GEMS Winchester School, Fujairah Marking and Feedback Policy

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Marking and Feedback Policy

At GEMS Winchester School, Fujairah, we believe that a quality marking and feedback policy will contribute to all children being active participants in their learning, enabling them to reach their academic and personal potential. In doing so, our comprehensive Marking and Feedback Policy reassures and motivates children and adults alike in the pursuit of excellence in learning. We prioritise a High Performance Learning approach to foster confident and successful students through meaningful feedback that promotes student lead learning and progress.

Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child as they journey towards achieving high performance. Our policy is underpinned by key principles.

Effective Written Feedback should:

- Be provided in a timely manner (within 48hrs)
- Provide clear information to children about the strengths and next steps with regards to their work.
- Encourage children to strive and improve and promoting meta-cognition through independence of self-correcting.
- Direct children to what they need to do to improve their work and the next steps they need to take.
- Identify achievements and the next steps in their learning promoting critical and logical thinking across the curriculuim
- Relate to learning and HPL objectives for each lesson
- Give children specific praise for the success of their work, showing it is valued building confident and independent students
- Give children clear strategies on how they can improve their work through next steps.
- Be read by pupils and time should be given for them to improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Provide a tool for teacher assessment
- Help parents to understand the strengths and growth areas to develop in their children's work.
- Intentionally embed HPL ACP and VAA terminology in feedback to help students grow as high performance learners (stickers of HPL animals can be used)

Why do we mark children's work?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to children so that: their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
- To ensure that children's achievements are recognised thus giving encouragement and building confidence
- To ensure set tasks have been carried out to an expected standard
- To formulate a teacher judgment for progress and attainment against curriculum standards
- To create agile students by developing enquiring students who are confident to take risks and lead their own learning.
- To use feedback as a means of developing HPL VAAs for positive progress.

Peer and Self-Assessment

From the Early Years upwards, pupils will be involved in the assessment process. We expect students to take ownership of their learning and have many opportunities to reflect through peer and self-assessment. The collaborative approach provides opportunity to develop linking strategies like seeing alternative perspectives.

- Teachers will share learning intentions (LI) with pupils in all lessons. This will help students to monitor, evaluate and self correct
- Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate. Students will use critical thinking to analyse work
- We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their OWN mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher. As such, this will be through using VCOP colours within their writing. The HPL learning wave will be used to enable students to reflect and evaluate.
- Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment. Collaborative strategies should be used to enhance progress and performance.

Children's response to marking

All staff emphasise the importance of understanding the marking system and the positive effect the process has upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the time the teacher has spent upon it, and does little to improve learning. HPL VAAs like Meta-thinking, linking and analyzing will be explicitly taught and referred to enable students to respond to marking meaningfully.

Children should be given time, at the start of each lesson or during Review Time to be able to read and respond to the written feedback the teacher has provided. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be expected to respond to the written feedback, either by correcting their mistake in purple pen or by writing a reply. HPL Hard working VAAs should be continually referred to so that students' practice, persevere and are resilient. Reference to the HPL Learning wave should be made to encourage self-monitoring and evaluating, supporting growth mindset.

Quality teacher Next Step marking: Rich formative assessment to 'close the gap' or extend – Primary

Next step comments are underpinned by growth mindset characteristics evident in the HPL Learning Wave so that students are encouraged to embrace their learning journey.

There are four types of Next Steps:
1. Scaffolding- A child has a misconception or error and the teacher provides a scaffolded response to get them unstuck and to make progress.
2. Find and Fix- Signposting work to improve with a clear focus. E.g. Question 2 has an error in place value. Find and fix.
3. Consolidation- A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently
4. Further Challenge / Stretch- A child has demonstrated secure understanding during the lesson and so is offered a challenge or a new context.

EYFS

HPL terminology should be used in conjunction with the HPL characters whenever possible when giving feedback.

In EYFS, marking and feedback strategies include:
- Verbal Praise or use of stickers and stamps
- Written annotations- using a circle for letter/number formation,
- Short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

Secondary Teacher to Student Feedback: Guidance
An in-depth piece of marking must have at least one **What Worked Well (WWW)** and one **Even Better If (EBI)** comment.

Self and Peer assessment - Secondary
Before the books are handed in for feedback, students should be given the opportunity to self-assess their work. Learners should be encouraged to use VAA and ACP vocabulary within their reflections to identify how they have matched criteria and their understanding of language used. Another opportunity for feedback would be for a peer to also assess their work before it is handed in to the classteacher for comments and ways forwards. Students will write this feedback using their PINK pens.

