

Feedback & Strategic Marking Policy



‘Love your neighbour as yourself.’

Luke 10:27

Approved by: SLT and Governors

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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 practice, 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 judgment 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 judgment 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's School Inspection Handbook sets out inspectors' expectations regarding feedback and marking.

In Part One, section 29, under the heading 'Pupils' work' (page 13), it says:

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.

... 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.

AIMS

We aim to:

- 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 individual 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 using the school feedback form
2. When useful, at the start of the next lesson, show an example of a piece of good 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 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 working in mixed-ability pairs to proofread their work and make edits as necessary. Proofreading should focus on spelling, punctuation and grammar
7. Then, instruct the class to work on editing or redrafting their work. This focuses more 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 to proofread a typed-up piece of work
- For younger pupils or those who need more help, ask a teaching assistant to provide a piece of work (which isn't the pupil's own) with one type of error for them to fix
- For more able pupils, 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: 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
5. As with writing, look through the class's work after the lesson and note down any common mistakes or misunderstandings on the school feedback form as appropriate
6. Go through good and (anonymised) bad examples in front of the class

7. Redrafting in maths looks different from redrafting in writing. You will still correct mistakes, but you could also ask pupils to do the same problem again in a different way, or to try the steps in a different order

Please see appendix for all examples of subject specific strategic marking (topic, comprehension, GPAS, maths journal, maths workbook and science – extended writing and skill based work.)

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 both key stages.
- In key stage meetings 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.
- Ad hoc inspections of work both by subject leaders and by the Headteacher.

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

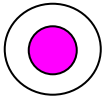
It is expected that supply teachers will leave clear written feedback about how the day has gone with comments on the learning that has taken place and areas that may need review. See glossary for Feedback form.

APPENDICES

- Examples of suggested marking codes used by pupils
- 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



An example of some of the suggested strategic marking codes that might be used by KS1 pupils



Missed full stop

CL

Missed capital letter or in the wrong place

?

What do you mean?

~~and~~

Delete OR take out

nice

Think of a better word

1:1

One to One Work

ST

Supply Teacher Lesson

T

Teacher Support

TA

Teaching Assistant Support

V

Verbal Work

PA

Peer Assessment



Self-Assessment



Tickled Pink



Green for Grow (including spellings)



An example of some of the suggested strategic marking codes that might be used by KS2 pupils

✓

Correct or achieved

X

Think again

~~and~~

Omit

?

