



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE

QUALITY FEEDBACK & MARKING POLICY

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QUALITY FEEDBACK & MARKING POLICY

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QUALITY FEEDBACK & MARKING POLICY

Purpose of this Policy

Marking is a very important form of feedback. Meta-analysis by Professor John Hattie (University of Melbourne) has identified feedback as the major factor in pupil progress. Feedback is also a core component of assessment for learning. Assessment for learning is a core component of personalised learning.

At ISCS Dubai, we believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards. It will also ensure:

- Continuity and consistency in our approach to the children's work
- Make expectations clearer to pupils, teachers and parents
- Help in the assessment, both formal and informal, of pupil progress
- Provide a model that pupils can use themselves when assessing their own work

Objectives of this Policy:

- To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
- To give learners accurate feedback on their progress and achievement.
- To promote a positive self-image and growth mindset for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
- To celebrate and reward learners' achievement and progress.
- To agree and set challenging targets for improvement.
- To standardise the marking procedures throughout the school.
- To enable learners to self-evaluate their work and take responsibility for setting their own targets.
- To provide evidence for assessment, recording and reporting.

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:
 1. Their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
 2. Their achievements are recognised thus giving encouragement and building confidence
 3. To show that work is valued and to praise – to ensure set tasks have been carried out

What Constitutes Effective Marking and Feedback?

Focus 1: Marking to develop key literacy skills

- Do learners receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)? Are errors regularly reviewed?

Focus 2: Frequency of marking/Feedback

- Are there examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time?

Focus 3: Monitoring of progress

- Are learners able to track their progress towards their targets?

Focus 4: Quality feedback including digital feedback

- Do learners receive good quality, constructive feedback?
- Are learners praised for positive aspects of their work?
- Do learners have an opportunity to respond to the feedback/targets?
- Do learners respond to feedback digitally?

Focus 5: Peer and self-assessment

- Are learners trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?

Focus 6: Presentation

- Do learners take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?

The quality feedback expectations and guidance within this policy will cover all of the above focus areas.

All students' work must be marked in a sensitive and thoughtful way and must be relevant and appropriate to the age, stage of development and progress of the children. A consistent approach throughout the school is important to help children get maximum benefit from their education and to ensure that all children make progress from their unique starting points.

All teachers are fully responsible for marking. Teaching assistants may support teachers in marking, but only to the extent that they are marking to a set mark scheme. Teachers retain overall, sole responsibility for the marking and assessing of pupils' work.

Principles of Quality Marking and Feedback

The **key principles** that underpin quality marking and feedback at ISCS Dubai are:

- Marking will be against the Learning Objectives and Success Criteria
- Any learning points / misconceptions will be addressed.
- Learners will have the opportunity to respond to marking (see response to marking section below)
- Most marking will take place in 'real time' i.e. during the lesson so instant feedback can be given. **We refer to this as 'LIVE MARKING'**

Quality Marking and Feedback in EYFS

Early Years Foundation Stage Observational assessment provides ongoing information about children's learning and development and is used to inform planning. It is based around children in action, in their self-chosen play as well as planned activities.

Our aims are to ensure that:

- The starting point for assessment is the child, not a predetermined list of skills.
- Observations show what the child can do – significant achievements – not what they can't do.
- Staff observe as part of their daily routines.
- Children are observed in play and self-chosen activities as well as planned adult led activities.
- Observations are analysed to highlight achievements, needs for further support and planning for next steps.
- Parent contributions are used and valued as a central part of the assessment process.
- Children are involved and encouraged to express their own views on their achievements.
- The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity.
- Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

Learning Books in FS2 should be marked using the following criteria in Figure 1 and Figure 2: -

Figure 1 Symbols used for marking all work in green pen (in line with school policy)

Symbol	Function
I	Independent work
C	Copied
S	Work completed with support

Figure 2 Marking codes (DOTs) used to indicate progress in learning books

Function	Colour
Target	Red
Almost	Yellow
Met	Green
Exceeding	Blue

Quality Marking and Feedback- KS1 and KS2

EXPECTATIONS:

Teachers are expected to ensure that:

- The marking of children's work, either written or verbal, should be regular and frequent
- The marking criteria should be displayed in each classroom and in the front of pupils' books
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children
- Teachers should look for strengths before giving areas for development when marking work
- Marking should be linked to learning objectives/targets
- Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children;
- Marking should show differentiation between groups and/or pupils
- Marking should take place in expected colours









Marking Procedure:

- Children's work should be corrected as soon as possible after completion, and where possible, in the presence of the child
- Marking will be in green pen and will be according to the symbols
- When marked work is returned to the children there should be verbal feedback either individually or as a class. (In the introduction of next lesson reflect on outcomes of previous lesson).
- Always build in time during **form-time or at the beginning of the lesson** for children to read and respond to the marking.