What Worked Well (WWW): - Primary and Secondary
Marking and feedback, whether verbal and informal or written and more formal, should be encouraging and related to understood criteria which shows the learner clearly what is required to improve. It should praise the process rather than the outcomes as much as possible and refer to the learning intention and/or Success Criteria. The focus and high profile of the HPL language in the use and recognition of advanced cognitive performance characteristics (ACPs) and the importance of building positive values and attitudes (VAAs) is evident in day to day teaching and learning with the aim to increase in confidence and resilience and this language should be used by teachers to shape feedback provided to learners. Learners should recognise that it is their hard work, resilience, learning from mistakes and persistence that leads to progress and this is what we celebrate in our feedback. Teachers will write using GREEN pen. Reference to learning intentions and HPL terminology should be used.

For example: (Primary teachers refer to the HPL and general banks of comments)
- Yesterday you found these really tricky, but today you used the column method effectively to solve the problems.
- Your confidence has really grown with adding fractions
- You have made so much progress using emotive language
- You should be very proud of this poem, you used a range of powerful adjectives
- You really pushed yourself this lesson, your opening sentence really hooked me in!
- You have been so resilient in your learning this week; you have used all the features we learnt in your persuasive writing.
- You didn't give up and tried 3 different methods to find the answer.

Even Better If (EBI): - Secondary
Learners should be encouraged to develop intellectual curiosity and confidence, demonstrate self-regulation and resilience. In addition to developing the broader range of cognitive skills, learners should also develop the values, .attitudes and attributes critical to helping them achieve good academic outcomes and prepare them for adult life. EBI comments should always be something to challenge learners that they can respond to. They should help the children **consolidate** or **deepen** their learning. There should be a clear link across all subjects with the Hardworking VAA attributes; Practice, Perseverance, Resilience. Teachers will write the EBI in GREEN pen.
*Additional exam specific data feedback will be required to share with GCSE and A level learners

Some examples of possible EBIs are:

Maths
- Explain how you solved this question. PRACTICE
- Check question 3, can you correct and explain the error? PRACTICE
- Describe the definition of a prime number. PRACTICE
- 2 cubed is equal to 3 squared – do you agree? Justify your answer.
- How do you know Q3 is correct? Prove it to me. PERSEVERENCE
- How many different methods can you show to solve Q4?
- Do you think this is the most efficient method? Why? RESILIENCE

High Performance Learning

English

- Re-draft your introduction using more emotive language.
- Use a wider range of connectives – can you give me 2 connectives you can use instead of but?
- Imagine you were this character, what would you do next?
- Find a quotation that shows how the writer backs up his beliefs
- Explain why you think the writer did this.

Science

- Produce a flow chart to outline the process of...
- How reliable do you think your results are? Why?
- What could you change in your method to make this experiment safer?
- What could you change in your method to make this experiment more accurate?
- think might happen if...?
- What do you think might happen if...?
- Evaluate the success of this stage of the practical.
- Draw a diagram to show
- 	...

Humanities

- Why do you think this happened?
- Was there an alternative?
- Can you think of a case study to show this?
- What do you think had the biggest impact?
- Taking all of the evidence, what do you think most important event was?
- Draw a diagram to represent...
- Write a summary of your research this lesson.

Response to Marking (RTM): - Secondary

When the books are returned to students, they will respond to the EBI points using their PINK pen.

Verbal Feedback: Guidance

- I can see that you have focused on … in this piece. Have you thought about now …?
- As a group, we were successful at …… but less successful at ….
- Looking again at the criteria for this task, which element do you think you have been most successful at?
- Which aspect of this would you approach differently next time? How/why would you do it differently?
- What did you find most challenging about this activity?
- If I asked you to give feedback to 'X' on their work, what would you suggest they could do to improve it further?
- Can you change or add 5 words to improve the vocabulary of this piece?
- You and your partner have different answers; can you convince your partner that your answer is more accurate?

