



Marking and Feedback Policy Statement

Approval Body:	Standards Committee
Approval Date:	March 2022
Implementation Date:	March 2022
Review Date:	Spring 2026
Policy Version:	5

Version	Reviewed	Changes since last version
1	June 2018	• New policy and implementation date
2	February 2020	• No Changes - part of the two year review cycle
3	February 2022	• References to the Wednesday altered school day have been removed • Updates have been made regarding how MFA is monitored to reflect current practice
4	February 2024	• Updates have been made with regards to how MFA is monitored
5	February 2026	• No changes - part of the two year review cycle

‘What works best when and under what conditions?’

1. Marking, Feedback and Assessment: key principles:

Marking, Feedback and Assessment (MFA) at schools which belong to the Mulberry Schools Trust (MST) must be **personalised, purposeful, constructive, planned for, regular** and **timely** in order to deepen learning and enable all pupils to make progress. MFA takes the form of **written, verbal** and **audio** feedback the balance of which is determined by the specific needs of pupils and the demands of each subject. Subject teams are expected to regularly define and review their MFA practice to ensure it is **pupil-centred, high impact** and remains **fit for purpose**.

Organisations such as the Education Endowment Foundation (EEF) are striving to provide a research-informed evidence base of effective MFA practice (see appendix 1) and MST is committed to engaging with this to ensure that our MFA approach at a subject and whole school level is effective and efficient. (This is essential when we consider that the Government's 2014 Workload Challenge survey identified the frequency and extent of marking requirements as a key driver of large teacher workloads). **We focus on: what works best under what conditions.**

At Mulberry School for Girls, we have identified five pedagogical principles (RAISE) that underpin high-quality teaching, learning and progress at our school. These principles are rooted in research and place emphasis on the importance of Assessment for Learning as a tool to move learning forward.

The principles have been summarised below:

Review: Teachers regularly review prior learning to help strengthen students' retention of knowledge, allowing them to recall words, concepts, and procedures automatically and effortlessly.

Assessment for Learning: Teachers check systematically for understanding in every lesson. They implement a range of AfL techniques including our whole school strategies – Questioning (no hands, cold calling), Show me (whiteboards/fingers) and monitoring (through the use of seating plans). As a result, teachers quickly identify misconceptions and gaps in understanding and students use teacher feedback to move their learning forward.

Instruct and Model: Teachers provide explicit instructions and model learning to ensure that all pupils understand what they are learning and how to apply their knowledge successfully.

Scaffold (Guided Practice): Learning is scaffolded to give all students access to the curriculum. Teachers use feedback to assist students with guided practice. As learners become more competent scaffolds are gradually withdrawn to allow for independent practice,

Evaluate (Independent Practice): Teachers adapt feedback to ensure that students are empowered to develop their independent practice and engage actively in MFA tasks. This aspect of RAISE allows students to build on their prior learning, address misconceptions, and act on all feedback promptly.

The VLE provides a platform for teachers to develop high-impact, time-efficient MFA practice for pupils and to provide a space for pupils to peer assess and learn from one another. For example, the use of e-portfolios; online tests and audio feedback.

2. Structure of Marking, Feedback and Assessment

Each year, subject leads submit a copy of their MFA plan to minimise marking pressure points for teachers and provide clear guidance for the monitoring of MFA across the school. As part of this process, Middle leaders identify work to be deep marked by teachers with written feedback every half term. They also include details of the formative and summative verbal, audio and written MFA strategies that teachers will deploy in each lesson to ensure that feedback to and by students is always personalised, purposeful and regular. (See Appendix 2)

3. Monitoring and Impact-Evaluation of Marking, Feedback and Assessment

Middle leaders are expected to regularly monitor the impact of MFA through standardisation, moderation and sampling checks. All forms of MFA must be considered when reviewing the impact of MFA on the quality of learning and progress over time. This includes verbal, audio and written MFA provided by teachers as well as pupils' self and peer assessment. Evidence of MFA can be found in pupils' exercise books, assessment folders, e-portfolio, talking to pupils and observing lessons. A holistic appreciation to MFA is essential for an accurate understanding of impact. (See 'Judging the quality of teaching and learning over time' for more details).

Middle and Senior leaders monitor MFA through the SEF cycle and lesson drop-ins. As part of this process, books are sampled and pupil voice is gathered to assess the impact of MFA on students' learning. Feedback is then shared with Heads of Department and the Senior leader responsible for Teaching and Learning.

The quality of MFA is also monitored through:

1. Annual school reviews and subject deep dives
2. Appraisal cycle (including formal lesson observations)

Appendix 1: Education Endowment Foundation information

Feedback is information given to the learner and/or teacher about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals. This feedback can be verbal or written or can be given through tests or digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Extract from: [A marked improvement? A review of the evidence on written marking \(EEF: April 2016\)](#)

Education Endowment Foundation

Main findings

- **The quality of existing evidence focused specifically on written marking is low.** This is surprising and concerning bearing in mind the importance of feedback to pupils' progress and the time in a teacher's day taken up by marking. Few large-scale, robust studies, such as randomised controlled trials, have looked at marking. Most studies that have been conducted are small in scale and/or based in the fields of higher education or English as a foreign language (EFL), meaning that it is often challenging to translate findings into a primary or secondary school context or to other subjects. Most studies consider impact over a short period, with very few identifying evidence on long-term outcomes.
- **Some findings do, however, emerge from the evidence** that could aid school leaders and teachers aiming to create an effective, sustainable and time-efficient marking policy. These include that:
 - Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer
 - Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments
 - The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress
 - Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
 - Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.
- **There is an urgent need for more studies so that teachers have better information about the most effective marking approaches.** The review has identified a number of areas where further research would be particularly beneficial, including:
 - Testing the impact of marking policies which are primarily based on formative comments and which rarely award grades
 - Investigating the most effective ways to use class time for pupils to respond to marking
 - Comparing the effectiveness of selective marking that focuses on a particular aspect of a piece of work to thorough approaches that focus on spelling and grammar, in addition to subject-specific content
 - Testing the impact of dialogic and triple marking approaches to determine whether the benefits of such approaches justify the time invested.

Further reading: [Feedback High impact for very low cost, based on moderate evidence.](#) (EEF Jan2018)



Appendix 2: Subject protocols template (to be adapted by each school to mirror year group intake)

Subject:							
Post holders with responsibility for monitoring consistency and impact:							
The following work is deep marked by the teacher with written feedback:							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1							
Autumn 2							
Spring 1							
Spring 2							
Summer 1							
Summer 2							
The following personalised, purposeful, regular and timely Marking, Feedback and Assessment strategies are deployed on a weekly basis to ensure all pupils deepen their understanding, learn and progress:							