



Policy: Marking & Feedback

Academic Year 2023-24

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Written By:	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. 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
- specific ways in which the child's work could be improved, and being given the opportunity to do so
- Comments which celebrate achievement and success

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 is constructive and clearly communicates to the children how they can develop and improve
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- Improvement is continuous, valued and clearly evidenced

- the children are made aware of learning objectives and of the success 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
- Feedback is linked directly to learning objectives
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner

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 'in the moment' with the child. As a school, we value verbal and written feedback equally in moving learning forwards.

1.1 'In the Moment' Feedback

This means discussing 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 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, paired work or independent work, and be either spontaneous or planned for
- Marking in the moment will address misconceptions and move learning forward
- Marking is focused on the lesson objective and success criteria
- When verbal feedback is given, the agreed notation (see Appendix 1) must be used

- Marking is used to support the day to day assessment of learning and to inform future teaching and learning

1.2 Written Feedback

All written feedback must adhere to the following:

- Corrections or check marks should be in GREEN
- 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 (✓)
- All work will be assessed using the coded notation PT (Progressing Towards), WA (Working At), WB (Working Beyond) in Years 1-6 as used in Classroom Monitor
- When the objective has not been met, MS (More Support) must be used
- In EYFS, all work will be assessed using the coded notation EME (Emerging), DEV (Developing), SEC (Secure)
- The agreed marking code (see Appendix 1) must be used when assessing work and taking the age and ability of the child into consideration
- Stamps or stickers may also be used to indicate work has been checked.
- Marking must be done in clear, legible handwriting that models correct letter formation and models high expectations for presentation of work

2. DEEP 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

Next step, developmental marking should be completed for English, maths, science and humanities as follows:

- English and Maths – a minimum of 1 piece of deep marking during the week for each child
- Science – a minimum of 1 piece of deep marking every 2 weeks for each child
- Humanities – a minimum of 1 piece of deep marking every 4 weeks for each child

For examples of next step/developmental comments see Appendix 3.

Other Subjects

- In PE, music and ICT, feedback will be verbal and assessed against the learning objective to inform future planning and to assess levels of attainment
- In art, feedback will be as above. In addition, post-it notes can be used if providing written feedback that can be put on the child's work
- In French, most feedback will be verbal and assessed against the lesson objective. Written feedback will be light touch marking, to include the codes PT, WA, WB, MS (see Appendix 1) ticks, and positive encouragement written in French, e.g. bravo!

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 display purposes, children's work may be displayed with the teachers marking
- 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 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 the success criteria

The following may be used to enhance learning opportunities:

- 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 termly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) and Middle Leadership Team (MLT) (see Appendix 2)


Marking moderation meetings will also take place termly and are completed in phases or as a whole 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		KS1 & KS2	
(EME)	Emerging: Beginning to work within the age band	(PT)	Progressing Towards
(DEV)	Developing: Becoming more secure within the age band	(WA)	Working At
(SEC)	Secure: Secure within the age band given	(WB)	Working Beyond
		(MS)	More Support

EYFS, KS1 & KS2			
(I)	Independent	(PW)	Paired Work
(T)	Teacher Support	(GW)	Group Work
(TA)	Teaching Assistant Support	(VF)	Verbal Feedback

KS1 & KS2	
SP	Spelling mistake
CL	Capital letter
FS	Full stop
/	Finger space
P	Missing or incorrect punctuation
^	There is something missing here
//	Start a new paragraph
	This sentence is a little confusing and could be clearer

Deep Marking – EYFS, KS1 & KS2	
*	Star - What you have done really well
	Next steps – how you can improve further

Appendix 2: Whole School Marking Evaluation Framework



Spectra Global School Books Monitoring Record

Teacher		Observers	
Class		Date	

Subject:				
	Always	Often	Sometimes	Never
Date				
Learning objective recorded				
Neat teacher handwriting				
Evidence of feedback/next steps				
Evidence of marking code				
Positive feedback, stickers				
Children respond to feedback				
Evidence of progression				
Evidence of differentiation				

