مدرسة الإبداع العلمي الدولية
INTERNATIONAL SCHOOL OF CREATIVE SCIENCE
BAHRAIN | البحرين



Marking and Feedback Policy

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1 Rationale

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to pupil's work through constructive comments that acknowledge pupils' achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards.

Effective marking allows for self-assessment, where the child can recognise the next steps in their learning. It also encourages them to accept help from others.

At ISCS, we aim to mark positively whenever possible to enhance self-esteem and confidence.

Effective marking should:

- Relate to the learning objective and success criteria of the work set but also relate to basic skills in English linked to handwriting, grammar and spelling
- Use the agreed Marking Code (See Appendix) to correct errors that go beyond the learning objective
- Tell pupils how well they are doing, recognising achievement, presentation & effort
- Teach pupils what they need to do to improve
- Leave pupils with action points
- Show them their work is valued
- Be at the pupil's level of comprehension/ accessible to all
- Establish continuity in comments from one piece of work to the next
- Be consistent across the school
- Inform future planning and learning
- Help parents to understand the strengths and areas to develop in their pupil's work
- Correct errors and misconceptions
- Provide constructive feedback, giving clear strategies for improvement and positively affecting the pupil's progress
- Involve pupils in identifying what they have done well
- Enable children to be responsible for setting their own targets
- Comment on achievement relating to focused learning outcomes
- Be consistently followed by teachers and TA's in across the school

2 Responsibilities

2.1 The Senior Leadership will:

- Monitor marking and feedback through pupil's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing policy.
- Liaise with the Head of Phase on the implementation of the policy, its consistency across the school and the impact it has upon progress.

2.2 Teachers will ensure that marking and feedback will:

- Give recognition and appropriate praise for achievement.
- Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs
- Give clear strategies for improvement
- Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others
- Where possible, take place with the children, e.g. when staff are working with a focus group
- Use assessment and marking to inform future planning and individual target setting (Next steps).

2.3 Teaching and Learning Support Staff will:

- Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Use knowledge of how children responded in order to assist in the planning of the next lesson.

2.4 Parents will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their pupil's learning
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement
- Encouraged to understand that their pupils' developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current

3 Marking Strategy – Formative Marking (please use PPTX template for ideas)

At ISCS, we recognise that a variety of marking strategies should be used daily to support the learning of our children. All comments made by staff are expected to be written in a neat legible handwriting style, modelling the schools adopted continuous cursive style.

3.1 Verbal Feedback (EYFS and Primary) - At ISCS, we promote the importance of children receiving regular oral feedback. Adults talk to children about how they have met the learning objective and their success criteria. Verbal feedback occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning discussion with a pupil or in a group. For younger pupils this can be noted down to record the feedback and response process or using the "verbal feedback given" stamp. Through discussion, teachers will correct any misunderstandings and extend learning by giving advice on the next steps. Children of all ages need verbal feedback from time to time, but this is particularly important in the early years to Y2 and some SEN pupils who are unable to read a written comment.

3.2 Acknowledgement Marking (EYFS and Primary) – All written work should be acknowledged by a green tick at a minimum and adults could use short phrases to acknowledge an aspect of work or effort – e.g. great story, super handwriting, excellent effort or use a smiley face symbol. This form of marking should indicate where any errors have been made using the marking codes in the Appendix.

3.3 Self-assessment (Primary) – At times, children are given the opportunity to mark, correct and edit their own work. This is usual in response to *Success Criteria* or actual answers given by the teacher or teaching assistant (TA). This may be used during a lesson for reflection purposes; at the end of the lesson or as part of a separate focused marking lesson. **Students self-assess in a blue colour.**

3.4 Peer assessment (Primary) – Children are asked to mark the work of another class member as part of effective teaching and learning practice. They do this against the *'Success Criteria'* set out for the lesson. Children will be encouraged to write a 'constructive comment' as to how the work could be improved. Children should do this in pairs so that the author has ownership of the work. **Students peer-assess in a purple colour.**

We recognise that the following are important points to consider when getting the children to comment on or mark their work collaboratively:

- Children need to be trained to do this, through modelling with the whole class, watching paired marking in action and being provided with sentence starters.
- Ground rules need to be set (e.g. listening, interruptions, confidentiality, etc.).
- Children should, alternately, point out what they like first and then suggest ways to improve the piece, usually against the success criteria and not correcting spellings, etc.
- Pairings should generally be ability based and where appropriate could be 'Learning Partners' (e.g. two middle, two higher or one middle and one lower together.)
- Children should have a peer Learning Partner who they feel secure in sharing their work with

- Provide simple success criteria lists to allow children to mark specifically and effectively. How often this type of assessment takes place depends again on the age and ability of the group

3.5. Self-assessment- Traffic Light System (EYFS and Primary) - Pupils will traffic light their work against their learning objective (L.O) accordingly. Nominally a green dot indicates that the child fully understands what they have been learning, a yellow dot indicates that they are generally confident with their understanding of the learning outcome but may require additional guidance with aspects, and a red dot indicates that the child has recognised that they have not attained the expectations for the lesson and significant further input needs to be provided. The teacher uses this information to inform subsequent short-term planning and interventions to put in place for children identified with learning gaps. Teachers can also use this system to question why children may have found a learning objective difficult or which part of the success criteria they specifically struggled with. The Traffic light System should be displayed, as below in all classrooms. Please see appendix.

