- Plan for how pupils will receive and use feedback
- Provide consistency and continuity in strategic marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the Strategic marking system as a tool for formative on-going assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their efforts and achievements.
- Create a dialogue which will aid progression.
- To help pupils evaluate their own progress
- Develop children as independent learners
- To support pupils so that they are able to give and receive feedback

PURPOSES

Our school philosophy stresses the value of each individual in our school community. We seek, through our strategic marking and feedback policy, to agree on consistent ways for teachers to respond to pupils and for pupils to be able to understand and respond to the way in which work is marked. By achieving this we will be enabling the recognition of achievement, attainment and effort.

Strategic marking should help:

- Teachers to monitor the performance of individuals and groups of pupils.
- Inform teacher assessment of pupils and identify next steps.
- Inform teachers planning.
- Enable pupils to appreciate their own performance.

- Enable pupils to identify their own strengths, areas to develop and build on their learning.
- Enable pupils to identify clearly what next steps they need to take to make further progress.
- Reward the effort of pupils.
- Motivate pupils by showing that their work is valued.
- Develop pupil's independence, ability to review and self-correct
- Develop pupil's ability to collaborate so that they can give and take feedback

TYPES OF STRATEGIC MARKING

Subject Specific Strategic marking

WRITING

Start with the assumption that no pupil actually needs much help to edit their work, aside from the scaffolding and modelling you've already done in the lesson. Suggested structure:

1. After a lesson, look through the class's work and note down any common mistakes or misunderstandings perhaps using the school feedback form or a notability document.
2. When useful, at the start of the next lesson, show an example of a piece of effective work completed by a pupil.
3. Highlight the good aspects of the work to the whole class.
4. When appropriate or needed, next, show an (anonymised) piece or example of work that needs some improvement
5. Correct mistakes and make changes in front of the class
6. Instruct the class to spend 10 minutes perhaps working in mixed-ability pairs to proofread their work and make edits as necessary. Proofreading should focus on spelling, punctuation and grammar as well as content.
7. Then, instruct the class to work on editing or redrafting their work. This is also allows more focus on the content and style of the piece

For pupils who need more help:

- Use prompts, so that the pupil knows to focus on a specific area
- If they need even more help, highlight a specific section to help them find the error
- Pointing out errors should be a last resort and only done when a pupil is really struggling

Ideas for changing and adapting the approach:

- Instead of point 6, pupils may work in groups or individually to proofread a typed-up piece of work
- For younger pupils or those who need more help, perhaps provide a piece of work (which isn't the pupil's own) with one type of error for them to fix
- For those pupils who are already demonstrating strength in their work, provide an additional pointer during the editing stage, such as 'think about which other words could be used to describe X', for example

MATHS

Suggested structure:

1. In lessons, encourage pupils to check their work every 5 questions or after journaling
2. Use a visualiser (air play through iPad) to model ways of checking that lesson's problems; for example, show pupils to add numbers in a different order to check their addition
3. Use a '3 before me' system for struggling pupils to support productive struggle: first they try to fix their mistake themselves, then they ask a peer for help, then a group of their peers, and then finally they ask you
4. Discuss prompts at the start of the lesson, which include questions to help pupils find their mistake or error or seek an entry into an area of challenge
5. As with writing, look through the class's work after the lesson and note down any common mistakes or misunderstandings perhaps using the school feedback form as appropriate
6. Go through effective and (anonymised) developing examples in front of the class
7. Redrafting in maths looks different from redrafting in writing. You will still seek that children correct mistakes, but you could also ask pupils to do the same problem again in a different or more efficient way, or to try the steps in a different or more efficient order

Please see appendix for all examples of marking

INFORM PARENTS

Wherever possible, parents should be made aware of the schools strategic marking policy so that when there are parent/teacher discussions, parents are familiar with the general principles. If parents are informed of the principles of the schools strategic marking policy, then they will be able to achieve a better understanding of the work produced by the children and how they can support them from home.

MONITORING/ REVIEW

To have a consistent strategic marking policy there must be regular monitoring to ensure that staff are fully conversant with policy statements.

