

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. Feedback may be done verbally with the child so the book may not necessarily have more than a highlighted learning objective and VF

(verbal feedback) as an assurance that the work has been seen and the child's learning evaluated by the teacher.

- 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.

During the period of remote/synchronous learning, **all** individual marking feedback will be done through online platforms to reduce the risk of contamination. No hand-written feedback will be recorded in student's books by teachers during this time. Feedback for FS and Primary will be given through SeeSaw (See Appendix 4) Feedback for Secondary will be given through Microsoft Teams (See Appendix 5)

When students are in school, formative marking in Primary will take the form of whole class feedback. This will ensure children are assessed against the student outcomes for the lesson and ensure that social distancing restrictions can remain in place. (see Appendix 6)

- 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, books should be checked on a regular basis.

In Secondary: All subjects will deep mark according to the Marking Frequency model. Work should be acknowledged on a weekly basis, e.g. a tick, date and signature, if the work is of a good and presentable standard. If the work does not meet standards, then the teacher should give constructive feedback for next steps. Deep marking should include thorough feedback on the piece, including several effective next steps for improvement.

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. In a piece of writing, feedback is made accessible to the child through highlighting. The teacher will highlight in pink the successes, which relate to the learning objectives and success criteria. Teachers will also indicate, by highlighting a section green, where an improvement can take place, including at the end of the piece a 'closing the gap' comment to aid improvement. Children will be given time specifically to make this improvement/act upon

their feedback. 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 in every piece of writing, although children will be given Tickled Pink and Growing Green feedback about the objectives they were asked to concentrate on. 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 will be 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

The Phase appropriate 'Marking Signs and Symbols' poster is displayed in every classroom, including specialist classrooms. Teachers are provided with marking pens and highlighters 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. **Key Stage Leaders 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:

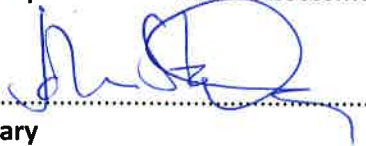
- Appendix 1 – Primary Marking Symbols
- Appendix 2 – Secondary Marking Guidance – Secondary
- Appendix 3 - GFS Secondary School Marking Frequency

11. Monitoring and review

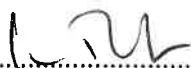
This policy has been discussed and agreed by the GEMS Founders School, Dubai teaching staff and leadership teams for implementation.

Signed 
Assistant Principal - Curriculum & Assessment

Date 1.9.2020

Signed 
Head of Primary

Date 1/9/2020

Signed 
Head of Secondary

Date 1.9.2020

Signed 
Principal/CEO

Date 1/9/2020

Policy review date: 1st September 2021

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

Vision: Grow - Flourish - Succeed

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

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 telling you what you have done well in the piece of 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 telling you how your piece of 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
- Up to **fifteen minutes of the lesson following a deep mark** should be allocated to students to respond to, and analyse, their feedback. This should be planned as part of the lesson
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)
- Assessments and home learning tasks should be marked with the same expectations as above
- **General classwork** acknowledged with **initials and date every week**

*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
- Up to **fifteen minutes of the lesson following a deep mark** should be allocated to students to respond to, and analyse, their feedback. This should be planned as part of the lesson
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)
- Assessments and home learning tasks should always be thoroughly marked with the same expectations as above
- **General classwork** acknowledged with **initials and date at least every three weeks, or when appropriate***

*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
- Up to **fifteen minutes of the lesson following a deep mark** should be allocated to students to respond to, and analyse, their feedback. This should be planned as part of the lesson
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)

- Assessments and home learning tasks should always be thoroughly marked with the same expectations as above
- **General classwork** acknowledged with **initials and date** at least **every week or when appropriate***

*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 **each week** per subject
- Feedback should contain a significant analysis of the work and provide next steps for improvement
- **Up to fifteen minutes of the lesson following a deep mark** should be allocated to students to respond to, and analyse, their feedback. This should be planned as part of the lesson
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)
- Feedback should also include comments on presentation and standards
- Assessments and home learning tasks should always be thoroughly marked with the same expectations as above
- **General classwork** acknowledged with **initials and date** at least **every three weeks, or when appropriate***

*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 provide clear steps for improvement
- **Up to fifteen minutes of the lesson following a deep mark** should be allocated to students to respond to, and analyse, their feedback. This should be planned as part of the lesson
- Follow-up of teacher and student marking should take place (re-visit to acknowledge actions)
- **General classwork** acknowledged with **initials and date** at least **every three weeks, or when appropriate***

*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.

- Using the skills tool on SeeSaw to assess against the outcomes: <https://help.seesaw.me/hc/en-us/articles/115004160546>





Appendix 5

Secondary Marking and Feedback Adaptations for Remote Learning - Microsoft Teams

The frequency and timing expectations of in-depth marking remains the same as Appendix 3. When giving feedback on Microsoft Teams, the following forms of feedback may be used for individual feedback.

Assignments can be set using the 'Assignment' tool. At this stage, teachers can stipulate the criteria they will use to assess students. They can attach a rubric of success criteria, set a scoring/ point system and add any assessment resources students may need.

New assignment

Cancel Assign Discard Save Assign

Title (required)

LO:

Add category

Instructions

Enter instructions

Add resources

Points

No points

Add rubric

Assign to

Remote Learning Assessment Group All students

Don't assign to students added to this class in the future. Edit

Date due

Tue, Aug 18, 2020 11:59 PM

Assignment will post immediately with late turns allowed. Edit

Settings

Post assignment notifications to this channel: General Edit

Feedback can be given in the form of:

- A rubric - teachers upload the student outcomes on this and assess against it
- Written feedback in the form of a comment using the 'comment' tool
- Annotations on the work itself using the same marking guidance on Appendix 2.
- Verbal feedback during a live session

In-depth Marking - Remote Learning Guidance

- A rubric should be used where necessary to assess student's work against agreed criteria
- Annotations and comments on the work should provide valuable feedback as per the marking policy. (Refer to Appendix 3)

Appendix 6

Primary Whole Class Feedback Exemplar

LO:			
Personalised Provision (Consider SENDo, Emirati, ELL before the lesson):			
Assessment for Learning Information: (Start Points)			
Challenge: (Which learners need to be challenged?)		Support (Which learners need support to meet the LO?)	
Formative Assessment: (Initial where children are at the end of the lesson, against the LO)			
Below	Towards	At	Above
Misconceptions: (Note down any misconceptions you have addressed or need to in future learning)		Praise (including achievement points)	
Notes: (Including implications for future learning/ behaviour concerns)			