Tools needed:

Stationary Used:	Task Undertaken
Pink Highlighter	Used to highlight parts of the student's work that demonstrate achievement of the Learning Objective (LO) and/or Success Criteria (SC)
Pink Pen	Used during deep marking to write a praise comment, noting how the student has met the LO/SC.
Green Highlighter	Used to highlight areas of the student's work that need improvement.
Green Pen	Used to write feedback and next steps that help the student improve their understanding of the LO/SC. During deep marking, this could include: <ul style="list-style-type: none">• Check – A question to check understanding.• Consolidate – A task that reinforces learning and can be done independently.• Challenge – A question or activity that extends learning beyond the LO.
Purple Pen	Used by students to complete peer assessments .
Blue Pen	Used by students for self-assessment and to respond to teacher feedback .

Symbols for Quality Marking and Feedback and Response to Marking

Marking		
 Arrow: Target Something for you to work on and respond to.	 Dot: Mistake A mistake you have made that needs to be corrected.	 Star: Well Done Something you have done well related to the LO.  Tick/comment: Correct Something you have got correct related to the task.
VF: Verbal Feedback	Green Pen: Check/ Consolidate/Challenge Teacher comments that students should read and respond to.	 Punctuation Error: You need to check for missing punctuation such as commas etc.
 Up Sign: Missing Word You need to add a missing word or improve the word you have used.	 Spelling: Check Spelling You need to check your spelling and correct it. You can copy out the correct spelling 3 times.	// - New paragraph
 Grammatical error Does not make sense so read again, include correct grammar.	Purple pen: Peer Assessment Use a purple pen to mark <u>another</u> students work.	Blue Pen: Respond or Self Assess Use blue pen to mark your own work and answer next-step questions.

Teachers will use the symbols below to help pupils easily understand how they have done and what they need to do next.

The teacher will then make time to allow children respond to feedback.

CORE- SUBJECT SPECIFIC:

MATHS

- **'Check'** – for **misconceptions** and **errors**
- **'Consolidate'** – for **incomplete** or **minimal** completion of task
- **'Challenge'** – for those who have met the **Learning Objective** and are **ready to move on**.

Self-Assessment in Maths:

In order that student's become better learners it is important that they sit at the heart of the assessment process. To do so, they need to have the **skills** and **language** to be able to assess their own learning. **These can be scaffolded onto slides.**

★ I have rounded to the nearest multiple of 10.

➔ Now I want to learn how to round to the nearest 100!

Peer-Assessment in Maths:

Pupils will often develop their own knowledge and understanding from evaluating and commenting on the learning of their peers. In addition, receiving focused and task appropriate comments from their peers is a powerful way of creating a culture of reflection in the class.

★ You can measure in mm

➔ Challenge Now record the same length in cm!

ENGLISH AND SCIENCE

Diagnostic marking is focused on areas where children can demonstrate a quick and powerful improvement. Such marking asks children to either consolidate or improve.

Always give a star then a target.

- **Question: Can you describe how this person is a good friend?**
- **Directive: Describe something that happened which showed they were a good friend**
- **Unfinished sentence: He showed me he was a good friend when...**

Self-Assessment in English and Science:

In order that pupils become better learners it is important that they sit at the heart of the assessment process. To do so, they need to have the **skills** and **language** to be able to assess their own learning. **These can be scaffolded onto slides.**

★ I have used a question mark

➔ I need to use an adjective

Peer-Assessment in English and Science:

Pupils will often develop their own knowledge and understanding from evaluating and commenting on the learning of their peers. In addition, receiving focused and task appropriate comments from their peers is a powerful way of creating a culture of reflection in the class.

★ You are writing on the line

➔ Write a sentence using 'and'.

Guidance for Self- and Peer Marking:

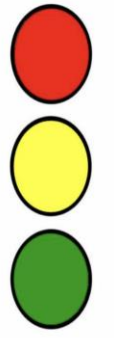











Please note that all self and peers will need to be guided and scaffolded by the teacher at the beginning and throughout the year, depending on the activity. This can be done through the use of slide showing options for a target. For example, giving two or three choices of a target modelled on the board

Primary Success Criteria Labels

Students will be taught and challenged to assess their work against lesson success criteria throughout the course of any lesson:

- All students should self-assess throughout the lesson
- At the end of each lesson teacher should ask a sample of students how they have met the success criteria
- If they haven't met the success criteria what they need to do to complete it

Key Stage 1

	I don't get it! I need some help understanding.	Wk: Beginning 11/09/23 LO: To use adjectives.		
	I think I understand but I need a little support.	To label a bear using adjectives.   		
	I understand and can try this on my own.	To write a sentence using adjectives to describe a bear.   		
		To write a sentence using adjectives and senses to describe a bear.   		

