

Marking and Feedback Policy

Vision

- o Building Character, One Virtue at a Time
- o Building the Future, One Student at a Time

Mission:

To be the school of choice for our community by ensuring:

- Happiness and Wellbeing for All
- Genuine Inclusion, Care and Support
- Holistic Values and Skills-based Provision
- High Expectations and Maximised Progress for All
- Comprehensive Enrichment Opportunities

At Deira Private School effective feedback given to pupils through marking and reviewing work provides clear and constructive steps for every pupil to ensure they are able to make progress. Our learners are reflective and are consistently guided to maximise their full potential.

Aims

The aim of this policy is to enable children to become reflective students and help them to close the gap between current and desired performance. We believe feedback (and marking) should be constructive to every child, focusing on success and improvement needs against learning intentions.

There is a clear difference between marking and feedback. Marking is the process of putting marks on the children's work. Feedback can take many different forms – one of which is marking, but all forms of feedback should have the same 4 goals – our principles for feedback.

The main aims of this policy are:

- To ensure and promote a consistent and coherent whole-school approach to marking and feedback.
- To establish clear expectations for marking and feedback across DePS.
- To raise the level of pupil attainment and progress across the school.

Principles Marking across the school

Marking and feedback has four purposes:

1. TO HELP STUDENTS UNDERSTAND WHAT THEY HAVE DONE WELL

To ensure students understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with students about recently marked work should display a good understanding of both of these points. This supports student's confidence and self-esteem in learning, and contributes to accelerated learning.

2. TO HELP STUDENTS UNDERSTAND HOW TO IMPROVE

To ensure all students understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, steps and example prompts, as appropriate to help students to understand. This may be done through comments, questions, discussions or diagrams that help students to understand.

3. TO HELP STUDENTS MAKE VISIBLE SIGNS OF IMPROVEMENT AS A RESULT OF FEEDBACK

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants should ensure time is given to act upon the guidance so that students can make immediate improvements.

4. SUPPORT TEACHERS' ASSESSMENT KNOWLEDGE OF EACH STUDENT

To ensure teachers have an accurate picture of students' knowledge and understanding, in order to plan and refine next steps in learning, as part of thorough assessment for learning procedures.

The four purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the four purposes of marking should be incorporated.

Marking and feedback:

- Gives learners opportunities to become aware of and reflect on their learning needs.
- Gives clear strategies for improvement.
- Relates to learning intentions and success criteria which are shared with learners every lesson.
- Involves all adults working with pupils in the classroom.
- Gives recognition and appropriate praise for achievement.
- Allows learners to reflect and respond to marking and feedback.
- Sets a consistent standard across the whole school.
- Responds to individual learning needs.
- Informs future planning and target setting.
- Enables students to make progress without creating unnecessary workload for teachers.
- Empowers students to understand their next steps
- Encourages all pupils to respond and show development wherever possible.



<u>FEEDBACK SHOULD</u>	<u>FEEDBACK SHOULD NOT:</u>
<p>Only be given when it has an educational benefit to the child, for example:</p> <ul style="list-style-type: none"> o Address misconceptions, o Consolidate skills, o Deepen understanding, o Give opportunities to apply learning to new context, o Reflect or evaluate learning, <ul style="list-style-type: none"> • Relate to the learning intentions which are shared with the students • Involve all adults working in the classroom • Give recognition and appropriate praise for achievement • Give clear strategies for improvement 	<ul style="list-style-type: none"> • Be secretarial – improving the work for the children. • Be for anyone else apart from the children • Be too much, so the key next steps are accurate and clear. • Be given as a task which doesn't make best use of time or move learning on, for example <ul style="list-style-type: none"> o A task too easy or hard for a

<ul style="list-style-type: none"> • Involve children in the process • If applicable, link to previous work • Inform future planning and individual target setting • Be evident in books across a range of lessons, that due to teacher intervention, a child has made progress. 	<p>child</p> <ul style="list-style-type: none"> o A task which will be the next lesson and covered anyway o A task which the child doesn't have time to complete
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Book Scrutiny Form

*Google Form

As we embark on this book scrutiny journey, we aim to deepen our understanding of key concepts and insights that can enhance our leadership practices.

