

Marking and Feedback Policy

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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
5	March 2026	The full policy has been rewritten

Mulberry Academy Shoreditch Marking and Feedback Policy

Marking and feedback at Mulberry Academy Shoreditch rationale

Mulberry Academy Shoreditch marking, assessment and feedback:

- Is underpinned by valid research into effective feedback to students to positively impact student progress.
- Provides formative feedback on the quality of students' work, together with clear guidance on how to improve it, by providing a 'learning dialogue' between the teacher and student.
- Is used to inform the teacher and student of a student's current standard of work and assist in tracking progress over time.
- Is used to support responsive, high-quality teaching and to inform curriculum evaluation and development.
- Promotes a consistent approach to literacy and its development.

Section 1 – Expectations of key areas of marking and assessment

1.1 Formative assessment

Expectation: Retrieval practice and effective formative assessment to be embedded in all lessons*.

It should not be assumed that when knowledge is taught that it has been learned. Questioning should be used to check for student understanding and to inform future teaching. A range of techniques can and should be used throughout the teaching of a lesson and the delivery of the curriculum. It is expected these assessment methods are used by teachers and should identify any areas of development that should be considered to inform future curriculum planning. It is expected that heads of department lead this in their subject areas.

1.1.1 Retrieval practice

Students should have the opportunity to recall prior learning in all lessons.

Aims of effective retrieval practice:

- a) To strengthen long term memory by revisiting concepts to help learning 'stick'.
- b) Support current learning by identifying misconceptions and recalling prerequisite knowledge.
- c) Inform responsive teaching.

*The nature of some subject specific lessons may not be appropriate for some of these tasks.

1.1.2 Whole class assessment. This includes use of mini whiteboards.

Aims of whole class assessment:

- a) This is an effective method to check for student understanding and getting instant feedback on any misconceptions across a whole class.
- b) Ensures active learning by ensuring student participation and supports the teacher in holding students accountable to be engaged in thinking.
- c) Allows responsive teaching and supports adapting future teaching based on the needs of the students.

1.1.3 Questioning

1.1.3.1 Directed questioning – pose, pause, pounce.

- Pose - teacher asks a question to the whole class.
- Pause – all students deliberately get thinking time (teacher using ‘*step or scan*’ to support building this in; considers who to choose).
- Pounce – teacher selects a student to answer.

Aims:

- a) Posing the question first to increase student engagement and promote participation by ensuring all students do the thinking.
- b) To support students by allowing them sufficient thinking time, which will enable them to improve the quality of students’ responses.
- c) Build confidence.

1.1.3.2 Think, turn, talk, tell

A structured, discussion-based form of assessment, similar to directed questioning whilst building in collaborative work and discussion to support student discussion and deeper thinking.

- Think – teacher poses the question and gives silent thinking time to students.
- Turn, talk – students are instructed to turn to their partner and share their ideas with each other.
- Tell – teacher selects a student/students to share their ideas with the class.

Aims:

- a) Increase student engagement and allow all students time to think.
- b) Provide a high-challenge, low-threat environment for students to think and learn.
- c) Improve student discussion and confidence in articulating ideas and thoughts to support learning.

1.1.4 Written work

It is not an expectation that all book work is to be marked by the teacher. Key formatively marked tasks should be set by the classroom teacher. The regularity of these pieces is laid out below.^[1] Work should be clearly displayed in workbooks (or another subject specific equivalent where appropriate). Spelling, punctuation, and grammar should also be addressed during this marking to support strong foundations in communication and language.^[2]

Aims:

- a) To provide students with practice at demonstrating knowledge in a particular area of the curriculum.
- b) To inform the teacher of a students’ understanding, to inform future practice and provide actionable feedback to students on next steps to progress. It is expected that teachers do this with their classes.
- c) To be focussed and specific, promoting deliberate practice to support student progress.

1.2 Summative assessment

This refers to the written tests students sit at set points through the year (end of a lesson, topic, term, year, or course) to assess whether students have learnt the intended disciplinary and substantive knowledge in a subject’s curriculum. These summative assessments will then feed into the data reporting that goes home to parents, either termly, or half-termly. The key purpose is to measure what students have learnt at a key

point in time. It is expected that departments use this feedback after summative assessments to inform future development of the curriculum.

Aims:

- a) Give a snapshot of student performance to inform teachers, students and parents of a student's current attainment.
- b) Support evaluation of students' performance to support future planning and adaptations of the curriculum and its delivery.

Section 2 – Expectations of key areas of feedback

Expectation: students should get some form of feedback on all work completed inside and outside the classroom.

This is to:

- Help students understand what they know and do not know. This will support student reflection on their own learning and support students in understanding how to improve.
- Support student metacognition – reflecting on work, evaluate progress, set targets and take ownership of their own improvement.
- Support the effectiveness of future teaching.

The different forms of feedback are given below.

2.1 Verbal feedback

Live verbal feedback is expected at Mulberry Academy Shoreditch, during the lesson, either to a whole class or to individuals if required. This is to provide immediate and actionable feedback during the learning process. It is more efficient and high impact and supports responsive teaching 'in the now'.

2.2 Written feedback

It is not an expectation that all book work is to be marked by the teacher. It is expected that all teachers provide written feedback on key, formatively marked tasks*. This is done in green pen by the teacher. The regularity of these pieces is laid out below.^[1] Work should be clearly displayed in workbooks (or other subject specific equivalent where appropriate). Spelling, punctuation and grammar should also be addressed during this marking.^[2]

**What these pieces of written feedback look like is laid out in the subject specific marking, assessment and feedback policies.*

Aims:

- a) To provide actionable feedback to students on next steps to progress based on the teacher assessment of this work.
- b) To be focussed and specific, promoting deliberate practice to support student progress.
- c) To support strong foundations in communication and language.

2.3 Self and peer assessment and feedback

Students are expected to, at points inside and outside the lesson, self-assess, or peer-assess another student's work, based on feedback from the teacher. This is to be done in red pen.

Aims:

- a) To build metacognition – to reflect on what they know, where they went wrong and how to improve.
- b) Support a knowledge and understanding of success criteria in subjects.
- c) To promote ownership and responsibility for their work.
- d) Ensure students are engaging with class work.

2.4 Whole class feedback

Mulberry Academy Shoreditch promotes the use of effective and efficient feedback to students. Whole class feedback can be an impactful way to feedback to students when appropriate. This can include feedback sheets after a summative assessment, which is then used in a formative way.

Aims:

- a) To address common misconceptions, areas of development and areas of strength of a class.
- b) Provide clear guidance and modelling for students so they can see what success looks like.
- c) Provide clear actions for students to act on to support pupil progress and adapt future teaching in a responsive way.

Appendix

1. Regularity of written feedback

	English, Maths, Science, Humanities, Languages	All other subjects
KS3	Formative marking* twice a half term	Formative marking* once a half term
KS4	Formative marking* two-three a half term	Formative marking* twice a half term
KS5	A level	BTEC
	Formative marking* twice a half term plus detailed exam feedback	Formative marking* twice a half term

** This can include one summative assessment if this is then used formatively*

2. Spelling, punctuation and grammar codes

Symbol	Meaning
Sp.	Spelling
G	Grammar
P	Punctuation
//	New paragraph
T	Tense
^	Missing word
RTQ	Read the question