English Grading	Outstanding	Good	On Track To Good	Inadequate
		✓		

Subject:				
	Always	Often	Sometimes	Never
Date				
Learning objective recorded				
Neat teacher handwriting				
Evidence of feedback/next steps				
Evidence of marking code				
Positive feedback, stickers				
Children respond to feedback				
Evidence of progression				
Evidence of differentiation				

Maths Grading	Outstanding	Good	On Track To Good	Inadequate
			✓	

Actions	
1	
2	
3	

Signed Teacher		Signed Observer	
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Appendix 3: Next Step/Developmental Comment Samples

Developmental Comments for English

1. Read back through your work to check if it needs a full stop.
2. Say your sentence before you try to write it down.
3. Use a capital letter start your sentence and for people's names.
4. Think about how you can join some sentences using 'and'.
5. Look at the connectives mat to try and include a wider range of joining words in your work.
6. Try to include some time-related words, e.g. then, next, finally.
7. Include adjectives to describe the characters and setting.
8. Number each set in your instruction to make it easier for the reader to follow.
9. Sound out the words in your head/break them into syllables to help write difficult words.
10. Remember to use finger spaces between each word.
11. Try to use some short and some longer sentences to make your writing more interesting.
12. Try to start some sentences with a fronted adverbial.
13. Remember to start a new line when a new person speaks.
14. Try to use a greater range of synonyms for said.
15. When you move on to the next part of the story, start a new paragraph.
16. Try to include some expanded noun phrases to add depth and description.
17. Use a thesaurus to look for new and ambitious words to use in your work.
18. Think about how to use a greater range of punctuation marks to vary your sentences e.g.?,!
19. Think about ways you could add tension/humour/suspense to your story.
20. Try to use a greater range of organizational features e.g. captions and sub-headings.

Developmental Comments for Maths

1. Look at the number line/hundred square/cubes to check your total.
2. Look at a number line to check the order of the numbers.
3. Think carefully about what equipment in the classroom might help you to do this work.
4. Think about estimating your answer first to get an idea of what the accurate answer should be.
5. Use inverse operations to check your work.
6. Underline the key words in the problem.
7. Look for patterns in the numbers. Use the pattern to help solve other questions.
8. Use a ruler to make sure that your work is accurate.

9. Remember to label each axis so that you know what each one represents.
10. Give your graph/table/chart
11. Count the sides/corners/faces/edges/vertices carefully. Put a mark on each one as you count it.
12. Try drawing the problem so that you have a clear understanding.
13. Think carefully about the value of each digit. Think about which column it needs to go in.
14. Make jottings of your mental calculations – don't just try to remember them!
15. Think carefully about you organise your work on the page so that you can follow all your working out.
16. Try to work systematically so that you can find all possibilities.
17. Make sure that you start measuring from the 0 on the ruler.
18. Talk about the problem with your partner. Share your ideas and listen to theirs.
19. Show your working out especially when the problem has more than one step.
20. Think about the properties of the shape to help work out the length of unknown sides.

Developmental Comments for Science

1. Include the scientific terms we have learnt in your work.
2. Try to include greater detail in your observations.
3. Think about how you could present your data more clearly in a table or chart.
4. Make sure that you take accurate readings of measurements.
5. Repeat your reading 3 times to check you get the same answer.
6. Remember there should only be one variable to make it a fair test.
7. Label your diagrams.
8. Make sure that the scale for your graph is accurate.
9. Think about how you can use the facts you have learnt to help write your conclusion.
10. Look carefully for any patterns in the data. What does this tell you?

Developmental Comments for Humanities

1. Include the key vocabulary that we have been learning in your work.
2. Create a simple table to present your work more clearly.
3. Give more detail in your work. Try to explain why.
4. Think carefully about the similarities/differences between the two places.
5. Think carefully about the similarities/differences between the two people.
6. Think carefully about the similarities/differences between life now and then.
7. Think carefully about the organisational features you used in English to organise your leaflet.
8. Make sure that the scale for your graph is accurate