Please take a moment to share your thoughts and reflections using this form. Your feedback is invaluable in guiding our discussions and ensuring that we extract the most meaningful lessons.

Who is scrutinising the book?

Name:

What is being scrutinised?

Year Level:

Subject:

Samples Collected:

(type Students' Names - at least 5 copybooks)

THE CHECKLIST

It incorporates key aspects of assessment. This can help ensure consistency and thoroughness in our copybook marking.

Each statement needs to be assessed by:

- 1 - No
- 2 - Yes, but not consistent
- 3 - Yes
- 4 - N/A (Not applicable) In case the criterion is not applicable in a subject or year level.

Feel free to share comments at the end of the section.

The Student Profile Sheet is completed by the students.

Date and title in each lesson are well written.

Learning objectives and success criteria will be printed and pasted in student notebooks prior to the lesson to maximise learning time. During the plenary, students will self-assess by highlighting achieved success criteria in pink and identifying targets in green. Colour coding success criteria provides a clear visual reference for both students and teachers, making progress and next steps explicit.

Big Questions or critical thinking questions are evident in each lesson in the copybooks.

The DePS Values and DePS Skills Set are evident.

Absent work is followed up and is completed.

Academic Vocabulary is listed.

The marking is in line with the school's marking policy.

The marking is free of error.

SID is completed at least per unit.

The marking is up to date.

The ASK Framework is used by students at least once a week for reflection and self-assessment at the end of a unit of work or topic.

Student Reflection: "What I've learned today?" is filled.

The Development Task is completed by the student.

The learning objectives and success criteria are assessed by the student using self or peer assessment by highlighting in pink for achieved and green for the target or next step.

Pre-assessment conducted before the unit.

Post-assessment conducted after the unit.

Peer Assessment is evident.

Self-Assessment is evident.

The marking follows the school policy.

Comments: Please note the updated symbols for marking writing in English notebooks

THE FRAMEWORK

It incorporates key aspects of content, student's progress, progress in the copybook and quality of learning. This can help ensure consistency and thoroughness in our copybook marking.

Each statement needs to be assessed by:

- 1 - Weak
- 2 - Acceptable
- 3 - Good
- 4 - Very Good
- 5 - Outstanding

Please share comments for each aspect.

THE CONTENT

When looking through students' books, it is important to look at:

The learning objectives are aligned with the curriculum standards (NCfE or MOE).

The curriculum is covered in depth and breath as shown in the student's works in the copybooks.

The cross-curricular links are evident.

The child is building on prior learning.

Comments:

STUDENT'S PROGRESS

When looking through students' books, it is important to look at:

It is evident that the student is on track to meet the expected standard or achieve greater depth. If not on track, it is evident that the student is supported to make rapid progress.

Clear evidence of progress is shown in copybook. (Completing Mild to Medium, Medium to Spicy)

The feedback is helping the students to progress.

Barriers to learning are identified.

Misunderstandings and misconceptions are addressed in a timely manner.

Comments:

QUALITY OF LEARNING

When looking through students' books, it is important to look at:

The quality of students' work is consistently high.

The students are practising what they have learned to deepen and solidify learning.

Differentiation of tasks is evident within different copybooks.

The students are being challenged.

The copybooks show the knowledge and skills needed to meet the lesson objective.

Comments:

Marking and feedback

There are two types of marking at DePS, focus marking and acknowledgement marking. Please note that pupil presentation of work is not directly linked to the learning intentions/success criteria and is therefore not part of marking and feedback.

Focus Marking:

- When focus marking, teachers will complete SID for the pupil's work. Please see below.