There are a number of ways in which this will be done:

- As a whole staff in staff meetings where there will be discussion of examples of work brought in from across school
- In key stage/phase meetings (as needed) where more specific implications can be dealt with.
- In Year group meetings where staff, using the same plans, can discuss planning implications and criteria used for strategic marking.
- In meetings with subject leaders, where staff can raise any matters of concern.
- Inspections of work both by subject leaders and by the Headteacher.
- Pupil voice with books allowing children to talk about marking and feedback

SUPPORT FOR STAFF

SLT will work to ensure our feedback to staff reflects this approach and, if there are queries, we will have professional dialogues with staff to understand why they have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is our ultimate goal, we understand that these judgments are difficult and, often, it can take time to develop a real understanding of when to use most

effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff, Phase Leader or member of SLT, any of whom will be more than happy to offer you advice and support.

Supply Teachers

It is expected that supply teachers will leave clear written feedback about how the day has gone with comments on the learning that has taken place and areas that may need review. See glossary for Feedback form.

APPENDICES

- Examples of maths journals
- Letter to parents
- Glossary of terms for new teachers
- Appendix - Ideas for making strategic marking manageable
- Supply teacher feedback form
- School whole class feedback form

EYFS -Maths Journal examples

7/10/22

Number 2

I can represent the number 2 in a variety of ways.

I can explain my thinking. ⊕ to extend her thinking

○ ○ 2 eyes

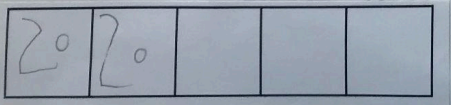
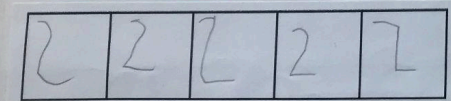
⊕ to use language "a pair"

| | 2 legs

□ □
2 squares

○ ○ 2 circles

⊕ to use a five frame correctly



7/10/22

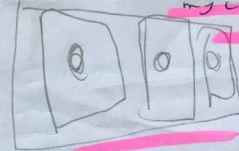
I can show the number 3 in a variety of ways.

I can journal my thinking

I can discuss my thinking.

⊕ to use language "a pair"

1 penny add
2 pennies equal
3 pennies

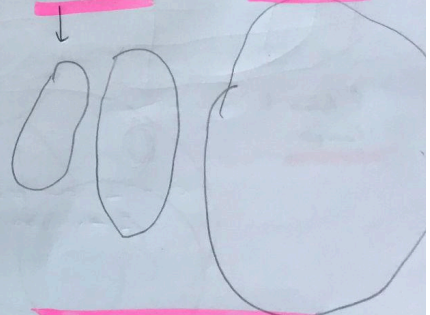


3 places on my climbing frame

3 circles, 3 trees

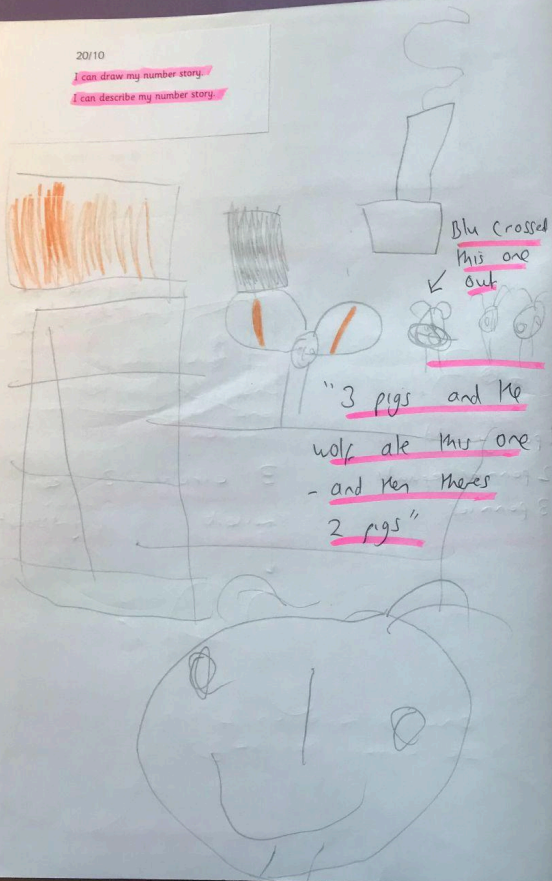
smallest

biggest



20/10

- I can draw my number story.
- I can describe my number story.