KS2

		SA	TA
AT	Success Criteria 1: I can represent numbers to 1000		
ABOVE	Success Criteria 2: I can apply my understanding of numbers to 1000 to solve problems in different contexts		
GREATER DEPTH	Success Criteria 3: I can justify my choice of methods based on reasoned arguments to solve a multi-step problem		

Frequency

Type	Frequency	Description
Acknowledgement Marking	Once weekly	Work is marked using pink and green highlighters to indicate what has been achieved and what needs improvement. No written comments are necessary.
Self-Assessment	Once weekly	Students assess their own work using a blue pen and a provided mark scheme or answer key.
Peer Assessment	Once weekly	Students assess each other's work using purple pens , often collaboratively.
In-Depth Marking (Deep Marking)	Once Weekly	Teacher writes: <ul style="list-style-type: none">• A praise comment in pink pen.• A next step or question in green pen. This next step should be a 'check', 'consolidate', or 'challenge' task. Students then respond in blue pen during dedicated response time.

Quality Marking and Feedback- SECONDARY and Post-16

Objective: To provide valuable feedback to students that highlights areas for improvement and promotes active engagement in their learning journey. The below outlines the guidelines for conducting "deep marks," structuring student response time, and maintaining consistency in the feedback process across all subjects.

Non-Negotiables:

All subjects in secondary must do the following:

- Complete deep marking (Frequency differs for each subject)
- Carry out live marking every lesson (Targeted groups)
- Label SA, VF, PA properly with dates
- Teachers to mark in purple
- Students to respond in green
- **All books should have book:**
- presentation WAGOLL, assessment tracker or content list

	KS3	KS4	KS5
Maths	<p>A deep mark will take place every 2–3 weeks, ensuring that each unit receives one deep mark.</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>	<p>A deep mark will take place every 2 weeks (8 lessons)</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment must take place every lesson.</p>	<p>A deep mark will take place every week (Every 5 lessons)</p> <p>Live marking will be carried out on all students in every lesson</p> <p>Self-Assessment must take place every lesson.</p>
Science	<p>A deep mark will take place every 2 weeks (8 lessons)</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>	<p>A deep mark will take place two weeks Every 4 lessons per subject</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>	<p>A deep mark will take place every week/ Every 5 lessons.</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>
English	<p>A deep mark will take place every 2 weeks followed by a reflection lesson.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>	<p>A deep mark will take place every 2 weeks followed by a reflection lesson.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>	<p>A deep mark will take place every 2 weeks followed by a reflection lesson.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>

Subject	KS3	KS4	KS5
ICT/Computing	<p>Students will receive verbal feedback in every lesson to help them adapt and build on their skills.</p> <p>Teachers will complete a skills tracker for each lesson, based on the units taught and the skills covered.</p>	<p>Year 9 Two deep marks will take place per half term on yellow sheets with student feedback</p> <p>Year 10-11 A deep mark will take place once every two weeks</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>	<p>A deep mark will take place every week/ Every 5 lessons.</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>
Arabic A and B	<p>Deep marking will take place every two weeks on the assessment feedback sheet.</p> <p>Live marking will be provided in every lesson, focusing on target groups so that by the end of the week all students have received teacher feedback.</p> <p>Teachers will complete a skills checklist every term</p>		
Islamic A and B	<p>Deep marking will take place once every half term (2 times per term). Between deep marking cycle, teachers will provide live marking daily with a student response.</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>		
Social	<p>Deep marking will take place once every half term (2 times per term). Between deep marking cycle, teachers will provide live marking daily with a student response.</p> <p>Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking.</p> <p>Self-Assessment and Peer Assessment must take place every lesson.</p>		

Foundation Subjects IGCSE Geography Psychology Design Technology Business	Year 10-11 A deep mark will take place once every two weeks Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking. Self-Assessment and Peer Assessment must take place every lesson.
Foundation Subjects AS/A2 Geography Psychology Design Technology Business Economics Accounting	A deep mark will take place every week/ Every 5 lessons. Live marking will be carried out on targeted students during every lesson, so that by the end of the week all students will have received live marking. Self-Assessment and Peer Assessment must take place every lesson.

What does a 'Deep Mark' look like at ISCS?

A 'Deep Mark' should incorporate the following:

WWW (What Went Well): Highlight the strengths and positive aspects of the student's work.

EBI (Even Better If): Identify areas that require improvement or further development.

NS (Next Steps): Suggest specific actions or strategies for the student to take in order to address the EBI points.