S	STRENGTH	Strength from the work in relation to the learning intentions/success (WWW/tickled pink).
I	IMPROVEMENT	Improvement from the work in relation to the learning intentions, criteria (EBI/green for growth).
D	DEVELOPMENT	Pupils to respond to the feedback and work on the targets set by the teacher.

- Classwork from each subject must be focused at least once every three lessons in Secondary and every week for core subjects in Primary.
- Focus marking must be dated with teacher initials.
- Focus marking must only be completed by the main class teacher and not support staff.
- Any comments regarding presentation must be included as additional comments and not included within SID.
- The DePS Marking Key must be used (Appendix 2).
- Pink** and **green** colours must be used. WWW/Tickled **Pink** for strengths. EBI/**Green** for growth for targets. These colours can be used to write in or used to highlight aspects of the pupil's work/teacher marking.
- Pupils will respond in **purple** to show the development from the feedback.
- If there is an area for concern from focus marking, an individualised learning conversation should take place with the pupil in the next lesson.

Acknowledgement Marking:

- Acknowledgement marking allows pupils to understand if their work is correct or not without focus marking and use of SID. Acknowledgement marking should be ongoing for each subject. Every piece of classwork/independent learning must be marked. This should be updated at least every week.
- Pink** and **green** colours must be used. WWW/Tickled **Pink** for strengths. EBI/**Green** for growth for targets. These colours can be used to write in or used to highlight aspects of the pupil's work/teacher marking.
- The DePS Marking Key must be used (Appendix 2).
- Where appropriate, acknowledgement marking can be completed by learners. Learners will self/peer interim mark in **purple**. If they self-assess, they must put **SA**. If they peer mark, they must put **PA**.
- Support staff can participate in acknowledgement marking using **pink** and **green** and write the letters **SM** from the key.
- Any acknowledgement marking must be dated with the marker's initials.
- If there is an area for concern from acknowledgement marking, an individualised learning conversation should be had with the pupil in the next lesson.

Assessing Learning Objectives

While correcting notebooks and for every L.O teacher will use the markings below to indicate learning intention achieved / developing.

LO: To assess students against each learning objective

*2 tick marks if a student **achieved** the LO.*

LO: To assess students against each learning objective

*1 tick mark if the student is **working towards** the LO.*

LO: To assess students against each learning objective

*Encircle the LO if the student **did not achieve** the LO.*

NOTE: *Any colour of pen or pencil can be used.
This will be the basis of the DePS Tracker entry.*

ASK Framework

The ASK Framework assesses students' Attitude, Skills, and Knowledge throughout the academic year to establish tailored learning and support against set learning goals.

As a part of self-assessment, students will use the ASK Yourself framework in core subjects to assess themselves in Skills and Knowledge against mild/medium/spicy/hot learning outcomes once every month.

Year 7: Ask Yourself!

Subject: Science
Unit: Forces

	C	Mild	Medium	Spicy	Hot
S Skills					
Present observations and data using appropriate methods, including tables and graphs.	AE2	I can create a simple table or graph to present my data, with labels and units.	I can choose the most appropriate type of table or graph to present my data, based on the type of data and the purpose of the presentation.	I can use my table or graph to draw conclusions and make predictions.	I can use my table or graph to explain the results of an experiment and to communicate my scientific ideas to others.
Use and derive simple equations and carry out appropriate calculations.	Mt2	I can identify simple equations related to force (e.g., $F = ma$).	I can use simple equations to calculate force in a variety of situations (e.g., pushing a box, jumping off a diving board).	I can identify and correct errors in calculations of the Acceleration formula.	I can analyze the data from the experiment to develop a mathematical relationship between the variables.
K Knowledge	C				
Describe the forces as pushes or pulls, arising from the interaction between 2 objects.	F1	I can identify whether the force between two objects is a push or a pull.	I can contrast the forces between two different types of interactions.	I can judge the effect of different factors on the force between two objects.	I can design an experiment to measure the force between two objects.
Use force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces.	F2	I can draw force arrows in diagrams to represent the magnitude and direction of forces.	I can analyse a force diagram to identify the magnitude and direction of all forces acting on an object.	I can justify why a particular force arrow is drawn in a certain way.	I can solve a physics problem involving balanced and unbalanced forces in one dimension.
Describe forces measured in newtons, measurements of stretch or compression as force is changed.	F5	I can identify the different types of forces that can be measured in newtons.	I can explain the relationship between force and stretch or compression.	I can calculate the force required to stretch or compress an object by a given amount.	I can investigate the effects of different forces on the stretch or compression of different materials.

