

Marking and Feedback Policy

Vision: Grow - Flourish - Succeed

Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

At GEMS Founders School, we believe:

'Feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance'.

(Shirley Clarke, 'Unlocking Formative Assessment')

'Feedback should be more work for the student than it is for the teacher'

(Dylan William, 2014)

'The most important activities for the teachers are the designing and teaching of the lesson. Marking and feedback strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.'

(NCETM, 2016)

2. Principles

- To build self-esteem, pride and motivation
- To be positive and constructive, providing opportunities to praise children and to give encouragement and direction
- To give constructive and effective feedback on completed work or work in progress
- To value children's work and acknowledge success against shared learning objectives
- To assess work formatively, summatively or diagnostically
- To identify specific learning needs
- To suggest improvement that relates to the child's individual development through modelling or comment
- To monitor progress and inform planning
- To use consistent strategies throughout the school
- To encourage children to exert an active role in their learning through self-checking and self-evaluating and acting on feedback
- Students are expected to become increasingly responsible for their own learning as they progress through school

3. General Marking Strategies

- All Learning Objectives and Success Criteria should be carefully selected by the teacher for the task. Any marking/feedback should relate to the Learning Objective/ Success Criteria.
- Verbal and written feedback/ marking can take place in many forms. E.g. whilst the child is working or after the book/work has been handed in.



- The teacher will always be sensitive to the needs of each child and mark only as much as will be constructive.
- Where teachers use feedback or marking codes, procedures will be clarified with the children.
- Students (who are able) should indicate that they have read any written comments/feedback

4. Formative Feedback and Marking

At GFS we consider that the way the student receives feedback, is important. If feedback is given, but not used by students to move learning forward, then it is of no value.

The following strategies will be applied to different pieces of work depending on the nature of the task, the subject being learnt and the learning intentions.

The intended purpose of the task and the students' work on that task will determine the most appropriate type of marking and/or feedback.

Formative marking in Primary will ensure children are assessed against the student outcomes for the lesson.

- a. **Quality Marking** - Not all pieces of work need to be 'deep marked' and teachers will decide when planning the lesson or marking the work whether the work is an appropriate piece for this level of marking. At GEMS Founders School:

In KS1 and KS2: teachers should aim to do one piece of deep marking per core subject per week, where appropriate. For non-core subjects, there should be evidence of marking on a regular basis and all work should be acknowledged.

In Secondary: All subjects will deep mark according to the Marking Frequency model. This deep mark will include praise in pink pen and constructive feedback in green pen which is responded to by learners in purple pen.

The emphasis in this form of marking is on both successes and improvement needs against the learning objective. The children will be made aware of the learning objectives and on the success criteria for the learning activity given. This leads to focused work during the task and to focused marking during and following the task. See Appendix 2 and 3 for further clarification.

From Y1 – Y13, focused comments should help the child to 'close the gap' between what they have achieved and what they can potentially achieve. Children will be given time specifically to make this improvement/act upon their feedback, with a purple pen.

When the student has an opportunity to respond to marking/feedback, this is when the teacher's impact can be demonstrated in the pupil's progress. (See Appendices for the 'Marking Symbols' for each Phase).

- b. **Secretarial Features** - Spelling, punctuation and grammar will be monitored. Spelling will be circled if it is a word that children of that age should be able to spell correctly, e.g. age-appropriate high frequency words. Adequate feedback time will be planned for, so that the child can revisit their work and correct spelling, punctuation and grammar, if necessary. Children will self-correct and edit their work using a purple pen.
- c. **Self-Reflection against Learning Objective/Success Criteria** - Children should self-evaluate against the learning objective wherever possible. In some tasks (closed tasks or exercises), children may self-mark and the teacher will monitor this.



- d. **Collaborative Reflection against the Learning Objective/Success Criteria (Group or pairs)** - Some pieces of work will be evaluated as a group or pair. Teachers need to guide pupils on how to give effective feedback to each other in a mindful way and to help each other understand their next steps.

5. Foundation Stage and Key Stage 1 Writing

Children are encouraged to self-assess their writing, with teacher support, using the visual assessment strip where appropriate. Work will be marked using the Tickled Pink and Growing Green marking system, once per week in KS1. In the Early Years, verbal feedback is the preferable method to help a child correct their spellings or misconceptions, particularly age-appropriate high frequency words. This is to encourage ownership and confidence in early writing. Increasingly, as children's writing becomes more formal as they move from FS to Y1, teachers will adopt the practices of the Tickled Pink and Growing Green marking system if it is developmentally appropriate for the child.

6. Inclusion including reference to SENDo, EAL, G&T, Emirati

All students' work will be marked in accordance with the agreed policy, taking into consideration their IEP and individual learning needs.

7. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community that includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

8. Parental involvement

Parents are made aware of the school's Marking and Feedback policy and the signs and symbols used with the children.

9. Resourcing

Teachers are provided with marking pens to enable them to apply the policy.

10. Roles and responsibilities

- a. **Teachers** - To adhere to the agreed policy to ensure consistency of approach across school.
- b. **Middle Leaders** - To conduct subject or year group specific Book Looks to ensure accurate implementation of the policy across their curriculum area of responsibility. To work with SLT to ensure the policy is effective within their subject, reviewing and suggesting changes where necessary.
- c. **AHTs and Extended Leaders** - To co-ordinate the termly monitoring of books, ensuring staff are held to account in their adherence of the policy to ensure the best outcomes for all children.



- d. **Senior Leadership Team** - To support the Extended Leadership Team and receive their feedback on staff adherence to this Marking and Feedback policy. To monitor the effectiveness of these procedures.