Your meaning is unclear

nice
~~~~~

Think of a better word

///

New paragraph

^

Missing word

EXT

Extension Activity

V

Verbal Work

TS

Teacher Support

PA

Peer Assessment



Self-Assessment with a comment

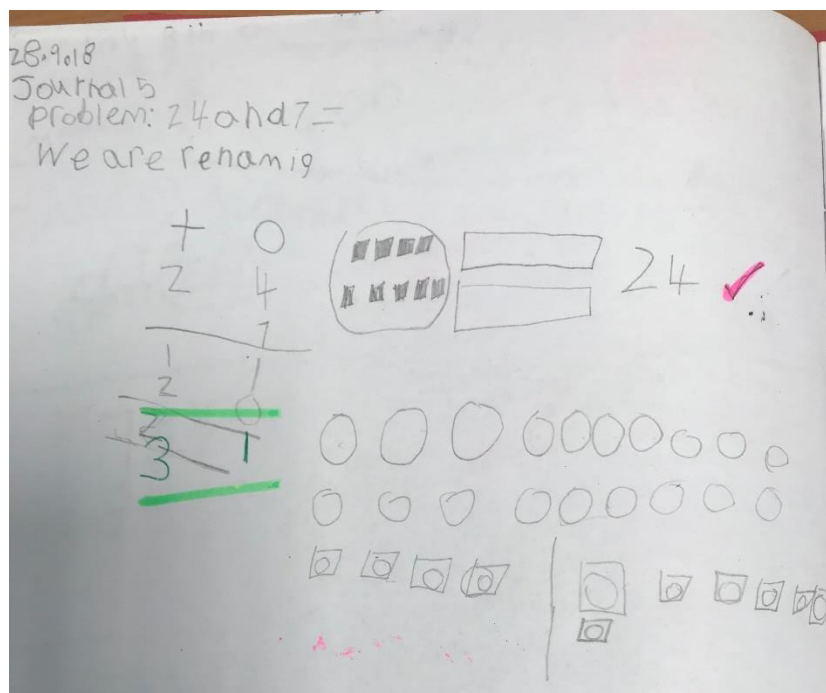
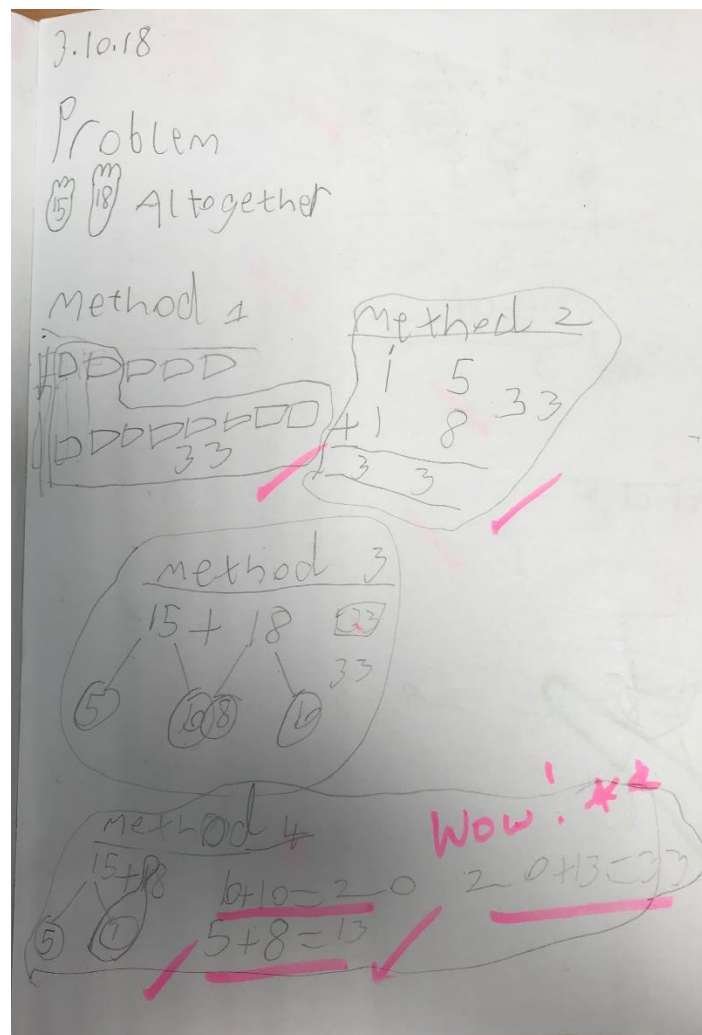


Tickled Pink



Green for Grow (including spellings)

# KS1 – Maths Journals examples



# KS2 – Maths Journals examples

Journal 6  
LO: X 2 digit numbers

Problem:  $8 \times 11 = ?$

Method 1

$10 \times 8 = 80$   
 $1 \times 8 = 8$   
 $80 + 8 = 88$

Method 2

88

Journal 3:3  
Fractions

Problem: Compare  $\frac{1}{3}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ . Mr. N, Mr. M & Mr. B shared 3 large pizzas, who had the most and who had the least?

Have you noticed, all of these are equivalent here!

Method 1

$\frac{1}{3}$  Mr. N LEAST  
 $\frac{1}{2}$  MR M  
 $\frac{3}{4}$  MR B MOST

Method 2

MR B MOST  
 MR M  
 MR N LEAST

Method 3

$\frac{1}{3}$   $\frac{1}{2}$   $\frac{3}{4}$   
 $\frac{4}{12}$   $\frac{6}{12}$   $\frac{9}{12}$

This one is the lowest fraction.  
 This one is the highest fraction.

Mr. B ate the most because his bar has more shaded in, the fraction is greater! Mr. N has ate the least because his bar has the least shaded in, his fraction is smaller.

# LETTER TO PARENTS

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 against the Learning Objective. 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 an additional 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.
- When appropriate, share the Success Criteria with the pupils 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 when a Learning Objective or specific Success Criteria has been met by a child.
- Green highlighters can be used to indicate when an error has been made or an opportunity has been missed.
- Green highlighters can be used to indicate when a spelling error has occurred. An incorrect word should be highlighted and written out by the teacher, in a clear space on the page, in order for the child to copy out three times. However, this should be appropriate to the child's age and ability. Approximately, this would be between 3 to 5 spellings in one piece of work. Spellings highlighted should be key or topic words e.g. sounds or spellings from RWI Phonics or Spelling as well as given words.
- In a piece of writing, all highlighting should be used within the text but the emphasis should be on using the marking and feedback forms to support children to look for opportunities to self-edit and improve their work.
- Dots in the margin may be used to identify areas for review.



# St Brigid's C of E Primary School

St Brigid's Lane,  
West Kirby,  
Wirral CH48 3JT  
Tel: 0151 625 7652

Headteacher: Mr Neil Le Feuvre  
Email: [schooloffice@stbridgets.wirral.sch.uk](mailto: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