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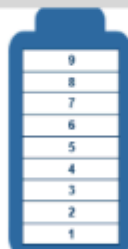


Student's Learning Profile

The Student Learning Profile captures a student's academic strengths, areas for growth, and learning preferences. It helps assess how well the student understands and applies the material across subjects, providing a clear picture of their academic progress.

The SLP is updated at key points during the academic year, typically at the end of each term, to reflect ongoing development and inform future teaching strategies.

Learner's Profile			
AY 2024-2025			
Name:		Class:	ID:
Gender: <input type="checkbox"/> Boy <input type="checkbox"/> Girl		Religion: <input type="checkbox"/> Muslim <input type="checkbox"/> Non-Muslim	
Ethnicity: <input type="checkbox"/> Arab <input type="checkbox"/> Non-Arab			
SEND: <input type="checkbox"/> Yes <input type="checkbox"/> No		Gifted/Talented: <input type="checkbox"/> Yes <input type="checkbox"/> No	
ELL: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Arabic: <input type="checkbox"/> Arabic A <input type="checkbox"/> Arabic B		Islamic: <input type="checkbox"/> Islamic A <input type="checkbox"/> Islamic B <input type="checkbox"/> PSHE	

PASS (Pupil Attitudes to Self and School) Percentile			
My Attitudes to Self and School			
Factors	Result		
1 Feelings about school			
2 Perceived learning capability			
3 Self-regard as a learner			
4 Preparedness for learning			
5 Attitudes to teachers			
6 General work ethic			
7 Confidence in learning			
8 Attitudes to attendance			
9 Response to curriculum demands			
Areas of Concern (less than 6th pct)			
At least 31st percentile	21st - 30th percentile	6th - 20th percentile	Less than 6th percentile
Legend:			
Good	Fair	Slightly concerning	Very concerning

CAT4 (Cognitive Ability Test) Stanine [1-9]				
Batteries				
				
5	3	4	1	
Verbal [VB]	Quantitative [QT]	Non-Verbal [NV]	Spatial [SP]	

Progress Test Stanine [1-9]		
	AY 23-24	AY 24-25
My PTE (Progress Test in English)		
My PTM (Progress Test in Mathematics)		
My PTS (Progress Test in Science)		

NGRT (New Group Reading Test) Stanine [1-9]		
AY 24-25		
NGRT A	NGRT B	NGRT C
Result	Result	Result

Benchmark Test [Below / Inline / Above]		
	AY 23-24	AY 24-25
My ABT (Arabic Benchmark Test) Attainment		
My ISBT (Islamic Benchmark Test) Attainment		
My SSBT (Social Studies Benchmark Test) Attainment		

Internal Assessment Grades [1-9]									
My Grades per Term									
Subjects	Baseline	Term 1		Term 2		Term 3		EOY	
	Result	My Target	Result	My Target	Result	My Target	Result	My Target	Result
English									
Maths									
Science									
Arabic									
Islamic/PSHE									
MSC									

How Feedback is Given

Work is Assessed and Feedback given in a variety of ways which could include:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Written feedback after a lesson
- Whole class feedback
- Self and peer assessment
- Shared Marking

Individualised Learning Conversations (ILCs)

- At least once a term, each pupil will have an ILC for each subject with their main class teacher.
- This will take a maximum of five minutes and will be recorded in books as **LC** with the date and teacher initials.
- Areas of concern from focus or acknowledgement marking may result in additional ILCs.

