Marking and Feedback

Approved by:	Jeremy Hallum
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MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP

Aim

At GEMS Metropole School, Al Waha, our marking and feedback policy is grounded in the belief that every student has the potential to succeed, and that timely and effective feedback is a key driver of learning and growth. We believe that feedback should be supportive, informative, and tailored to the individual needs of each student, and that it should be provided clearly, specific, and actionable. Our 'In-the-Moment Feedback' policy ensures that feedback is given as close to the learning or behaviour event as possible, fostering immediate reflection, adjustment, and improvement.

We also believe that marking should be consistent, fair, and transparent, and that students should have a clear understanding of how their work will be evaluated. We strive to provide feedback that is both positive and constructive, and that encourages students to take ownership of their learning and become more self-directed and reflective learners.

We recognise that feedback is a two-way process, and that students should also have opportunities to provide feedback on their learning and assessment experiences. We feel it is essential to have in place a marking code that is relevant to the phase, is used consistently throughout the school and is understood clearly by all stakeholders. We value open and honest communication between students and teachers, and we encourage dialogue and collaboration to support the continuous improvement of teaching and learning.

Through our marking and feedback process, we aim to:
- ✓ Provide feedback during the lesson, where possible, through learning conversations and active marking.
- ✓ Provide students with clear and actionable feedback on their work, to help them identify their strengths and areas for improvement. This is crucial for ensuring that students receive feedback that is informative, specific, and useful for their ongoing learning and development.
- ✓ Ensure that marking is consistent and fair across all students, regardless of their background, ability, or previous performance to promote equity and fairness in the assessment process, and for ensuring that all students have an equal opportunity to succeed.
- ✓ Foster a culture of continuous improvement, by encouraging students to act on feedback and use it to guide their future learning and development. This is important for promoting a growth mindset among students, and for helping them to become more self-directed and reflective learners.
- ✓ Build students' self-esteem by providing them with positive feedback that acknowledges their strengths and achievements to help to boost students' confidence and motivation and encourage them to take pride in their work.
- ✓ Set specific and measurable goals for students to work towards, based on their strengths and areas for improvement, and provide them with feedback on their progress towards these goals.

Objectives
- • Feedback is an essential and valued component of the learning process that empowers and inspires students to strive for progress.
- • Meaningful and constructive feedback should be rooted in shared objectives and success criteria to benefit students.
- • Selective, focused, and constructive feedback highlights students' achievements (attainment) and progress and suggests "next steps" to facilitate their progress.
- • The feedback process involves both teachers and students engaging in reflective reviews of their learning.
- • Students are encouraged to reflect on their own and their peers' learning experiences and participate in determining their "next steps."
- • Feedback emphasises individual progress rather than group performance and is presented in a student-friendly and easily accessible manner.
- • Assessment results inform teaching practices to support student growth.
- • We foster a growth mindset that inspires everyone to believe in students' potential for improvement.
- • Oral feedback is equally valuable as written feedback in the feedback process.

Roles and Responsibilities

Principal and the Senior Leadership Team

o Prioritise purposeful and manageable marking and feedback practices that support our teachers' workload.

o Monitor the quality of marking and feedback to ensure that they align with learning objectives, inform future planning, and facilitate individual target setting.

o Promote consistency in marking practices across Key Stages/Phases and ensure that all marking aligns with the expectations set forth in this policy.

o Provide supportive guidance for parents to facilitate their understanding of our marking and feedback practices.

o Work closely with middle leaders to ensure consistent application of the marking and feedback policy across all subjects. o Provide leadership and vision in promoting equality and inclusivity within our marking and feedback practices.

o Offer comprehensive guidance, support, and training to all staff members to ensure they are equipped to implement the marking and feedback policy effectively.

o Regularly monitor and evaluate the effectiveness of this policy to ensure that it continues to support our students' learning and progress.

Middle Leaders

o Review and monitor our marking and feedback policy to ensure its effectiveness, including ongoing monitoring and moderation of student work.

o Provide comprehensive guidance and support to all staff members to ensure that they are equipped to implement the marking and feedback policy effectively.

o Regularly report on the success and sustainability of our marking and feedback policy to the Principal and Senior Leaders to ensure continuous improvement.

Teaching Staff

o Consistently apply the agreed marking code that is appropriate to their age group (refer to Appendix 1-4).

o Exercise their judgment appropriately to ensure that students can make progress in their writing, and all written feedback is constructive and supportive. While we aim to provide feedback that is comprehensive, it is important to note that not every punctuation and spelling error will be corrected in every piece of writing.

o In all core subjects, provide clear feedback that highlights student strengths and areas for development in their work. In foundation subjects, work is marked, but feedback is typically delivered through learning conversations.

o Encourage and reward our students' efforts and progress, fostering a positive learning environment that motivates them to achieve their full potential.

o Marking and feedback practices inform weekly planning, ensuring that teaching is tailored to address students' individual needs and support their progress.

o Ensure students are aware of their targets for improvement, providing them with a clear roadmap for their learning and development.

o Celebrate students' achievements, recognising their successes and fostering a sense of pride and accomplishment.

