



## Policy: Marking & Feedback

### Academic Year 2021-22

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<b>Written By:</b>	SLT
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**Vision:** To be a welcoming and diverse international school that nurtures students to acquire, articulate and establish the necessary skills and knowledge to become a citizen in a global environment.

**Mission:** To create an inclusive environment of responsibility, respect and tolerance, based on Qatari values, for all members of the school community. To deliver an in-depth consistent learning program, which provides opportunities to display their learnings.

**Objectives:** Spectra Global School helps individuals to become life-long learners with **STEPS**.

We provide

**S-STIMULATING** environment for learning.

**T-TRANSPARENT** vision helps us to communicate easily.

**E-EMPATHY-** towards others helps us to learn life skills lessons and values of the country that we are growing.

**P-PROGRESS** to achieve and attain better.

**S-SUSTAIN** with what we do and maximize it.

## **Rationale**

In line with our school Objectives, this policy has been written to ensure that we provide a **Stimulating** environment for our students and adults with **Transparency**. To **Sustain**, we need to be **Progressive** and attain what we are capable of and ensure that we remain human and **Empathetic** with one another.

At SPECTRA GLOBAL SCHOOL our focus is simple; it is our children's learning. We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally simple; it is about: Moving learning forwards

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not about justifying oneself professionally, or the school, to parents, governors, Examining Boards or the SEC with copious and technical comments.

High quality feedback and marking will be self-evident in its purpose and in its outcomes.

## **Policy Statement PRINCIPLES**

At Spectra Global, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the children's own work, in relation to the learning objective and not on comparison with other children
- specific ways in which the child's work could be improved, and crucially, being given the opportunity to do so
- improvements that the child has made compared to his/her earlier work

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- Improvement is cyclical, valued and clearly evidenced

- the children are made aware of learning objectives and of the criteria that their work will be assessed against, in age-related vocabulary
- the learning needs of individual children are understood and work is matched and marked appropriately
- where appropriate, feedback is linked directly to learning targets
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each builds confidence in future goals

## **AIMS & OBJECTIVES**

### **Effective feedback & marking should:**

- recognize, encourage and reward children's effort and achievement and celebrate success over time
- provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give children a clear picture of how well they have met learning objectives or targets
- identify children who need additional support/challenge
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular levels
- involve parents more directly in reviewing their child's progress and help in reporting to parents
- celebrate and reinforce expectations
- Inform future planning

## **1. PRACTICE**

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

As a school, we value verbal and written feedback equally in moving learning forwards.

### **1.1 Verbal Feedback**

This means discussion about the learning with the child. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for.

Where possible, it is useful to record when verbal feedback has been given, using the agreed notation in the attached Appendix 1.

### **1.2 Written Feedback**

All written comments, corrections or check marks should be in GREEN, other than highlighting, as detailed below.

All work, including homework, will at least be checked against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by using ticks (✓) or other coded notation such as 'NM (Not Met), PT (Progressing Towards), WA (Working At), WB (Working Beyond)' used in Class Monitor our progress tracking system, and the symbols or shorthand feedback detailed in Appendix 1. Stamps or stickers may also be used to indicate work has been checked.

It is imperative that such notations are used consistently.

A YELLOW highlighter may be used to mark a 'Point of Intervention' (PI) in a child's book to notify the point at which an adult has supported learning during the written work. As such, it serves as a reference point from which progress and the impact of the intervention can be judged.

## **2. QUALITY MARKING**

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will:

- be positive and celebrate effort and achievement
- relate to learning objectives
- indicate next steps for improvement
- be supported with time and opportunities to reflect upon and engage with

As a school, we agree to use the Success & Improvement method, as detailed by subject below:

### **2.1 English Writing**

We need to show the children that their writing has a genuine audience and that we are interested in what they have to share and are not reading their work to merely find errors. Children need to feel their writing is valued and we should respond to it as a reader who wants to share their experiences and ideas in order to support its improvement.

- A GREEN coloured highlighter pen is used to show 1 or 2 places where the child has successfully demonstrated an understanding of the learning objective
- A coding symbol (Appendix 1) may be used to indicate precisely where an improvement could be made
- A PINK highlighter pen is used to show an area for improvement. A suggestion is written to help the child know how to make the specific improvement
- Opportunities are given for these points to be shared, reflected upon and action taken
- A BLUE coloured highlighter pen is used to give further written comment will follow up on the child's improvement

For Foundation Stage children, there may be one success and one improvement identified. The improvement suggestion might be delivered orally until Year 2. In Year 5&6, additional successes and improvements may be given as appropriate.

