



Gawber Primary School



Marking & Feedback Policy

March 2024

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Person responsible for the Policy	Dawn Bradshaw
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Is this Policy to appear on the school website	No

Headteacher's Signature	D Bradshaw
Date	11.3.24
Chair of Governor's Signature	E Casimir
Date	11.3.24

At Gawber Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. The EEF research shows that effective feedback should:

- 1) Redirect or refocus either the teachers or the learner's actions to achieve a goal.
- 2) Be specific, accurate and clear.
- 3) Encourage and support further effort.
- 4) Be given sparingly so that it is meaningful.
- 5) Put the onus on the student to correct their own mistakes, rather than providing correct answers for them.
- 6) Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DFE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking and Feedback Principles

Our policy on feedback and marking has at its core a number of principles:

- ✓ The focus of feedback is to further children's learning and celebrate their achievements.
- ✓ Marking is bespoke to the individual needs of the child.
- ✓ Feedback empowers children to take responsibility for improving their own work.
- ✓ Children receive feedback either, within the lesson itself, or it in the next appropriate lesson.

✓ Feedback is a part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

✓ To embed new learning explicit steps are taken over time by teachers. Therefore, teachers get feedback at some distance from the original teaching input when assessing if learning is now secure.

✓ Marking always addresses the fundamental components being taught such as key vocabulary and basic punctuation being accurate- regardless of the subject.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. **Live feedback** – at the point of teaching

2. **Summary feedback** - at the end of a lesson/task

3. **Next step feedback**– further teaching/learning is required to enable the child to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished.

4. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

These practices are seen in the following practices:

Live marking-

✓ Takes place in lessons with individuals or small groups.

✓ Often, given verbally to pupils for immediate action.

✓ May involve use of a teaching assistant to provide support of further challenge.

✓ May re-direct the focus of teaching or the task.

Summary marking

- ✓ Takes place at the end of a lesson of activity.
- ✓ Often, involves whole groups or classes.
- ✓ Provides an opportunity for evaluation of learning in the lesson.
- ✓ May take form of self or peer- assessment against an agreed set of criteria.
- ✓ May take the form of a quiz, test or score on a game.
- ✓ May guide a teacher's further use of review feedback, focusing on areas of need.
- ✓ May include the use of 'Gawber stamps' to show the teacher has assessed the work.

Next step marking

- ✓ Often, a part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.
- ✓ Responsive teaching sessions with a teaching assistant the same day to address key misconceptions, enabling children to move on with the learning in the next lesson
- ✓ Responsive teaching evidence in the books

Summative feedback

- ✓ Termly assessments
- ✓ Statutory testing
- ✓ Statutory test results