



Nada International School Marking and Feedback Policy

Rationale

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

'Feedback plays a central role in securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'

(Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.'

Marking should provide constructive feedback to every student, helping them to become reflective learners and giving them strategies to be able to improve their work and take the next steps in their learning. This policy aims to ensure consistent marking practices across the school. High-quality feedback will help students make progress by providing rigorous guidance on how to advance to the next level and structuring time for students to action improvements to their work.

The policy identifies specific active procedures for teachers and students to follow, which will further develop student learning.

Effective marking should:

- Identify achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give students specific praise for the success of their work, showing it is valued
- Give students clear strategies on how they can improve their work
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team.
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent marking symbols and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their students' work

Criteria:

Although excellent teaching and assessment are central to students' high attainment, not all pieces of work can be quality-marked. Acknowledgement should always relate to the learning intention. Marking should be completed once **every week**. Teachers need to decide whether other pieces of work will simply be acknowledged, followed by verbal feedback or given detailed feedback.

Monitoring Marking should be regularly scrutinized and books should be seen as part of both lesson observations and learning walks by the SLT. All curriculum leaders should moderate work and sample marking.

Presentation of student work

All written work must have:

- The Date, topic/title/heading / of work.
- Each topic should have "Key Words" relating to the topic. (Grade 6 to 12)
- Students' work must be either in pencil (KG- Grade 5) or black or blue pen (Grade 6-12).
- Drawings/diagrams in pencil (and should have a title and be labelled).
- Handwriting must be legible, cursive script is desirable
- Print is to be used from KG to Grade 12
- Correction fluid must not be used. (Mistakes and corrections must be crossed out with a single ruled line or removed if using an erasable pen).
- Students can use highlighters for heading and sub-heading.
- Homework must be clearly labelled as "HW".

Self/peer evaluation

- All students should be reminded to self-evaluate against success criteria and older students should be encouraged to identify their successes and look for an improvement point.
- Students should be given the opportunity to evaluate the work of their peers with teachers' direction on what to look out for in peer evaluations so comments from peers are valuable and helpful.

Teachers' Marking Errors and Feedback would Include

When work is marked teachers should identify the main errors and encourage students to correct them rather than providing the correction for all of their work. There is an expectation that the following will be in place:

- Student work needs to be marked at least every two weeks.

KG

- Teachers should use pink highlighter for identifying errors and green for highlighting correct answers.
- Teacher should use the marking symbols below when marking students' work

Grades 1-12

- Teacher corrections/markings on the work will be in RED.
for scrutiny reasons, CRD and Supervisors should mark in Black and Principals to mark using green
- At the end of the work, the teacher will sign with initials and date the feedback.
- The aim of marking should be to focus the student's attention on a small number of significant mistakes, not correcting everything on the page.
- Mistakes will be identified with specific symbols or marking symbols
- All incomplete work must be challenged.
- Verbal comments during the lesson and after the lesson
- Simple marking symbols to mark for all grades from KG up to Grade 12 as below
- ***A minimum of one positive comment and area of improvement need to be written at the end of each checked work.***

Marking Symbols

KG	Grade 1-12
<ul style="list-style-type: none"> • Spellings – SP • Verbal Feedback – VF • Work completed individually (I) • Work completed with support – (S) 	<ul style="list-style-type: none"> • Correct – ✓ • Incorrect – ✗ • Spellings – SP • Spacing – / • Missing word, phrase or sentence – ^ • Verbal Feedback – VF • Grammar – _____

Quality Assurance Measures

To ensure that the marking is effective in promoting learning both students and teachers are required to fulfil a number of tasks.

Work Sampling / Marking Feedback

Procedure

SLT (direct manager), supervisor or principal will collect books to review.

Books can be collected in different ways:

- Ask for samples directly from teacher
- Collect samples directly from students

This can take mainly take place during Marking Audit intervals in the calendar. However, it can also be done any other time as a part of Quality Assurance process or in case of investigation.

The SLT member will complete the **Students' Books Marking and Feedback Appraisal Form** and share with the teacher. Depending on the outcomes, a follow-up meeting could take place to ensure the all areas of development are tackled and addressed properly.

Copies of completed **Students' Books Marking and Feedback Appraisal Form** will be included in the teacher's PM Portfolio as part of the teacher's annual appraisal.

Students' Books Marking and Feedback Appraisal Form

- Marking and feedback forms (see attached) will be will be completed and used to ensure that the main elements of quality marking are being followed.
- The form will also provide the opportunity for feedback to teachers about the quality of their marking.
- The feedback forms will be reviewed as part of the ELT - SLT link meeting and saved in the Quality Assurance section of the SLT appraisal scan file.



Students' Books Marking and Feedback Appraisal Form

Teacher _____ Date _____ Class _____ Subject _____

Tick & cross marking only is unacceptable) Teachers will identify where the problems, highlight them and get the students go back and fix them. Teachers might include clues to guide students indirectly to the correct answers

Marking Frequency

Regular Marking Some Marking Infrequent Marking No Marking

Feedback

Regular Feedback Some Feedback Infrequent Feedback No Feedback

The teacher specifically identifies:

- A minimum of one positive comment and area of improvement need to be written at the end of the checked work. **Yes / No**

Students' Books

- Students' books are neat tidy and well organized.
- Students write the lessons titles and dates
- Students are recording key words for unit topics (G6-12)
- Students actively respond to feedback and make corrections from teacher feedback

Quality of Marking based on the above

Effective Satisfactory Unsatisfactory Not Evident

ACTION REQUIRED

- No action - Many thanks for your efforts
- Minimal action (Please see me for details)
- Major action

I would like to see the books of this class again on

I would like to meet with you to discuss the above on

Observer Sign

Date