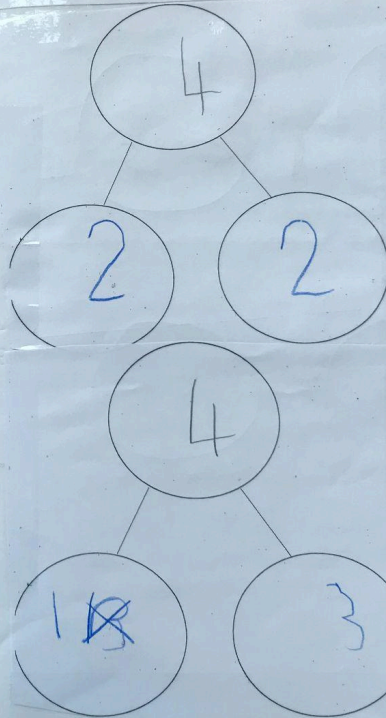


Blu crossed
this one
out

"3 pigs and the
wolf ate this one
- and then there's
2 pigs"

4/11/22

- I can practically show 4 in different ways.
- I can journal my thinking.
- I can discuss my thinking.



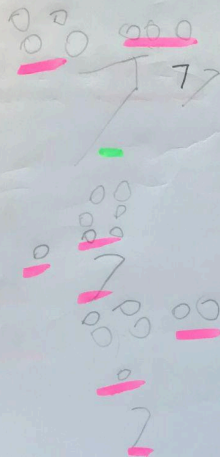
"4 is my
whole
2 and 2
equal 4"

1 add 3
equal 4

13/1/23

Number 7

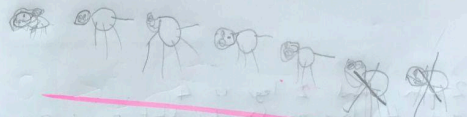
- I can accurately count out 7 objects
- I can show how to make 7
- I can discuss the whole and 2 parts
- I can journal my findings



20/1

Number 7 subtraction stories

- I can explain my subtraction story
- I can draw my story
- I can use the language associated with subtraction (minus, subtract, subtraction, take away remove)
- I can write a subtraction calculation



$$7 - 2 = 5$$

"7 sheep in the field
2 ran away that left
5"


"7 take away 2 equal 5"

KS1 – Maths Journals examples

Addition and Subtraction Facts


Lesson 7

Explore



I think $7 + 6$ is the same as $6 + 7$.

Is Ravi correct?



Handwritten student work:

- m8: $7 + 6 = 13$
- m7: $13 - 6 = 7$
- m1: $13 - 6 = 7$
- m2: $13 - 6 = 7$
- m9: $13 - 6 = 7$
- m10: $13 - 6 = 7$
- m11: $7 + 6 = 13$
- m12: $6 + 7 = 13$
- m13: $13 - 6 = 7$
- m14: $13 - 6 = 7$
- m15: $7 + 6 = 13$
- m16: $13 - 6 = 7$
- m3: $7 + 6 = 13$
- m4: $6 + 7 = 13$
- m5: $6 + 7 = 13$
- m6: $13 - 6 = 7$

Additional student work includes ten frames and number lines:

- Two ten frames showing 13 dots, with 6 crossed out to show 7 remaining.
- A number line from 7 to 13 with 6 dots marked, showing the difference of 7.

Addition and Subtraction Facts

Lesson 7

Explore

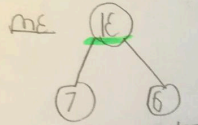
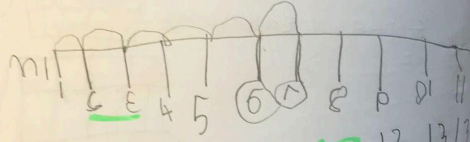


I think $7 + 6$ is the same as $6 + 7$.



Is Ravi correct?

2 2 2 2
3 3 3 3



ms $7 + 6 = 13$



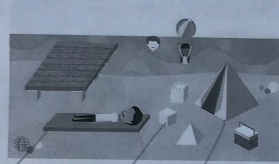
CHS L1 26.1.23

Recognising 3D Shapes

Lesson 1

Explore

Can you name the 3D shapes you see at the beach?