Students will then write a summative comment in their books using their PINK pen to link the feedback back to the Learning Intention (LI) to say what they can now do which they could not before e.g. I can now…

Monitoring and Evaluation

The Senior Leadership Team and Middle Leaders will review the quality of marking as part of their ongoing role when appraising books. Feedback will be given to teachers as appropriate. Book scrutiny will form part of Student Progress meetings. Evidence of reference to HPL will be monitored

The desired outcomes are improvements in children's learning and greater clarity amongst children and parents concerning children's achievements and progress. The HPL learning wave is to be referred to.
The performance indicators will be:
- An improvement in children's attainment and progress
- Student voice
- Consistency in teachers' marking
- Awareness on the part of the pupils of what is expected of them
- Evidence of the development of HPL VAAs and ACPs

Sensitive Marking

It is particularly important to encourage aspiration and make appropriate adjustments to make learning accessible. WSF is an inclusive school which provides equal opportunities for all pupils. This policy supports the use of 'sensitive marking' for our students of determination where teacher discretion will be used to mark and feedback on pupils learning to ensure a positive and encouraging approach is maintained. At WSF High Performance Learning is at the forefront of marking and feedback to ensure a growth mindset unpins feedback and correction to ensure student progress

Please note that all self and peer-assessment will need to be guided and scaffolded by the teacher at the beginning and throughout the year, depending on the activity. This will involve close co-operation with staff supporting learners with these challenges. Teachers have access to IEPs and are expected to liaise with learning support staff to ensure appropriate provision is made for each learner. Learners have access to academic enrichment opportunities through each term by means of events, house competitions, visiting speakers and STEM challenges. Gems Winchester Fujairah school recognizes that learners learn at different paces and our philosophy is not, 'can't' but 'not there yet.'

SMART Marking at WSF

Marking should be…	Senior Leaders have a responsibility to…	Subject Leaders (Grade Leaders/ Faculty leads / School Improvement Leads) have a responsibility to…	Classroom teachers have a responsibility to…
Specific to the criteria for success in their subject.	• Ensure all staff understand the requirements for the courses they teach.	• Ensure all staff understand the requirements for the courses they teach and ensure display materials relevant to levels/progress are easy to read in relation to size, position in room and also language used.	• Summatively assess work • Provide formative (verbal or written) feedback that established EBIs that link to learning and Success Criteria. • Ensure all students are aware of targets and current attainment.
Measurable by consideration of assessment criteria and the ability to make progress through levels or grades.	• Track and monitor those students who at termly assessment points are not making progress and respond appropriately when needed.	• Track and monitor those students who at termly assessment points are not making progress and respond appropriately by communicating information and actions to Directors.	• Know who is underachieving and why. • Plan and take actions in the classroom to provide intervention.
Achievable for students in that they understand the feedback and have time to respond to it and achievable for the staff in relation to managing a realistic workload so that evaluation and feedback is meaningful.	• Make sure the school marking policy is communicated to all staff in their area and monitored.	• To ensure, by monitoring on a half termly basis, that students' work shows evidence of effective feedback and students' response to it via EBIs or response to questions in their books.	• Ensure that feedback is clear and rooted in making progress. • Ensure that time is planned to allow the students the chance to respond to feedback. • Ensure they use a range of assessment opportunities including teacher/TA/Self and Peer Assessment.
Relevant for the students' learning and development of skills for life and external assessment.	• Monitor a sample of targets provided to students on a termly basis to ensure quality and relevance, this could include Student Voice.	• Monitor the targets provided to students on a half termly basis to ensure quality and relevance.	• Set clear and achievable targets. • Ensure that students are given time to respond to marking. • Ensure marking is regular by establishing a timetable for which books are being marked when in order of priority.
Timely in that students are able to respond to the feedback and take it forward.	• Communicate and monitor important deadlines for • Assessments, Reports, Coursework and Exams with a view to Subject Leaders creating a timetable assessment tasks if appropriate.	• Ensure that staff plan Summative Assessment opportunities in relation to termly Assessments etc.	• Report Termly Assessment based on classwork and summative tasks.

Marking Key

Pencil – Student responses

Pink Pen/highlighter – Adult marking: Pink for Think! (Next Steps, checks)

Green Pen/highlighter – Adult marking: Green for Go! (Highlight best practice, Praise Comments)

	Teacher Key
✓	**Ticks** to show evidence towards learning intention
●	**Dots** for a response that the student should check
GR	**Grammar** - check for grammatical errors
SP	**Spelling** – check for spelling error
〜〜	**Sense** – sentence is not coherent Check word order/ missing words/ wrong word choice.
○	Missing punctuation or capital letter
⌒	Missing word/ add a word to improve
✓	Student has begun to make progress towards the LI
✓ ✓	Student has made expected or better progress towards the LI
LC	**Learning conversation** – student should come and talk to the teacher about this work
	Student Key
Ⓥ	My teacher gave me some verbal feedback
ⓈA	I self-assessed this work
ⓅA	This work was peer-assessed

In-depth feedback must have at least one **Praise Comment** and one **Next Step Comment**.