All staff at DePS will adhere to this marking policy at all times. The use of this will be frequently monitored and evaluated. It is essential that our pupils consistently and continuously understand where they are up to with their learning and that any errors are rectified swiftly. Pupils must always work with an understanding of where/how they went wrong and actively know how they have been able to put it right.

Helpful everyday questions (From Shirley Clarke, 1998)

For Teachers:

- Do I vary my marking style?
- Do I over-use the same comment? E.g. 'use capital letters' from September to March.
- Do I use positive statements?
- Do I indicate future needs?
- Do I set targets and help children to know what they need to do next?
- Do I encourage students to self-assess their work?
- Do I model expectations?
- Are there planned opportunities for peer-assessment?
- Do I involve children, parents/carers and peers in the marking process?

For children:

- Do you know your next steps / targets?
 - Why do your teachers mark your work?
 - What sort of things make the teacher think your work is good?
 - How do you know if your teacher thinks that your work could be improved? ▪
- What sort of marking do you find helpful?

Secretarial Features

Spelling, punctuation and grammar should not be over-marked in every piece of writing. High frequency words and key subject words should ALWAYS be corrected. Corrections of secretarial should focus on the next step, be marked in pink pen, and be corrected by the student in purple pen. Students should try to self-improve the secretarial features during the same lesson when possible as live marking.

SPELLING - For younger children, the Teacher underlines words in child's writing which are spelt incorrectly and uses SP from the marking code. In the margin or at the bottom of the page, this word is rewritten, with just the part of the word which is spelt incorrectly underlined. In a purple polishing pen, the student overwrites the letters which need

correcting, and writes the full word three times underneath the teacher's correction.

As children become older and more ready, children underline with a dotted line the words which they want to self-check using dictionaries and spell checkers.

Early Year and Year 1

Children who are not yet ready to read Teacher's Comments

In Early Years and early in Year 1, it is important to recognise that some children cannot adequately read marking comments, therefore marking with the child as live marking will be used as often as possible as well as using symbols so that the students are able to independently recognise what they have done well and where they need to improve, as follows:

- Green will still be used as a colour showing where a child has performed well.
- Children will be asked to overwrite in pink numbers and letters when they make a mistake with letter and number formation
- Improvement symbols (pink marking) will be:
 - o A single finger to indicate the need for finger spaces
 - o A capital A to indicate the need for a capital letter
 - o A full stop to indicate where this is needed
 - o abc to indicate the need to sit letters on the line
 - o In Maths, a green tick where work is correct and a pink dot where work is incorrect.Where the child needs to practise number formation this will be indicated by the number requiring practice in pink with room for the child to practise.

Role of Other Adults Supporting

Support staff may mark work with groups of students with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

This will be given to all new teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

Students in school are required to follow this policy as appropriate, by understanding the marking codes, and responding to marking in the purple pen.

RESPONSIBILITIES

Teachers: It is the responsibility of the teachers to ensure that this policy is consistently carried out, including enabling students to respond to feedback tasks.

It is the responsibility of all staff – TAs, LSAs who are working with students to ensure the marking code is consistently adhered to across the school.

Subject Heads: Each subject leader has the responsibility for monitoring every month that the policy is being consistently carried out in their particular subject area.

Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN students. This includes reference in Support Plans and agreements as appropriate. This should be reviewed monthly.

SLT: It is the responsibility of the SLT to liaise with the Subject Leaders and to feedback to Principal on the implementation of the policy, its consistency across the school and the impact it has upon progress. This feedback should 6-weekly (twice in every term).

It is the responsibility of the Head of Teaching and Learning and Principal to ensure that effective marking and feedback is monitored and evaluated termly as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

The school recognises the value of, and seeks to achieve, a diverse school community that includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

All students are entitled to have their work marked in accordance with this policy.