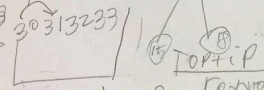
cube
diameter
cuboid

28.9.22

$$\begin{array}{r} +0 \\ 15 \\ +18 \\ \hline 33 \end{array}$$

$$15+18=33$$

$$15+18=33$$

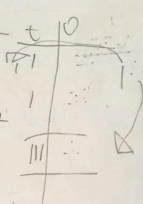


you need to return to 100ne

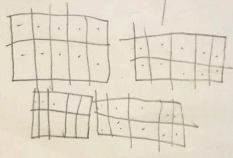
$$\begin{aligned} 15+18 &= 33 \\ 18+15 &= 33 \\ 33-15 &= 18 \\ 33-18 &= 15 \end{aligned}$$

|||

33
15 18



$$\begin{array}{r} +0 \\ 33 \\ -18 \\ \hline 15 \end{array}$$

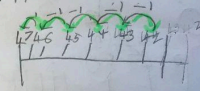


29.9.22

$$47-5=?$$

Ch2:15

|||| 明明明明



$$7-5=2$$

$$\begin{array}{r} +0 \\ 47 \\ -5 \\ \hline 42 \end{array}$$

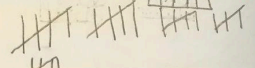
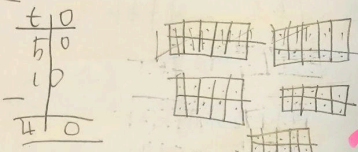
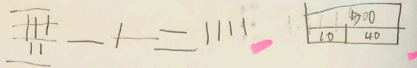
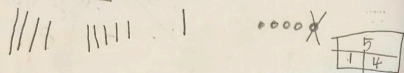
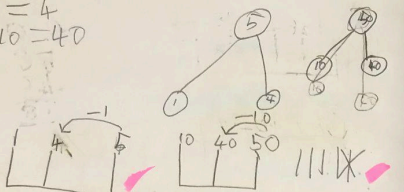
|||||

the 4 交 the

Ch 8: 48

50 - 10 = ? 30 9-22

$$\begin{array}{r} 5 - 1 = 4 \\ 50 - 10 = 40 \end{array}$$



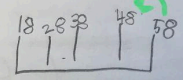
TOP UP
 sort with
 the one
 where the
 count method

$$\begin{array}{r} 50 \\ - 10 \\ \hline 40 \end{array}$$

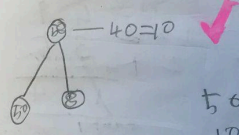
Ch 2: 9

58 - 40 = ?

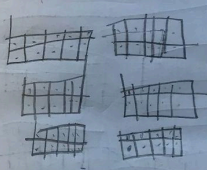
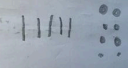
3:10.22



$$\begin{array}{r} 50 \\ - 40 \\ \hline 10 \end{array}$$



$$\begin{array}{r} 50 - 40 = 10 \\ 10 + 8 = 18 \end{array}$$



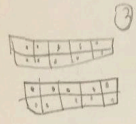
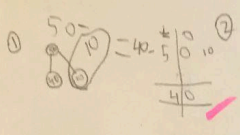
42:18

50-10=?

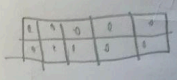
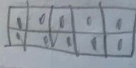
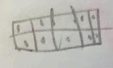
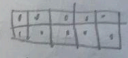
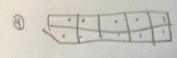
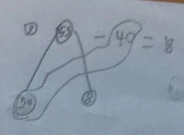
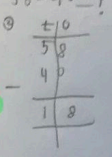
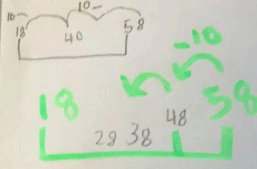
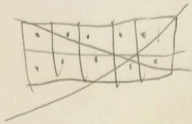
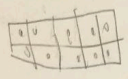
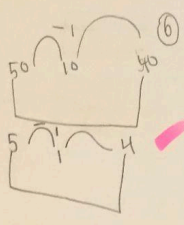
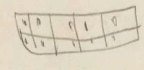
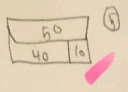
30:422

30:10:22 ⑩ ch 2:19

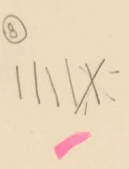
58-40=?



④
 $5 - 1 = 4$
 $50 - 10 = 40$



① Count the ones first.
 If you're taking away ten
 you cross them out.
 I & your plusing out.
 rather ten or one.