IT (Improvement time): Provide space for the student to respond to the feedback, reflecting on the next steps and strategies suggested.

- **Teachers use Purple pen**
- **Students use Green pen**

Deep Mark Components: A deep mark consists of the following components:

WWW (What Went Well)	Highlight the strengths and positive aspects of the student's work
EBI (Even Better If)	Identify areas that require improvement or further development.
NS (Next Steps)	Suggest specific actions or strategies for the student to take in order to address the EBI points.
IT (Improvement time)	Provide space for the student to respond to the feedback, reflecting on the next steps and strategies suggested.

Feedback Implementation:

For all subjects, a feedback sheet will be used to record deep marks in real-time. These sheets will be stuck into student books. All feedback must be clearly visible within student books, adhering to the specified timeframes.

Feedback Recording:

- Teachers will use purple pens for marking purposes.
- Students are required to use green pens for their responses to the feedback.


Abbreviations:

SA (Self-Assessment)	Students have self-assessed their work using a green pen, indicating areas of success and areas for improvement.
PA (Peer Assessment)	Students' work has been peer-assessed using a green pen, and the assessor's name is signed.
VF (Verbal Feedback)	Teachers have provided verbal feedback to students. Students are responsible for recording this feedback in their books.

Structured Student Response:

- Students will be provided with dedicated IT (Improvement Time) to respond to feedback received.
- This time will be structured to enable students to engage with their feedback and take meaningful steps toward improvement.
- Encouraging students to actively participate in the feedback process enhances their understanding and ownership of their learning progress.

Sample Deep Mark Feedback Sheets:

 Secondary Feedback Form IGCSE Geography	Assessment Title	
	Term	
	Total Score	

Subject Specific Assessment Objectives


AO1	Demonstrate knowledge of locations, places, processes, environments and different scale.
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none"> concepts and how they are used in relation to places, environments and processes the interrelationships between places, environments and processes.
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Topics	Exam Focus
River Environments	Paper 1
Coastal Environments	Paper 1
Hazardous Environments	Paper 1
Field Work	Paper 1
Economic activity and energy	Paper 2
Rural environments	Paper 2
Urban environments	Paper 2
Field Work	Paper 2
Global issues	Paper 2

WWW (what went well)

EBI (even better if)

NS (next steps)

 Secondary Feedback Form Humanities	Assessment Title	
	Term	
	Total Score	

Subject Specific Assessment Areas	Description
Historical Analysis	Students will demonstrate the ability to interpret historical events, primary sources, and secondary materials. They will critically evaluate the causes and consequences of historical events, identify patterns and trends, and develop a nuanced understanding of the past.
Geographical Patterns	Students will demonstrate a comprehensive understanding of fundamental geographical concepts. They will apply their knowledge to analyse and explain real-world geographic phenomena, identify patterns and connections within global systems, and articulate the interplay between human activities and the natural world.
Global Citizenship	Students will develop an appreciation for cultural diversity and an understanding of how cultures shape societies. They will explore the customs, beliefs, and traditions of different cultures, and assess their impact on history, geography, and contemporary global issues.
Critical Thinking	Students will engage in critical thinking exercises related to humanities topics. They will analyse complex issues, formulate research questions, gather, and evaluate evidence, and propose solutions to real-world problems in history and geography.
Communication and Presentation	Students will communicate their findings and ideas effectively through various mediums, including written reports, oral presentations, and multimedia projects. They will demonstrate the ability to structure arguments, use appropriate terminology, and present their knowledge in a clear and organized manner.

WWW (what went well)

EBI (even better if)

NS (next steps)

Quality Marking and Feedback in MOE subjects is aligned with the Phase specific guidelines and processes above.

Students of Determination Pupils

Teachers will put 'IEP' next to any piece of work that is related to IEP targets of Students of Determination (where appropriate) to help gauge progress towards meeting these targets. In line with our INCLUSION ethos, SEND pupils' work will be marked using the symbols and codes in this policy. The verbal feedback code (VF) will be used when appropriate.

Teacher Workload Considerations

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. All marking should be meaningful, manageable and motivating.

The school emphasises 'LIVE MARKING' to allow teachers to mark in real time and consequently not have to engage in bulk marking at the end of every school day.

Peer and Self-Assessment marking is another strategy afforded to staff. This can be done through planning in time for evaluations as plenaries and using mixed ability 'reflection' partners.

Minimum expectations (discussed at departmental level) allow for clarity and ensure that in-depth marking is meaningful and manageable.

Marking Scrutiny Criteria

The school has a unified work scrutiny criteria. This criteria is shared with staff. Evidence of the monitoring of marking and feedback can be found in the school's work scrutiny Dashboard on PowerBi.

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.