## 2.2 Math

The purpose of marking in math is primarily diagnostic. It communicates to a child whether they have succeeded, being motivational, and serves to inform a teacher's planning in terms of any misconceptions.

The use of the above highlighting and symbols may be useful, but written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of math.

It may be appropriate to provide 'Math Surgeries' within lessons to tackle misconceptions and challenge progress, and promote children's independence and use of support strategies.

## 2.3 Other subjects

Marking should be specific to skills set out in the learning objective and written comments made allow children to extend and develop these skills further.

### 3. OTHER CORRECTION ISSUES

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive
- For redraft and display purposes, children's work may be redrafted, spell-checked and amended to produce a 'final' copy but there would normally be an earlier draft available
- A strong emphasis should be placed on appropriate presentation and correct or appropriate phonetic spelling in work which is used for display
- Spellings may be selected for correction (by the child, peer or the teacher) on the basis of what the child needs to learn next or has already learnt
- Rubbing out should be strongly discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error and the error crossed through using a single line. Wherever success and improvement comments are shared, either after or during the lesson, learning time must also give for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.
- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice
- Mini-plenary or learning reviews may be used during the lesson
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them
- Question/answer sessions may be used to facilitate this

Wherever possible, children are encouraged to self-evaluate their own learning

In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of pupils' personal learning styles


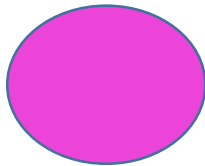

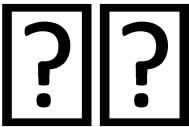
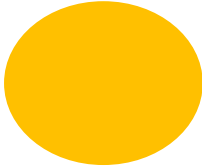

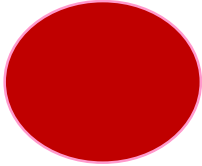
#### 4. MONITORING

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed half-terminly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) – and supported within phase groups across the school.







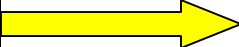
Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

#### Appendix - 1: Agreed marking codes: EYFS, KS1 & KS2

	EYFS: Emerging (Eme) Beginning to work with the age band given.	I've met the objective well  
	Primary: You have achieved the learning objective. WA  WB	
	EYFS: Developing (Dev) Becoming more secure within the age band given.	I'm not sure I've met the objective  
	Primary: Objective partially met PT	
	EYFS: Secure (Sec) Secure within the age band given.	I really don't understand and don't think I've met the LO  
	Primary: We need to review this or talk about this  NM	

<b>VF</b>	Discussed with pupil	
<b>??</b>	Suggested action taken	
<b>I</b>	Independent	
<b>T</b>	Teacher	
<b>TA</b>	Teaching Assistant	
<b>PS</b>	Peer Support	
<b>GW</b>	Group Work	
<b>WA</b>	Working At	
<b>WB</b>	Working Beyond	
<b>NM</b>	Not Met	

<b>sp</b>	Spelling mistake.
<b>^</b>	There is something missing here.
<b>//</b>	Start a new paragraph
<b>P</b>	Missing or incorrect punctuation.

	Work has been looked at – will be revisiting it later
	This sentence is a little confused and could be clearer.
	Strengths/Success/Celebrations
	Something to check/Re-try
	A learning target has been successfully met
	Point of Intervention by supporting adult
	Moved on to more challenging learning

Name of the teacher:	Academic year:		
Assessed by:	Year group/subject/language:		
Class:	Subjects/Books:		
Date:	Monitored by:		
	Yes	No	Comments
Work marked regularly?			
General presentation?			
Evidence of teachers using Marking codes?			
Green highlighter used for LO?			
Pink highlighter used for target?			



Success comments written?			
Improvement comments written?			
Evidence of pupil response to teacher comments?			
Evidence of self-assessment by pupils?			
Evidence of peer assessment by pupils?			
Is the level of work age related?			
Evidence of differentiation in books?			
Evidence of challenge within books?			
Evidence of high expectations in books?			
Evidence of progression in work?			
Evidence of progression in planning?			
Evidence of extended independent learning			

**Grade Descriptors**

Outstanding	Good	Requires Improvement	Inadequate
Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.

Additional Comments:

Name of the student whose books are scrutinized:

Areas of strength:

Areas for Development: