# Marking and Feedback Policy



| Reviewed by | Josie Wood / Georgina O'Connor / David Craggs/Tammy Elimlahi/Hazel Govender. |
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| Date of review | September 2021 |

## What is the purpose?

We believe that all the learners in our care are capable of high performance and, to achieve this, it is necessary to acknowledge their effort and performance. Feedback to learners must encourage the behaviours that we, as a HPL school, value - namely, the characteristics taught within High Performance Learning. Formative and summative assessment is an integral part of teaching and learning and ensures that all learners can achieve their potential by developing the knowledge, understanding and skills necessary to lead positive and successful lives in the future. Feedback must clearly show them how they can make progress and enable them to become self-regulating. Staff are entitled to a reasonable workload that makes marking loads manageable yet facilitates effective assessment.

The provision of effective marking and feedback to learners is one of the key factors in improving learning through assessment. The learners' need to: understand the purpose of the learning; how to make improvements and be given specific opportunity to respond to marking and feedback.

## Feedback

Feedback is one of the most powerful influences on learning and achievement and should be used to 'reduce discrepancies between current understandings/performance and a desired goal' (Hattie and Timperley 2007). Effective feedback can be used to enhance teachers' effectiveness in the classroom and learners' achievement. Effective feedback must answer three major questions:

- Where am I going? (what are my goals?)
- How am I getting there? (what progress is being made toward the goal?)
- Where to next? (what activities need to be undertaken to make better progress?)

**Feed Up – Feedback – Feed Forward  (Hattie and Timperely 2007).**

## Responsibilities.

In order that learners make progress it is essential that the quality and consistency of marking and feedback is established and adhered to across the school. It is the responsibility of the Head of Department in Secondary School and the Head of Year in Primary School to ensure that all learners work is marked in accordance with the policy.

Marking and assessment must be a part of the planning process in order that teachers are aware of learners' starting points and progress made. Accurate assessment and informed planning will result in learners' knowledge and understanding being extended and challenged in every lesson and ensuring that progress is made by all.

Middle leaders must ensure that all assessment procedures are integrated into schemes of work and be, meaningful, attainable and consistent.

- GEMS Cambridge International School - Abu Dhabi policy adhered to.
- Feedback is focused upon supporting learners progress
- Learners are clear where in their work they have improved in response to feedback and feed forward.
- Self and Peer assessment is acknowledged by the teacher and commented upon where appropriate.

- Marking refers to previous comments and learners' individual targets.

## Primary

**Marking Expectations:**

All work must be acknowledge marked using highlighters and symbols. Detailed/Dialogue questions need to be added once a week in English and Maths and once per unit in science/Topic. When marking, teachers must refer to the learning objective and age-related expectations.
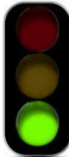
All teachers must ensure that learners are given time for reflection during lesson time, this must be built into the lesson planning process and can include:

- Reading time
- Pairing up
- Correction time – addressing misconceptions
- Re-drafting time – improving on work
- In accordance to the policy above all learners should have a combination of teacher, peer and self-assessed work. This is with the expectation that there will be at least 4 pieces of Teacher assessed work per Term.

**Self and Peer marking:**

Where appropriate learners should peer and self-assess. However, the teacher should moderate this marking and evidence of such must be clear.

*Examples include:*

| FS |  | |  |
|---|---|---|---|
| KS1 |  |  |  |
| KS2 | Assessment checklists against the success criteria | | |

**Marking Symbols Primary School:**

**Foundation Stage:**

| Symbol | What does it mean? |
|---|---|
| 🙂 | = Evidence of meeting LO |
| 😖 | = Something to make better/ improve/ amend |
| I | Independent Work |
| T | Supported by the teacher |
| TA | Supported by the teaching assistant |
| VF | Verbal feedback |
| PA | Peer-assessed |
| SA | Self-assessed |
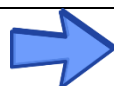
**KS1 Marking Symbols:**

| Symbol | What does it mean? |
|---|---|
| 🙂 | Evidence of meeting LO |
| 😖 | Something to make better/ improve/ amend |
| ➡ | Next step challenges |
| **Visual codes** |  Remember finger spaces; Listen for sounds; Check spellings; Missing Full Stops; Check your pencil grip; Handwriting Ascenders and descenders!; Missing capital letters; Target reached; Look carefully, does it make sense?; Form your letters carefully; Great ideas!; Capital I |

| I | Independent Work |
|---|---|
| T | Supported by the teacher |
| TA | Supported by the teaching assistant |
| VF | Verbal feedback |
| PA | Peer-assessed |
| SA | Self-assessed |
| Arabic phrases: | Baraka Allah Fik ya Batal - Well done champion<br>Ahsenta (Masculin)  Ahsanti (Female) - Bravo<br>Jayid Jedan - Very Good<br>Musharaka Jayida - Good participation<br>Mumtaz – Amazing |

**KS2 Marking Symbols:**

| Symbol | What does it mean? |
|---|---|
|  | = Evidence of meeting LO |
|  | = Something to make better/ improve/ amend |
|  | = Next step challenges |
| CL | Capital letter (circle the letter that should be capital) |
| Sp | Spelling error |
| // | New paragraph |
| Λ | Missed Word |
| G | Grammatical error |
| I | Independent Work |
| T | Supported by the teacher |
| TA | Supported by the teaching assistant |
| VF | Verbal feedback |
| PA | Peer-assessed |
| SA | Self-assessed |
| Arabic phrases: | Baraka Allah Fik ya Batal - Well done champion<br>Ahsenta (Masculin)  Ahsanti (Female) - Bravo<br>Jayid Jedan - Very Good<br>Musharaka Jayida - Good participation<br>Mumtaz – Amazing |

**Secondary School**

**Assignment setting and feedback response time**

All classroom teachers are responsible for the setting of appropriate assessments, marking and timely feedback of their classes, as per the whole school marking policy.

All assignments should be clearly communicated with learners via the appropriate platform/s and tracked.

| Key Stage | Core subjects | Non-core subjects | Feedback |
|-----------|---------------|-------------------|----------|
| KS3 | 1 per week | 1 every two weeks | |
| KS4 | 1 per week | 1 per week | 2 weeks |
| KS5 | 1/2 per week | 1/2 per week | |

Classroom teachers must ensure learners are given time to respond to the questions as a starter or MAD Time activity and the teacher should acknowledge the responses given to check for accuracy and improvement. This must be built into the lesson planning process and can include:
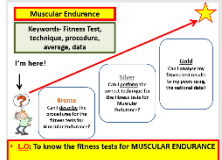
- Reading time
- Paired/group work
- Correction time – addressing misconceptions
- Re-drafting time – improving on work
- Responding to individual MAD feedback

In accordance to the policy above all learners should have a combination of teacher, peer and self-assessed work. This is with the expectation that there will be at least 4 pieces of Teacher assessed work per Term.

**Self and Peer marking:**

Where appropriate learners should peer and self-assess. However, the teacher should moderate this marking and evidence of such must be clear.

*Examples include:*

| KS3 | MAD Marking<br>Traffic Lights<br>Assessment checklists against the success criteria<br>Progress Lines |  |
|-----|---------|---------|
| KS4 | MAD Marking<br>Traffic Lights<br>Assessment checklists against the success/GCSE criteria<br>Progress Lines | |

All learners should be aware of their own targets, as per their Key Stage (e.g. CAT4 'if challenged', ALPS).

**MAD Time Marking (Make A Difference Time)**

Where appropriate the MAD Time marking codes should be made available for learners to view and support them in their progress (e.g. on MS Teams class page)

**MAD Codes:**
Either of the following codes must be used when marking:

**S – A strength that the learners has shown within their work.** Used to inform learners of what they are doing well in order to promote consistency. This can be implemented to allow learners to see which criteria they have achieved within the lesson/unit content and to promote peer support (it is also acceptable to use a stamp/sticker/personalised comment).

**T - A target for the learners to complete to improve their work.** Used to improve the presentation and quality of work; such as completing unfinished work, underlining the date and title, or adding basic information from something like a graph or a table.

**Q - A question that deepens the learning/understanding of the learners within the content of that lesson/work.** Used if learners have missed some information in their work; if they haven't grasped the outcome; if there is a detailed answer but you want to make sure they have grasped the basics.

**C - Challenge that is set by the teacher for the learners to develop further.** Used to push learners further, so if all work is at their predicted grade, use to push them to the next level. It can be used to get them to think outside the box or problem solve. Use if detailed answer is required or several steps to an answer.

**L – Identifies a literacy issue that needs addressing by the learners.** The teacher uses this along with the following codes shown in the table to ensure learners improve their level of literacy.

**R- Identifies an area that learners need to revise/review.**

The codes should be shared with learners to support MAD marking time.

| Code | What does it mean? | What do I need to do with it? |
|---|---|---|
| S | Strength | • Take note of your strength and support your peers in this area. |
| Q | Question | • Answer the question to show you really understand the topic. |
| C | Challenge | • Answer this to show that you can improve and develop your work. |
| T | Target | • Make the necessary improvement to ensure that your work is as expected. |
| R | Revise/Review | • Go back and look over this topic/area to help you correct your work. |
| L<br>Sp<br>Gr<br>P<br>O<br>^ | Literacy<br>Spelling<br>Grammar<br>Punctuation<br>Capital letters<br>Missing Word | • Copy out the correct spelling three times.<br>• Rewrite the sentence/phrase<br>• Put in the correct punctuation<br>• Explain why you need a capital letter.<br>• Insert the missing word. |
| VF<br><br>SA<br><br>PA | Verbal feedback<br><br>Self-Assessed<br><br>Peer-Assessed | • Write down the verbal feedback and make the necessary correction or improvement.<br>• Write this whenever you have marked/checked your own work against the learning objective.<br>• Read the comments from your peers and make the necessary improvements. |

## Missed Assignment(s).

- E-cards are to be sent by the subject teachers when a learner has failed to complete/upload an assignment.
- Firstly, on the deadline day, please send a polite reminder to your teams to upload their assignments. *For example 'Hi all! Thank you to those who have submitted their assignments. Those who haven't please do that by the end of the day'.*
- If learners have not submitted their work after the deadline please use the appropriate E card to email home.
- Remember to do this as a blanket email, putting the class, subject and assignment in the subject box. Ensure you Bcc. parents. *For example, 7G1 History Week 2 Assignment.*

## Moderation:

The Senior Leadership Team will support the Heads of Department/Heads of Years with upholding the quality of marking through a regular and rigorous programme of work scrutiny. The expectation is that the Head of Department/Heads of Years will be responsible for improving the standard of marking and feedback in the areas they manage and will be held to account by their Line Manager.