



## Magdalen Gates Primary School Marking and Feedback Policy



<b>Formally adopted by the Governing Board of:-</b>	<b>Magdalen Gates Primary School</b>
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## Principles

This Feedback for Learning policy is underpinned by research which suggests that providing feedback is one of the most effective and cost-effective ways of improving students' learning. The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year (EEF 2016).

Feedback is a 'consequence' of performance (Hattie & Timperley, 2007). If we consider this in relation to our core values at Magdalen Gates Primary School, then feedback has to contribute to this process.

What does other research say?

Eliminating unnecessary workload around marking - Independent Teacher Workload 2016 Review Group, March 2016

- "determination to reduce workload and eliminate unnecessary tasks from the daily lives of teachers".
- "help restore the work-life balance, passion and energy of teachers in this country".
- "marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop"
- "help schools review their practice with the aim of shrinking the importance marking has gained over other forms of feedback and stopping unnecessary and burdensome practice".
- "we recommend that all marking should be meaningful, manageable and motivating".

In summary

- Feedback should only be used to promote learning (Feed up, Feedback and Feed forward (Hattie & Timperley 2007)).
- Written feedback is useful but there are many other forms of feedback which can be more effective.
- "Feedback should be more work for the recipient than the donor" (D William, 2005)
- It is acceptable that some work will be left unmarked as students regularly receive a wide range of other types of feedback in addition to traditional marked work.

Marking and feedback should directly relate to the learning objectives and success criteria. The primary aims of marking are to ensure that each pupil knows what they are doing well and that they know what to do so they can progress and for teachers to be aware of knowledge gaps, so that planning can be adjusted accordingly.

Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

Marking and feedback strategies include:

- Verbal feedback
- In-depth marking of longer written pieces of work
- Peer assessment
- Self-assessment
- Whole class feedback

Achievement is recognised in the following ways:

- Pompoms or marbles (whole class rewards)
- Golden tickets
- Postcards

Live Marking

- Immediate marking of the work by the teacher. Students act immediately on this during in-class feedback.
- Teacher giving verbal feedback during lessons to small group, whole class or individuals. Students act upon this feedback.
- Consistent high-quality learning dialogue between teacher and student during the lesson. Students act upon this feedback in purple pen.
- The teacher highlights misconceptions / incorrect work / poorly communicated subject knowledge whilst circulating in class. Students act upon this feedback in purple pen.

Marking after a lesson

We recognise that some pieces of work require more in depth marking and that this work will need to be marked after a lesson. Work should only be marked when the feedback will have an impact upon the children's learning and as such, children should have time to reflect upon the written feedback and take next steps to edit and improve. We anticipate that the majority of non-live marking will be for longer written pieces of work.

## Whole Class Feedback

The principle behind this is to link the learning back to the Learning Intentions and Success Criteria and use examples of children's work to celebrate their achievements, highlight next steps and address misconceptions. Whole class feedback is used to triage children's learning outcomes and plan next steps. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work. The most appropriate time for this to happen will be chosen by the class teacher and will be dependent on the whole class

- Visualisers to be used to share examples of children's work with the class

## Pens

- We will use a green highlighter to highlight examples of where the Learning Intention and Success Criteria has been met
- We will use a pink highlighter to highlight areas for improvement
- Teacher feedback will be written in green pen
- Children will have access to purple pens (Y2 – Y6) to show where they have edited and improved upon their work