



# DOHA ENGLISH SPEAKING SCHOOL

Learning Together • High Expectations • Celebrating Success

## Marking & Feedback Policy

### Purpose

At Doha English Speaking School (**DESS**), we believe marking and feedback should be consistent, constructive and clear. It should incorporate approaches of Assessment for Learning and be specific to the learning objectives of the child and success criteria of the lesson. It should encourage children to be active learners and to give opportunities for measured improvement.

We are committed to providing relevant and timely feedback to the children, both verbally and in writing. This will ensure that each pupil not only has a more in depth understanding of what is being learned, but also understands the steps they need to take in order to achieve their full potential.

### Definitions

**Marking:** is an interaction between the teacher and the child. It is an acknowledgement for any work or response from the child and identifies the strengths and next steps for improvement. Feedback can be both verbal or in written form.

**Assessment For Learning:** "Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there".

*Assessment Reform Group, 2002*

**Learning Objectives:** These are expectations shared with the children and link to the Renewed Frameworks and the National Curriculum and are translated into child friendly language. All children need to understand what they are learning and why.

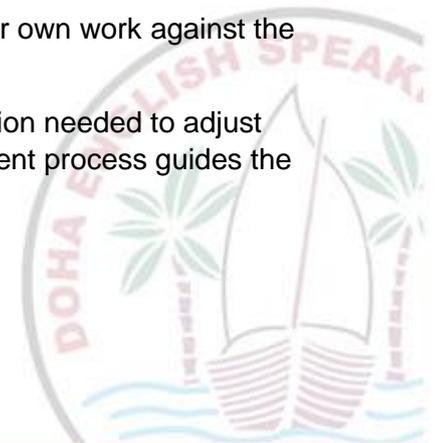
**Success Criteria:** The small steps needed in order to achieve the learning objective. This will enable children to interpret the expectations in concrete terms and apply these as they are working.

**Targets:** Steps identified in the child's work or assessment as areas for development and formed into a target to accelerate their progress.

**Peer Assessment:** An opportunity for children to be paired up with a response partner to discuss the strengths and improvement in their work.

**Self-Assessment:** An opportunity for children to be able to evaluate their own work against the learning objectives and success criteria.

**Formative assessment:** Everyday assessment which provides information needed to adjust the teaching and learning whilst it is happening. The formative assessment process guides the teachers in making decisions about future planning.



## Policy Statement

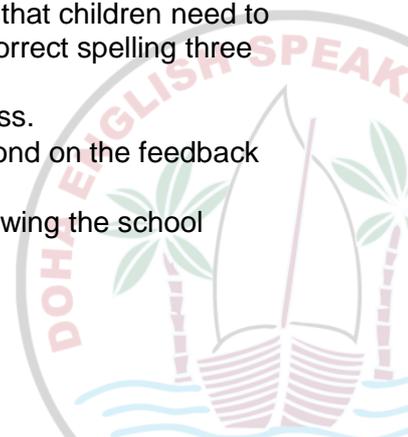
Through marking, we respond to all children's work, encouraging a higher standard of achievement, whilst developing self-confidence and raising self-esteem. Where possible, children should be provided with opportunities for self-assessment.

## Procedure

Feedback of children's work will have different roles and purposes at different times. The degree of maturity and ability of the child will affect the form and nature of marking.

- Feedback should reflect on the learning objective, relate to specific success criteria or an individual target. Stickers may be used which acknowledge learning that has taken place.
- Children must be encouraged to check their own work where applicable against the success criteria and SPAG [Spelling, Punctuation and Grammar], before giving it to the teacher for comment or marking.
- Children should be given recognition and appropriate praise for achievement with explanation.
- Children should be given opportunities to become aware of and reflect and respond to learning needs during lesson time.
- Feedback should provide strategies for improvement (See strategies overleaf).
- Where the work has been discussed in depth with the child, a full written comment may not always be given. Teachers will mark the work using Verbal Feedback (**VF**).
- Children should be provided with the opportunity to be involved in the marking process using success criteria or learning ladders where appropriate, both as self-markers and peer markers. The codes for both peer (PA) and self-assessment (SA) should be used.
- Marking and feedback can take place during the lesson if appropriate.
- Timely feedback should be given to give the children the opportunity to meet their targets on time and ensure timely process.
- It is acceptable for Teaching Assistants to mark the on-going work of a group with whom they have been working with.
- Children should be taught to use the agreed marking code, so that they not only understand the common agreed symbols, but also actively use them during self-assessment and peer marking activities.
- Marking provides a formative assessment record and should be used to inform planning.
- It is not expected that every error is corrected, for example, only spellings of those words that the child should know including technical terms. Words that children need to know will be underlined and children in Year 1-6 will practise the correct spelling three times.
- Feedback needs to be accessible and inclusive, celebrating success.
- Marking should provide opportunity for children to reflect and respond on the feedback given in the next progressive lesson or when appropriate.
- Teachers should model neat handwriting and must be legible, following the school handwriting scheme.

## Strategies



## **Verbal Feedback**

Verbal Feedback of VF is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Verbal Feedback needs to be focused around the learning objectives or success criteria.

## **Self/Peer Assessment/Marking**

Children should be involved in the analysis and constructive criticism of their own work where appropriate and should be encouraged to use self-evaluation using the success criteria whilst they are working. Reflection, modification and improvement becomes a natural part of the process of learning.

