**ABSTRACT A – Brooksbank**

Written marking and feedback is a current issue within education. Teacher workload is a factor contributing to the teacher retention crisis in England currently. Marking and feedback pressures coming from school policies is increasing teacher workload, but are these policies effective and purposeful? This research is an evaluation of the marking and feedback policy at a school in Bradford from the perceptions of staff and students within the mathematics department. The literature review focused on the views of giving effective feedback, when teaching mathematics.

The research methods consisted of 2 focus groups, made up of students from both year 8 and year 12, and then 4 semi-structured interviews given by maths staff. Both the focus groups and semi-structured interviews discussed the overall perceptions of the marking and feedback policy, the use of the policy with regards to written feedback within a maths setting, and any changes that staff or students would make to ensure the policy was purposeful and effective towards teaching and learning in maths.

The data showed that students placed a large importance on the role the marking and feedback played in their improvement and engagement in terms of progressing and reported a very positive experience within maths. Staff highlighted workload as an important factor and the fact that they felt the benefit for the students did not outweigh the time taken to fulfil the requirements of the policy. They expressed concern over what they saw as the use of quality assurance as a tool to monitor staff rather than placing responsibility on students, and the lack of trust in professional judgement to move students learning forward in maths. However, they did recognise the need for consistency across the school within the policy.

Both staff and students want targets to be more accessible and purposeful, to increase engagement and, within maths, see an increased importance given to verbal feedback. Staff want their professional judgement to be accepted, so they can decide as trained maths teachers, exactly what type of feedback will best benefit students, and how it should be delivered.

**Note:** this abstract is linked to Chapter 7 of the book by Opie and Brown (2019).

Brooksbank, E. (2017) ‘Perceptions of a whole-school marking and feedback policy, applied to a maths setting’. MEd thesis, Bradford College.

Opie, C. and Brown, D. (eds) (2019)*Getting Started in Your Educational Research: A Student’s Guide to Design, Data Production and Analysis*. London: Sage.