



AL BASMA BRITISH SCHOOL

**2023-2024**

**Policy: Marking & Feedback**

## **‘Feedback is one of the most powerful influences on learning and achievement’**

**Hattie & Timperley, 2007**

At Al Basma British School, we set out to use effective marking, feedback and response to:

- Improve a student’s confidence and self-esteem.
- Celebrate and recognise achievement.
- Provide constructive, accessible feedback to students about their work.
- Encourage and involve students in the reflection of their current learning and to set targets for future learning.
- Assess and monitor the student’s learning and provide information for future planning.
- Develop the student’s responsibility for their learning.
- Model and encourage progression of children’s ability to peer and self-assess honestly and accurately.

We believe that through growth mindset, students’ self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

### **Aims**

The aim of this policy is to ensure that our marking and feedback meets the needs of our learners and is applied effectively throughout the school.

### **Why do we mark?**

#### **Marking is essential to pupil progress:**

- It allows us to provide individual guidance and clarity to students, so they know what they have done well and what needs to be improved on
- It informs us and our future planning; by carefully reading the student’s work we can determine their future learning needs and adapt our planning and teaching accordingly (formative assessment)
- Marking provides further opportunity for individual differentiation and progress.
- Research shows that quality marking has a significant impact on attainment.

### **Marking is motivating:**

- Marking work properly demonstrates that there is a point to it. It gives the opportunity to identify achievement. It provides recognition of the student's effort and encourages them further.
- It supports a learning environment in which it is safe to try even if you get things wrong and where students can learn by their mistakes, seeing error as a chance for development rather than absolute failure, thereby aiding the development of resilience and growth mindset.

### **What is good marking and feedback?**

Written feedback is most effective when:

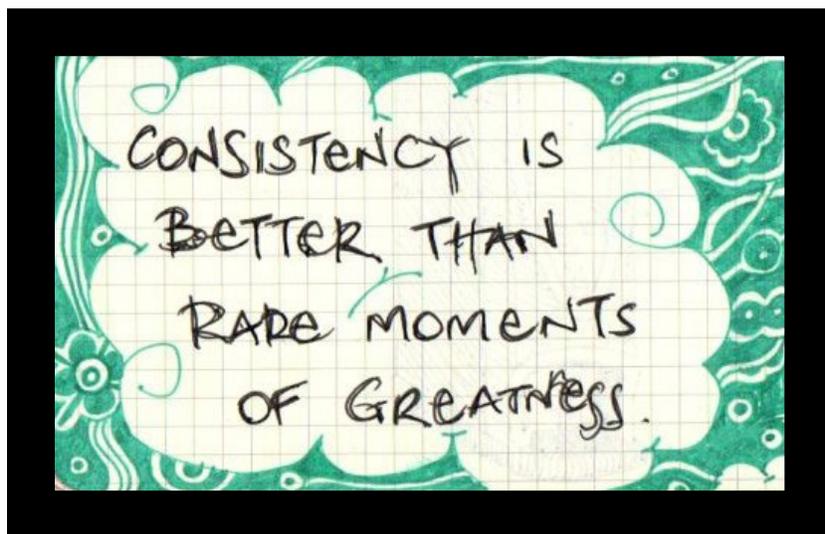
- It is regular and provided promptly.
- It is simple.
- It is appropriate to age and ability.
- It helps the students to know what they have done well against clear intentions and success criteria.
- It actively encourages self-assessment.
- It helps students to know how to improve.
- Time is built into teaching to allow children to act on feedback.

### ***Feedback is given using Green biro.***

### **Our Marking process:**

- Green ink is used for marking and feedback.
- Pink for think is used to identify next steps – asterix, box, highlighting on area needing improvement.
- Students from Grade 6 must write in blue or black ink. Students in Grade 4 and 5 can write in blue or black pen when a pen license has been obtained as deemed appropriate.
- Response by students is to be written in red.
- Learning Intention based on higher order skills to be recorded for each piece of learning.
- All subjects, except Maths, the date to be written in full starting on left in the format day, date, month.
- Date to be written numerically for Maths on the left of the page in format 05/12/20.
- Date to be recorded first followed by LI on the next line. Both need to be underlined.
- LI to be highlighted green if objective achieved.
- LI to be highlighted yellow if working towards objective (G2 onwards)

- Teachers to aim to highlight as many LI's as possible within every lesson for instant feedback.
- A series of symbols are used to ensure that time spent marking by teachers is effective and manageable. See Appendix 1 for marking codes.
- Marking and feedback should have a focus rather than every error corrected. Repeated misconceptions and errors should be identified and modelled solutions, examples or corrections provided.
- All students should have next steps at least once a week in core subjects and once a fortnight in foundation subjects.
- An opportunity to respond to marking and feedback should be given regularly but at least once each week. These are the student's short term personalised targets.
- Teachers should return to the response on next marking the book.
- Self and peer assessment, as appropriate to the age of the students, should take place regularly with scaffolding where required.
- Giving instant feedback through marking and providing verbal feedback in class is encouraged.



Camby, S. Marking Made Simple, Focus Education (2020)



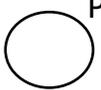
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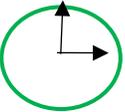
**APPENDIX**

## Marking Codes

CL	Capital letter
FSP	Finger space
	Spelling mistake
//	New paragraph
	Wrong word in context
	Wrong tense
	Wrong punctuation
^	Missing word
	Does not make sense – grammatical error
√V	Great word/vocab
TA	Teacher assisted
PA	Peer assessment
SA	Self assessment
VF	Verbal feedback given
Green highlight	Evidence of learning intention met
Yellow highlight	Partially met learning intention
Pink highlight	Think (next step) Next step, challenge
Green writing	Positive comment

# Marking & Feedback Codes – KS1 (& lower ability English where needed)

These can be used in green when achieved and in pink when it is a next step

	Capital letter
	Finger space
	Full stop
	Wow words
	'and' used in sentence
	Writing on the line
	Time connectives
	Verbal
	Independent
	7

## Quality formative marking

The following are based on examples of quality marking by Shirley Clarke in 'Unlocking Formative Assessment'

**Reminder prompts**- for more able children, e.g. give some more detail for this character, explain this answer a bit more, tell me more about what you feel..., look carefully at this calculation- what is missing/ what needs to be changed? Can you use the results to support your answer?

**Scaffolding prompts**- for children needing more support. Usually given as a question or as a directive. To check understanding in a closed sentence or a 'complete this sentence' might be used to reduce the amount of writing needed in the feedback.

Can you describe how this person has been 'unkind'?

Describe something that happened that shows they were being generous.

Ring the correct words: A material is a good conductor when it easily / doesn't easily let heat travel through it.

Finish this sentence by adding 2 more factors: To photosynthesise, a plant needs water,

.....

### An example prompt:

Useful for all children as a modelling tool (especially with lower ability children) - this prompt gives the children a choice of words or phrases:

e.g. Choose one of these or your own: -

He is a good friend because he never says unkind things about me.

My friend is a good friend because he never gets angry with me.

Use one of your own that you can think of that may be better.



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