



Whole School Marking Policy

Recommending Body:	MAS LGB
Approval Body:	MAS LGB
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Version	Reviewed	Changes since last version
1		Existing
2	March 2023	No updates, part of annual review
3	March 2024	Update of table Appendix 1 formatting and update of formative marking cycles
4	March 2025	No updates, part of annual review

Mulberry Academy Shoreditch Marking Policy

Rationale

The school believes that marking/responding to students' work:

1. Is an interactive process between the student and the teacher and forms an integral part of student learning resulting in a 'learning dialogue' that positively impacts on progress
2. Develops students as learners by involving them in processes of questioning, self-criticism and reflection about their work.
3. Helps students to learn how to structure their work by ensuring first that they understand the purpose of the task, the means of approaching it and the criteria against which it will be judged.
4. Provides a mechanism of feeding back to the students about the standard of their work, how this relates to their potential and determines how students are to take their learning forwards.
5. Allows the teacher to make a personal and individual response to the work of a student, offering formative comment about the quality of work submitted, advice about future learning, how to improve and asking questions which help them improve.
6. Keeps the teacher and student informed about a student's current standard of work and assists in tracking student progress over time and planning future lesson content.
7. Ensures a consistency of approach to literacy and its development

Processes

Marking for subject content

The scope of a task (expected structure/key components/length/marking method) is made clear to the student at the outset and the specific criteria against which the work will be judged are defined; where appropriate this will include a level or external examination grade.

Marking for literacy – SPAG (spelling, punctuation and grammar)

Teachers and teaching assistants are expected to draw attention to literacy such as:

- Capital letters
- Homophones
- Punctuation
- Use of apostrophes
- Spelling
- Grammar

Regularity of marking

This varies across subjects and key stages but the expectation is that marking is up to date and timely. For some subjects/key stages this may mean that there is a piece of assessed work every two week cycle, for others it may mean that work is marked every five lessons and for others it may mean that there is on-going marking of classwork and homework, some of which may be peer, self or teacher marking within the lesson. It is expected that curriculum teams have an explicit statement of the regularity and process of marking in their curriculum areas. See appendix 1.

Formative marking

It is expected that marking includes a formative comment, guidance on how to improve the work and/or questions that move the student's work and thinking forward. Teacher markings and annotations of a formative nature are clearly seen on the student's work in a colour that stands out, ideally green. In addition, oral feedback is given to support formative written feedback. Marking must be legible and age/ability appropriate.

Presentation and quantity of classwork is regularly checked and this could be evidenced by teacher comments or students improving their work.

Student response

It is expected that teachers plan time to enable students to engage in the learning dialogue using red pen by, for example:

- Offering the students, a response time at the start of a lesson when they are required to reflect on their own work or the work of a peer and consider the depth of their knowledge and understanding
- Altering and developing their work
- Responding to a question set by the teacher

It is expected that students correct literacy errors and are given time and direction to do this in addition to giving subject specific responses.

Monitoring, evaluation and review

Faculty Team Leaders - monitor and evaluate the quality of marking and response to students' work across the team. They:

- Ensure that curriculum teams have an explicit statement of the regularity of marking in their curriculum areas
- Ensure scrutiny, moderation and dialogue about marking occurs and celebrate and share good practice in team meetings
- Establish mechanisms to ensure that there is feedback to individuals as necessary, making provision for actions with timescales to secure any necessary improvements
- Participate in whole school learning walks, faculty reviews and book reviews as appropriate
- Ensure moderation occurs and that levelling of work is consistent
- Report to the SLT Line Manager through their line management

SLT line manager

- Monitors aspects of learning and teaching, including marking through their fortnightly meetings
- Contributes to SLT review of standards of marking through calendared book reviews, learning walks and faculty reviews

Appendix 1: Regularity of marking across subjects and key stages

MAS feedback policy is based on the principles of quality, high impact feedback to students. Feedback is formative, always showing what the students need to do improve and providing opportunity for students make these improvements. Here one cycle involves both the teacher feedback to the student and the student response to that feedback. It will also include addressing literacy issues.

	English, Maths, Science, Humanities and Languages	Option subjects
KS3	Formative marking cycle* every three weeks.	One formative marking cycle* a half term.
KS4	Formative marking cycle* every two-three weeks.	Two formative marking cycles* a half term.
KS5	A Level	BTEC
	Two formative marking cycles* every half term and detailed mock exam analysis and feedback.	Two formative marking cycles* a half term.

***this can include end half term summative assessment if this is then used formatively**