KS2 – Maths Journals examples

Journal 2:8 279=22
Adding with Renaming
 Problem
 $257 + 315 = ?$

h t o
 $\begin{array}{r} 257 \\ + 315 \\ \hline 272 \end{array}$

Always start with the units digit.

new 10

Top tip: 2 7 2

We have renamed the ones
 $12 \text{ ones} = 1 \text{ ten}$

Journal 2:9
Adding with Renaming
 Problem
 $482 + 365 = 847$

h t o
 $\begin{array}{r} 482 \\ + 365 \\ \hline 847 \end{array}$

10 tens are renamed to make 100

14 tens = 1 hundred
 + 4 tens

29.9.22
 Journal 2:10
Adding with Renaming
 Problem
 $583 + 249 = ?$

h t o
 $\begin{array}{r} 583 \\ + 249 \\ \hline 832 \end{array}$

10 on ones renamed
 10 tens renamed
 new 100

30.9.22
 Subtracting tens
 Journal 2:12
 Problem
 $279 - 50 = ?$

h t o
 $\begin{array}{r} 279 \\ - 50 \\ \hline 229 \end{array}$

10 tens renamed to 9 tens and 10 ones

Journal - 2
13.9.22

Order of operations
Problem

$$2 + 5 \times 3 - 1 = ?$$

16? 20? 14?

Hotly $2 + 5 \times 3 =$

$$= 2 + 15 - 1$$

$$= 17 - 1$$

$$= 16$$

Mixed operations

- 1) Read from left to right
- 2) $\times / -$ whichever comes first
- 3) $+ / -$ whichever comes first

It was wrong in mine because I did it from left to right of operations rule

$$25 + 7 - 1 = ?$$

$$= 32 - 1 = 31$$

$$25 \times 10 + 4 = ?$$

$$= 250 + 4 = 254$$

$$= 175 + 4 = 179$$

$$= 252$$

Journal - 2
14.9.22

Order of operations
Problem

$$15 - 4 \times 3 =$$

$$(15 - 4) \times 3 =$$

Are the answers the same or different?

$$15 - 4 \times 3 = 12$$

$$(15 - 4) \times 3 = 33$$

Read from right to left

- 1) Complete any calculation in brackets
- 2) Read left to right complete any times or divs whichever comes first
- 3) Read left to right complete any add or subtraction whichever comes first

They are different because the first answer is 12 and second is 33

12.6 Order of Operations 14.9.22

Problem: $15 - 4 \times 3 = ?$
 $(15 - 4) \times 3 = ?$

Are they different or the same?

$15 - 4 \times 3 = 15 - 12 = 3$

$(15 - 4) \times 3 = 11 \times 3 = 33$

expanding the brackets

You can also rewrite this calculation as $15 - 4 \times 3$

Read from right to left.

- 1) If there are brackets in the calculation do the brackets first.
- 2) Read from right to left do the division / multiplication / whichever comes first.
- 3) Read from left to right do the addition / subtraction whichever comes first.

Charles is correct because in the 2nd calculation you have to do the brackets first which is 11 and then $11 \times 3 = 33$ which is not the answer to the 1st calculation.

COPY OF LETTER TO PARENTS PREVIOUSLY SHARED

(to be amended as needed)

Dear Parent/Carer,

Changes to the way your child's work is marked

Recent research from the Department for Education and the Education Endowment Foundation shows that meaningful feedback that improves pupils' work does not have to be written.

Feedback is an essential element of teaching, but too often it can be ineffective when it serves other purposes, such as demonstrating teacher performance or satisfying other, adult audiences such as Ofsted.

The focus in everything we do should always be on the benefit it will bring to your child's learning.

For this reason, we are changing the way we mark your child's work. They will continue to receive feedback that is meaningful, manageable and motivating, but this will take a different form and will not be as visible in their books.

What to expect:

- Teachers will provide dedicated in-class time to addressing common mistakes and misconceptions, praising good examples of work, and allowing pupils to edit and redraft their work
- Pupils will develop valuable skills of independent learning and self-correction, which will help them as they continue through education and into the world of work
- When required pupils will have further, in-class assistance to help them reach their full potential

A number of our senior teachers trailed this approach in the summer and we are confident the above changes will be beneficial for pupils.