All **Next Step Comments** must be responded to by the students.

Marking and Feedback – Bank of Comments

High Performance Learning

Praise Comment Bank

Praise comments should refer to the learning intention and success criteria. For examples: "Good effort, you have used interesting adjectives in your sentences."

English, Maths, Science (refer to LI and/ or SCs)

Good effort, I can see that you ...
Well tried, you show progress with ...
Great work, I like ...
Well done, your ... has improved ...
Good work, you have used ...
Creative work,
Super, you have ...
Terrific, I am pleased to see ...
Good effort, I can see that you are using ...
Well tried, your ... is improving.
Good progress with ...
Great improvement in ...
Well done, you have shown ...
Great effort, you are beginning to ...

Next Step Comment Bank
Next step comments should ensure that learners are able to respond immediately to the comment. They should focus on LIs and SCs. For example: "Can you write an adjective to describe the cake?"

English
Can you use a coloured pencil to add capital letters?
Please write an adjective to describe ...
Give an example of ...
What word rhymes with ...?
What title would you give ...?
Underline the verb in ....
Please correct your spelling of ...
Please complete ...
Can you include a suitable adverb for the following sentence?
Can you write a word with a similar meaning to...?
Find a word in the passage that means ...?
Please correct the formation of your letter ...

Maths
Write down the next 5 numbers if you count in 10s from 21.
Solve the following sum?
Write your own word problem for ...
Can you identify the ...
Draw your own 2D shape.
What is the product of....?
What is the sum of ....?
What is the difference between...?
Write the multiples of...
Complete this number bond of ....
What change would you get from ... if you spent...?
Round ... to the nearest ...
Write the division facts of...
What is the inverse of ...?

Science
Predict what may happen with ...
Name the .... (producer) in your ...(food chain).
What does .... mean?
Draw a simple ....

Write a sentence to describe what you learned today.
What would you still like to know about…?
What is the following an example of?
What symbol would you draw to show…?
Write your own question about …
What challenge did you face with …?

HPL Comment Bank

HPL language should be evident in teacher feedback and in children's responses to feedback/ self-reflections on work.
Keywords linked to each character should be used in comments. For example: "Well done you persevered like a hard-working turtle to write descriptive sentences."

Hardworking Turtle – practices, perseveres, resilient, focused, optimistic, diligent
Well done, you persevered like a hard-working turtle to…
You show that you have been a hard-working turtle by being diligent in practicing …
I can see that you are resilient like a hard-working turtle because …

Linking Oryx- makes connections, big ideas, alternative perspectives, concrete to abstract, imaginative
Write a sentence to explain how you were a linking oryx today.
Can you be a linking Oryx and identify what we learned in Maths that links to this Science work?
Good work, you have been a linking oryx by using your imagination to …

Meta-thinking Falcon – thinking skills, self-regulator, monitors progress, evaluates, self-corrects, connects ideas, uses evidence
Good work, you were able to identify and correct your mistake like a meta-thinking falcon.
I can see that you have used your thinking skills like a meta-thinking falcon by …
Well done on being a meta-thinking Falcon and using evidence.

Analysing Wolf – critical, logical, questions, experiments, precise, problem solver, respects rules
I can see that you were an analysing wolf because you solved the problems well.
Great effort being an analysing wolf by asking questions.
You have presented your work in a logical way like an analysing wolf.
Well done on being an analysing wolf and completing your experiment.

Creating Hare – playful thinking, flexible, original, unique solutions
Your ideas are unique, well done on being a creating hare.
I like the creative way that you are thinking just like a creating hare.
You worked well in your group and showed you were flexible like a creating hare.

Realising Leopard – practices skills, works automatically, speed, accuracy
You have shown that you are a realising leopard by recalling your multiplication tables so well.
Good work with recalling your spelling well like a realising leopard.
You have worked quickly and accurately like a realising leopard, well done.

Agile Sand Cat – enquiring mind, creative, enterprising (resourceful), open-minded, risk-taking, listens and learns from others
I am pleased to see that you took risks to produce creative work like an agile sand cat.
Well done on being resourceful like an agile sand cat and completing your task.
You have shown that you have an enquiring mind like an agile sand cat as you have worked to find answers.

Empathetic Camel – collaborative, concerned, confident, listens
Great progress working well in a group like an empathetic camel.
You have listened well like an empathetic sand cat.
I can see that your confidence in ... has developed like an empathetic camel.