Children should be given the opportunity to read and respond to other children's work. This can be done verbally, on post-its, on a visualiser or through iPads and Apple TV. Children should also assess themselves against the expectations they have been set in each lesson. This can be done by using traffic lights, smiley faces etc.

## **Quality Marking**

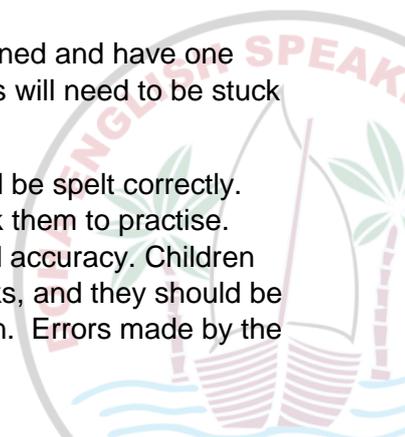
The emphasis of the marking should be on both the success criteria and the improvement needs, against the learning objective. For this to be successful children need to understand both the learning objective and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work. Response time should be planned where children can have an opportunity to reflect on the next steps provided by the teacher and to make the improvement. The following are examples of improvement prompts;

- The reminder prompt – draw the learner's attention back to the learning objective e.g. say more about, explain why you think this
- The scaffold prompt – gives more help by focussing on specifics, helping learners to extend their present understandings and improve their work. For example, a question – can you explain why? An incomplete sentence such as 'He barked .....ly running round feeling very.....'
- The example prompt- Make suggestions, offer information, give a range of possible answers to choose from or create one of your own
- All Extended Writing pieces should be quality marked.

## **Book Layout for Maths lessons**

Ensure the short date is used for each piece of work. This must be underlined and have one digit per square. Learning objectives with success criteria/steps to success will need to be stuck into books on a daily basis.

Numbers need to be correctly formed and maths vocabulary taught should be spelt correctly. Teachers will not accept incorrectly formed digits – always correct and ask them to practise. Rulers should always be used where necessary. Insist upon neatness and accuracy. Children should be taught to use one digit or decimal point per box in squared books, and they should be taught to line up columns precisely. Rubbers are to be used with discretion. Errors made by the



children should have one line through them. Work that is not presented correctly must be redone.

### General Daily Marking

- Use a green pen to mark or highlight all positive comments and work. Use a pink pen to mark or highlight any improvements need to be made. (2:1 ratio)
- Use a tick to show correct answers and crosses will indicate an incorrect answer. If there are more than three crosses, intervene/stop marking and speak to the child.  
VF = indicates when verbal feedback has been given.  
L = next step  
Ch = Challenge Question
- All work should be marked timely

### Next Step Marking

Children should be encouraged to record their work as often as possible throughout each topic. Marking comments should focus primarily on the learning in that lesson. Comments on the children's work should:

- Provide the children with opportunities to reflect on and deepen their understanding;
- Provide the children with opportunities to demonstrate that they have the ability to work at a higher level of thinking; and
- Provide the children with focused feedback on where their errors and misconceptions lie, making clear what is wrong and what to put right.

Where appropriate, children should be given the opportunity to respond to marking. Where mistakes have been made, the teacher should model an example with prompts. Children could be given a challenge or an opportunity to explain their thinking and learning.

The children should be encouraged to use comments such as:

- I think.....because.....
- If.....then.....because.....
- You can't.....because.....
- You have to.....because.....
- I have noticed that.....

Children need to be given time to reflect on the feedback within the lesson.

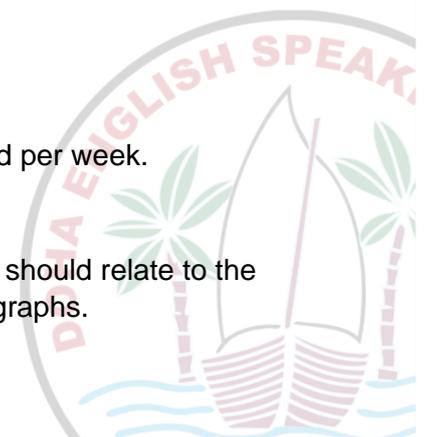
### Next Steps/Challenge Questions

- Must be linked to the success criteria.
- Can be printed for an individual or a group.
- The expectation is to see a variation of both. Two must be included per week.

### Investigative and Practical Work

Where a child has undertaken an investigative or practical task, comment should relate to the learning objective and evidence may be recorded through iPads or photographs.

### **Marking in Foundation Stage**



In FS1 and FS2, all adults continuously give positive Verbal Feedback to children for demonstrating positive attitudes to learning and their developing understanding of the EYFS learning objectives which are being covered.

Detailed observation notes are made during adult-led activities and children's self-initiated play. These provide both a record of the children's progression in learning and inform teachers in their planning.

Teachers plan the next steps in order to enhance and extend children's learning. Observations and work samples are collected, in a 'Profile' folder for each child in the Foundation Stage.

It is important that Verbal Feedback takes place between the teacher and teaching assistant.

### **Monitoring and Evaluation**

The Senior Management Team will formally review samples of work on an ongoing basis from each class to monitor the implementation of this policy. An analysis will be made and feedback will be given to staff.

Phase Leaders should continue to monitor the standards of marking within the year group through formal discussion, informed observations, work sampling etc.

**Reviewed:** February 2018

**Review Date:** September 2019

**Board of Governors:**