INCLUSION including reference to SEND, ELL, G&T, Emirati

Effective feedback and marking must be accessible to all students and will reflect their individual needs and abilities. This may mean writing comments for specific students in an accessible colour, it may mean supporting students to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a student's

Individual Education Plan, as required.

Parental Involvement

Parents are made aware of the school's Marking and Feedback policy and the signs and symbols used with the children. Parents need to keep themselves updated with the work in the notebooks, the feedback given and support by ensuring the student completes any missing work or development/challenge task. They must discuss what the students are learning, what they are sure of or where they have any doubts. This must be shared with the teachers promptly to implement any intervention if needed.

Resourcing

The Phase appropriate 'Marking Signs and symbols' poster is displayed in every classroom, including specialist classrooms. Teachers are provided with marking pens and highlighters to enable them to apply the policy.

Evaluation

Frequent work scrutiny and discussions with students will be undertaken by senior leaders to ensure the four purposes of marking and feedback are of a consistently high quality throughout the school, and that individual target setting protocols are being complied with.

Whole staff will peer review the marking in staff meetings to ensure consistency.

Monitoring and Review

This policy will be monitored on a regular basis by the Head of Assessment and will be reviewed bi-annually in line with other policies.

Document	Marking and Feedback Policy
Date written	14th November 2022
Last Reviewed	January 2025
Next Review	August 2025
Version	Working Document

To support the marking and feedback policy, teachers may use the SID template (Appendix 1).

Appendix 1

SID marking template:

<p>S</p> <p>STRENGTH(S) Teacher</p>	
<p>I</p> <p>IMPROVEMENT(S) Teacher</p>	
<p>D</p> <p>DEVELOPMENT(S) Pupil</p>	

Appendix 2

Code	Explanation
Pink	Tickled pink/WWW
Green	Green for growth/EBI
✓	Good work
✓✓	Excellent work
X	To be corrected
<u>underline</u>	Incorrect Spelling
^	Word to be inserted
— — —	Your next step is.... Now have a go at.....
VF	Verbal Feedback (staff member gave verbal feedback)
T	Supported by the Teacher
TA	Supported by the Teaching Assistant/LSA
I	Student worked independently
T	Personal Learning Target has been achieved
LC	Learning Conversation
	Full stop required
C	Capital letter required
	Unclear section
?	Unclear word/phrase
TM	Teacher marking
SP	Incorrect Spelling
SA	Self-Assessment
//	Paragraph required
TA M	Teacher Assistant Marking
SF	Student Feedback
PA	Peer Assessment

Appendix 3

Comments to extend learning (challenge questions)

- How did you know that _____?
- Why do you think _____?
If you were this character what would you have done?
Would you like to live in this setting? Why?
What could you do to be sure that your results would always be the same? A great conclusion! What do you think makes it so good?
- Which is your favourite sentence? Why?
- What was your objective for this writing? Highlight your most effective words/sentence
- How quickly can you _____? (e.g. write 10 decimals
- Have you used any imaginative vocabulary? Write the words here.
- Can you make up your own example of a TU X TU calculation using only even numbers?
- Write a similar challenge for your parents.
- What is the most interesting fact that you have learned from this research?
- What would you like to find out next about _____?
- How many cm are there in 1m? 10m?100m?1000m?
- Can you solve these?
- Here's the bonus question _____
- student Self-Evaluation Prompts
- Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:
- I have learned to _____ I found out that _____
- I have got better at _____ because I can now _____ My _____ is improving because _____
I enjoyed this work because _____
My work is good because _____ but I could make it even better by _____ I'm proud of this work because _____
- I get mixed up when I try to _____ I need help with this. I found this hard because I don't know how to _____
I needed to use _____ to help me.
I found this work hard. It would help me if _____

Document	Marking and Feedback Policy
Date written	March 2022
Last reviewed	August 2025
Next Review	August 2026
Version	Working document