

Marking & Feedback Policy

2021 – 2022



مدرسة جيمس متروبول

GEMS Metropole School

MOTOR CITY

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Marking and Feedback at GEMS Metropole

Feedback Guidelines 2021-2022

'Feedback should be more work for the student than for the teacher' (Dylan William, 2014)

Principles

To be positive and constructive, providing opportunities to praise students' effort and to give encouragement and direction.

To give constructive and effective feedback on completed work or work in progress.

- To value children's work and acknowledge success against shared learning objectives
- To assess work formatively or summatively
- To identify specific learning needs
- To suggest improvement that relates to the child's individual development
- To monitor progress and inform planning
- To use consistent strategies throughout the school
- To encourage students to exert an active role in their learning through self-regulating and acting upon feedback

General Feedback Strategies

- All learning objectives and success criteria should be carefully selected by the teacher based on the National Curriculum. Any feedback should relate to the learning objective/success criteria
- Verbal and written feedback can take place in many forms e.g., whilst the student is working or after the lesson or through assignments on Gems Classroom
- Feedback may be done with the student so the book may not necessarily have more than VF in the book (written by the student) and green pen editing/response.
- Peer feedback will be recorded in purple pen
- The teacher will always be sensitive to the needs of each student and mark only as much as will be constructive.

Feedback Expectations – Whole School (where applicable)

- Teacher/TA Marking – Pink pen
- Student response/editing – Green pen
- Peer response – Purple pen

Primary

Frequency of marking

All work in books needs to be acknowledged daily.

This can be in the form of:

Verbal Feedback during the lesson (**marked with VF by student**) in **green pen**.

Written feedback from the teacher after the lesson in **pink pen**.

Peer marking in purple pen

A simple tick for acknowledgement (where appropriate).

Marking Key

FS

S	With support
I	Independent

Year 1

SP	Spelling
CL	Capital letter
S	With support

I	Independent
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Years 2-3

SP	Spelling	^	Missing Word
CL	Capital letter	Th	Use a thesaurus to find a better word
S	With support	I	Independent

Years 4-6

SP	Spelling	T	Tense is incorrect
CL	Capital letter	Gr	Grammatical error
?	Unclear	^	Missing Word
S	With support	Th	Use a thesaurus to find a better word

Secondary

Work will be assessed in a number of ways, which may include peer assessment, where the students are encouraged to mark one another's work according to a given criteria and reflect on how their work can be improved. There will also be online activities, which are marked electronically, and work that is marked regularly by the teacher where feedback about how to improve will be included, especially with more substantial pieces of work. In addition to this, formative assessment will take place where teachers give advice on how work can be improved.

What to expect: (How work is marked)

- Receive feedback from teacher in **pink** on assessments and selected pieces of work OR via GEMS Classroom for remote learning.
- Receive feedback from peers or self in **purple** on selected class work OR verbally during remote learning.
- Students are expected to respond to feedback and attempt to make improvements in **green** OR using GEMS Classroom. It must be clear to see in student work that feedback has been taken on board and progress made as a result of feedback. Regular feedback and dialogue with teachers supports students in knowing exactly where they are on their learning journey, where they are going next and the steps needed to reach their goal.
- Audio feedback may be used by teachers as part of a digital platform such as through GEMS Classroom.
- Symbols used for Spelling, Punctuation and Grammar (SPaG) *Individual subjects may use additional symbols which will be outlined in the department marking & feedback guidelines.

SP	Spelling	T	Tense is incorrect	^	Missing Word
//	Paragraph	WW	Wrong Word	P	Punctuation
CL	Capital letter	Gr	Grammatical error	Th	Use a thesaurus to find a better word
?	Unclear				

Arabic and Islamic

- Students will work on worksheets and teachers will add these to the workbooks
- Verbal feedback to be given where possible in class. Student to write v/f on their worksheet and should then respond in green pen.
- Online students submit work onto Microsoft Teams Class Note Book.
- There will be at least two in depth markings for students each week which will focus on the writing task.
- Feedback should include in depth marking as well as motivational marking. Where next steps are given, students must be given the time to respond in their books in green pen.

Leadership Team (Director of Arabic / / Heads of Departments)

- Will ensure marking is consistent throughout the Department.
- Will promote regular moderation of books with Arabic teachers **as per books scrutiny criteria**- Please find attached the Books scrutiny criteria.
- Will ensure that the Feedback and Marking Policy of the Department is being effectively implemented.
- Will regularly monitor the quality of marking. **As per Books scrutiny criteria**