Students

- o Respond to marking, recognising it as a means of self-improvement that helps them to reach their full potential.
- o Understand that marking and feedback is meant to highlight their strengths and areas for development, providing them with clear guidance on how to progress.
- o Are aware of the next steps they need to take to improve, and they are encouraged to actively engage in the feedback process by responding to their teachers' comments.
- o Use 'success criteria' to critically evaluate the work completed by their peers, developing their own critical thinking skills and supporting the growth of their classmates.
- o Celebrate their achievements, recognising and sharing their successes with others.
- o Take pride in their work and feel a sense of accomplishment as they progress in their learning journey.

Feedback should:

- o Be in the moment, ensuring that our students understand how they are progressing and what they need to do to improve
- o Be designed to lead to an improvement in attainment by highlighting our students' achievements and providing clear guidance on how they can build on their successes.
- o Be acted upon/responded to by students.
- o Be consistently positive and constructive, helping our students to develop their confidence and motivation as learners.
- o Always be presented neatly and clearly, ensuring that our students can easily understand and apply the feedback to their work.

Training

- o We provide equal opportunities for all school personnel to access training, career development, and promotional opportunities.
- o Regular training sessions will be organised for all school personnel to ensure they are up-to-date with the latest information and guidelines on equal opportunities.
- o An Induction Policy and Checklist are in place to ensure that all new staff members understand the expectations regarding marking and feedback for the age and subject they teach.

Links to Other Policies

Please read in partnership with the Assessment Policy, Reporting Policy, Induction Policy, EYFS Teaching and Learning Policy and Marking and Feedback Checklist.

Communication of the Policy

- o Regular consultation with staff will ensure the policy's effectiveness and smooth implementation.
- o To ensure clear communication of the policy and its procedures, staff meetings and training sessions will be held, and the policy will be made available in the shared area of MTW 360 and the school website.
- o It is the responsibility of all staff to be well-informed about policies and procedures.

Inclusion

Within the Inclusion Department, the school recognises that students access learning in different ways. Staff identify whether work has been completed independently, with scaffolding, or with adult support, and this is taken into account when reviewing progress. Marking and feedback are adapted where appropriate to reflect individual need, including diagnosed needs, identified barriers to learning, and agreed support strategies, ensuring feedback is fair, meaningful, and supportive of progress.

Review

- o The principal, in collaboration with all staff, will carry out systematic monitoring yearly, or sooner if required, to ensure adherence to the policy and identify areas for improvement.
- o The results of policy reviews will be effectively communicated to all relevant stakeholders.

Appendix 1:
Primary Marking Key
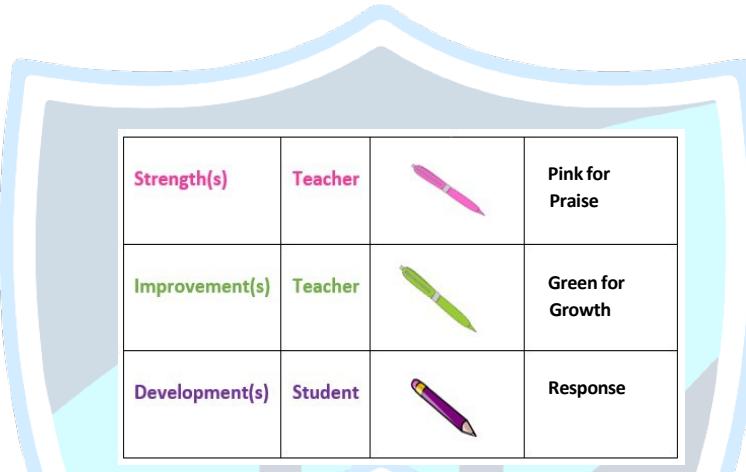
Strength(s)	Teacher		Pink for Praise
Improvement(s)	Teacher		Green for Growth
Development(s)	Student		Response

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 Key

Ⓥ	My teacher gave me some verbal feedback
ⓈⒶ	I self-assessed this work
ⓅⒶ	This work was peer-assessed

Appendix 2

<u>**Secondary Marking and Feedback Policy**</u>

Teachers understand and appreciate the value of feedback within the learning journey.

In Secondary, we ensure that feedback is specific to the task and/or process, actionable and that there are clear steps identified for improvement.

Within a two-week cycle (core subjects) and half-termly cycle for non-core subjects, students can expect to see the following types of feedback:

- Live marking (where marking has taken place during the lesson and been acted on immediately after)
  - Teachers mark student books using pink/green pen and highlight three common areas of strengths and areas for development across the class. Based on this, they provide feed-forward tasks that enable the students to make progress
- Peer assessment
- Self-assessment
- Verbal feedback
- Written feedback in the form of WWW & EBI

Teachers use the yellow feedback sheets for summative assessments, which take place at the end of each term. Students complete these based on their teacher's marking and assessment to understand their own areas for development. These link to the Effective Learning the Mind Frames.