Appendices:

Appendix 1 – Primary Marking Symbols

Appendix 2 – Secondary Marking Guidance – Secondary

Appendix 3 - GFS Secondary School Marking Frequency

11. Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School, Dubai teaching staff and leadership teams for implementation.

Signed A Herron
Head of Primary

Date13 October 2023.....

Signed John Stapley
Whole School Vice Principal

Date13 October 2023.....

Signed Leah
Associate Principal

Date13 October 2023.....

Signed A. Profitt
Executive Principal/CEO/Senior Vice President of Education

Date16 October 2023.....

Next policy review date:

02 February 2024

28 June 2024



Appendix 1

Primary Marking Symbols

Learning Objective

Tickled pink; Two brilliant things about my work linked to the L.O.

Success Criteria

Growing Green; One area for growth

Child response Children respond to marking/edit their work in purple pen.

✓ **Correct**

• **Think again (mathematics)**

S **Support was given**



Verbal Feedback



Punctuation/grammatical corrections

SP **Spelling correction (maximum of three)**



Next steps



Appendix 2

GEMS Founders Marking Guidance – Secondary

L.O: Learning Objective; Describes what you should know, understand and be able to do

S.C: Success Criteria; Evidence you will use to show that you have met your learning objective

Receiving feedback on your work

WWW: “What went well...” A comment stating successes their piece work, pointing out what you have achieved and giving you some praise. Teachers will use a *pink pen* for WWW.

EBI: “Even better if...” A comment stating how work could be even better. This will suggest ways in which you can improve your work. Teachers will use a *green pen* for EBI.

Student's response

Read your feedback and, using your purple pen, write a developed response that is linked to the EBI your teacher has written for you.

Your teacher may use these symbols for written pieces of work / feedback:

| | | | |
|-----------|---------------------------------|-----------|----------------------------------|
| Aa | Capital letter used incorrectly | P | Incorrect or missing punctuation |
| ^ | Crucial word missing | Gr | Sentence does not make sense |
| // | New line / new paragraph needed | Sp | Spelling correction |
| VF | Verbal feedback | LT | Let's talk |



Appendix 3

GFS Secondary School Marking Frequency

Set out below is the basic expectation for marking frequency. It is understood that different subjects will have differing marking loads due to contact time with students and, as such, it is expected that departments will use their best professional judgement when using these guidelines when marking books.

Key Stage 3

Core Subjects

- One piece of deep/thoroughly marked work per class at least every two weeks
- Feedback should contain a significant analysis of the work and provide next steps for improvement
- The lesson following a deep mark should be allocated to students to respond to, and analyse, their feedback.
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)

*If standards of work are below expectation, feedback is to be provided for improvement

*Spelling and grammatical errors should be identified. Incorrect spellings should be repeated in the margin correctly by the student

Non-Core Subjects

- One piece of deep/thoroughly marked work per class every 5 weeks, or when appropriate
- Feedback should contain a significant analysis of the work and provide next steps for improvement
- The lesson following a deep mark should be allocated to students to respond to, and analyse, their feedback.
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)

*If standards of work are below expectation, feedback is to be provided for improvement.

*Spelling and grammatical errors should be identified. Incorrect spellings should be repeated in the margin correctly by the student

Key Stage 4

All Subjects

- One piece of deep/thoroughly marked work per class every two weeks
- Feedback should contain a significant analysis of the work and provide next steps for improvement
- The lesson following a deep mark should be allocated to students to respond to, and analyse, their feedback.
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)

*If standards of work are below expectation, feedback is to be provided for improvement

*Spelling and grammatical errors should be identified. Incorrect spellings should be repeated in the margin correctly by the student

Key Stage 5

A Level Subjects



- One piece of deep/thoroughly marked work per class at least every two weeks
- Feedback should contain a significant analysis of the work and provide next steps for improvement
- The lesson following a deep mark should be allocated to students to respond to, and analyse, their feedback.
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)

*If standards of work are below expectation, feedback is to be provided for improvement.

*Spelling and grammatical errors should be identified. Incorrect spellings should be repeated in the margin correctly by the student.

Non-examination subjects

- One piece of deep/thoroughly marked work per class at least every two weeks
- Feedback should contain a significant analysis of the work and provide next steps for improvement
- The lesson following a deep mark should be allocated to students to respond to, and analyse, their feedback.
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)

*If standards of work are below expectation, feedback is to be provided for improvement

*Spelling and grammatical errors should be identified. Incorrect spellings should be repeated in the margin correctly by the student.

Appendix 4

Primary Marking and Feedback Adaptations for Remote Learning- SeeSaw

Teachers continue to use the primary marking symbols for SeeSaw, using the editing tools provided. The frequency and timing expectations of in-depth marking remains the same.

When giving feedback, there are various acceptable forms which teachers can utilise on SeeSaw:

- Written comments on a piece of submitted work





| | | Arguing and accurately use domain- specific words | Arguing and use Accurately Grade- Appropriate Words | Adapt speech to a variety of contexts and communicative tasks | Add Audio Recordings and Visual Displays to Presentations | Adding multiple com | Analyze character, event or idea development throughout a | Analyze character, event or idea development throughout a |
|--|---|--|---|---|---|------------------------|---|---|
|  Arthur W | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
|  Carlos K | 1 | 3 | 4 | 2 | 5 | 4 | 0 | 2 |
|  Clare | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
|  Emily S | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 0 |
|  Jacob S | 1 | 0 | 2 | 0 | 1 | 1 | 0 | 0 |
|  Jorge F | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |



Mrs. V's 4th Grade
Teacher

Journal | Activities | Inbox | Skills | Blog

Category (11)

Subject (18)

Students (12)

Skills (40)
50% tested, 50% logged

Skills | Export