If you have any specific questions or concerns about the issues mentioned in this letter, please contact *[insert name of a relevant staff member, such as the Headteacher, and contact details]*.

Yours sincerely,

GLOSSARY OF TERMS

Types of feedback and strategic marking

Strategic marking Codes

Suggested appropriate strategic marking codes (see Appendix) have been agreed for each Key Stage. The codes act as a point of reference and may be used to support strategic marking and feedback.

Success Criteria

Success Criteria are the steps to success and link with the key focus 'takeaways' for each lesson. A child will try to demonstrate these when they are producing a piece of work, in order to be the most successful. These criteria may differ for groups of children or individuals within the class or set due to differentiation. The Success Criteria can be referred to at the start of the task so all children are aware of the steps to success. At the end of the task the Success Criteria can be used as an assessment tool. This can be self, peer or teacher assessment. The Success Criteria could lead on to the next steps for the children and inform them of what they should be working towards for that specific area of learning. Success Criteria could be discussed orally, written on the board, be printed in the children's books or written by children at the start of the task.

Next Steps

It should be made clear to the child how they could improve their work further by indicating next steps or areas for development. This could be via verbal feedback based on evidence gathered in the marking and feedback forms. Written errors or next steps may be identified in green highlighter.

Self-Assessment

The children will be taught to self-assess their own work. This process will need to be modelled with the children, from an early age. The children mark in a green pen, indicating how they feel about a piece of work by drawing a face (younger children) and, where appropriate, older pupils will make a comment.



Peer Assessment

Once again this process needs to take place at appropriate, selective intervals in order for the children to use and understand the purpose of this type of strategic marking. A red pen will be used at these times, alongside the child's initials to indicate who has peer marked the work.

Pupil marking

There may be many areas of the curriculum where work can be directly marked by the pupils e.g. spellings, maths workbooks and editing work. In general, however, great care must be taken so that it cannot be seen that the teacher is passing responsibility for strategic marking to the pupil. The final strategic marking must be seen as the teacher's responsibility, but pupil involvement in evaluation or the strategic marking process should be actively encouraged.

Verbal Feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning.

Response Time

Time should be built, when and where appropriate, for children to look back at or listen to a teacher's strategic marking comments and respond. The response can take the form of a tick, making corrections, altering spellings or writing a comment.

IDEAS FOR MAKING STRATEGIC MARKING MANAGEABLE

- Keep to a clear learning focus based on the NC objective and milestones.
- Be explicit with the children throughout the task to ensure that they understand the teacher's intentions/expectations and so that they know what they are working towards and can measure what they have achieved.
- Use self and peer strategic marking in order to further develop the children's skills and awareness of their own learning. It is essential that teachers have the final overview in order to have a full ownership and understanding of the children's knowledge and progress.
- When useful, plan time within lessons for reading and responding to feedback.
- In maths journals, the pink highlighter should be used to indicate that the child has understood the mathematical concept (see appendix). Within a maths workbook, the pupils could self or peer mark (as previously indicated above) using a green pen and then the teacher will overview the work.

Highlighters – when used for written feedback

- Pink highlighters can be used to indicate success
- Green highlighters can be used to indicate when an error has been made or an opportunity has been missed.
- In a piece of writing, highlighting can be used within the text but the emphasis should be on using the marking and feedback forms or notability editing documents to support children to look for opportunities to self-edit and improve their work. Individual post-its may be used to support children to identify specific areas to improve, re-work and edit.
- Dots in the margin may be used to identify areas for review.



St Bridget's C of E Primary School

St Bridget's Lane,

West Kirby,
Wirral CH48 3JT
Tel: 0151 625 7652

Headteacher: Mr Neil Le Feuvre
Email: schooloffice@stbridgets.wirral.sch.uk
Website: <https://st-bridgets.eschools.co.uk/website>

Together Everyone Achieves More



Feedback Form for supply teachers

Class: Date:

Please provide feedback and comments about the teaching and learning today.

Coverage and success of learning:

Areas that still need developing:

Other observations and comments from the day:

Name: Signed:



WHOLE CLASS FEEDBACK

DATE:

LESSON:

MAIN LEARNING FOCUS

MISCONCEPTIONS/ERRORS

GOOD EXAMPLES

NEED FURTHER SUPPORT

PRESENTATION

REVIEW & EDIT

NEXT STEPS IN LEARNING