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green: 'I am confident, understand and can do this and this shows in my work'

3.6 Evaluating Work (EYFS and Primary) - There should be an opportunity to evaluate work (which is different to marking) where children are given time to reflect. This may take place during a plenary, in small groups or as a written comment to the teacher at the end of a piece of work. Example of key questions that children should be encouraged to answer: - What did you find easy? (Traffic light the L.O) - Where did you get stuck? (Traffic light the success criteria) - What did you find difficult? How did you get unstuck? - What do you need more help with? (Traffic light within their piece of work) - Have you learnt anything new? - Do you have any questions? - What would you like to find out next?

4 Marking Strategy – Progress Checks and Summative Assessments

This is carried out by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:

4 .1 The use of SD2R for marking

One of the keys to a successful results-only classroom is the use of narrative feedback over grades. Although feedback isn't necessarily easy to provide, especially with regards to assessments, a systematic approach called the SD2R approach can be used to simplify this process:

SD2R represents:

- **Strengths**
- Area of **Development**
- **Redirect** to a question/ edit
- **Resubmit**

Here is an example of SD2R feedback after a student has completed a writing piece:

- **Strength**
  You have written a good character description, using effective expanded noun phrases to describe your character and you have also included a fronted adverbial at the start of your sentence!
- Area of **Development**
  To make your writing better, you can write more about your character's personality and the way they move, giving the reader more information about your character. Please use the questions from the working wall when describing your character's personality and the way they move.
- **Redirect and Respond**
  Please add a few more sentences writing about the features of a character description mentioned above, next to the R (Respond) below in blue pen/ colour.

Here is an example of SD2R feedback after a student has completed a math piece:

- **Strength**
  Excellent work on area and perimeter. You have really understood how to find the area of rectilinear shapes.
- Area of **Development**
  For Q7 worded problem, to find the area of the shaded part of the shape, you need to find the area of the whole larger shape and then subtract the area of the shape inside.
- **Redirect and Respond**
  Try solving questions 7a and 7b again below, next to the R (Respond) in blue pen.

What makes the **SD2R approach** integral to mastery learning is that it provides students with clear information about what they've accomplished and what they still need to do.

Most important, SD2R allows students to revisit activities and projects, so they can make corrections and resubmit for re-evaluation. This is what teaching and learning should look like.

Remember…

- There is no point in writing to a child if the child has no means of reading or understanding it.
- Next step marking should aid curriculum planning, identify pupils who need additional work/more challenging work or support and intervention.
- Children need to be trained to self-assess/ mark some of their own work, making improvements as part of a lesson – e.g. use of Learning Partners.
- Paired marking enhances learning, but the children need to be trained in how to do it.

- If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (Next Steps) it is essential that: - Children are made aware of the learning objectives (L.O.) of tasks/lessons and of the success criteria, against which their work will be marked/assessed. Their success criteria or steps to success should be shared with them at the start of an activity.
- Display work is modelling of work for other children to see. Therefore, it should be marked before it is displayed.

5. Marking Strategy – Marking by Subject

5.1 English, Mathematics

- Each child will have at least one piece of English and Math work marked each week using SD2R. This may increase in a specific writing week within an English unit where children will need to improve aspects of their writing before completing an independent piece of writing at the end of the unit – hot task.

- All written work will at least be ticked in green to recognise the work a child has completed and where relevant an acknowledgement sentence or short phrase can be used e.g. great effort or a smiley face.

- In KS1 and KS2, big write in English lessons needs to be marked using a rubric. This will support adults and children to focus on aspects of writing that are or are not evident in their writing that need addressing and will support next step marking and teaching.

- All English work should give focus to high quality marking of spellings and grammar, and this should be consistent across all key stages. We encourage self-correction of key words and high frequency words. Teachers should mark incorrect spelling using the marking symbols and provide the correct spelling at the bottom of the piece of work (ask child to use blue when copying spellings) or if appropriate ask children to use dictionary to locate the correct spelling and copy.

- In Math, if a child has completed all his work correctly, 'Redirect' should involve a more challenging problem to push the child deeper in their learning.

5.2 Science

- All science written work should have at least a tick to acknowledge the work or an acknowledgement sentence/ short phrase or symbol e.g. smiley face to recognise the work a child has done.
- SD2R marking should take place at least every 4 sessions.

6 Marking for Early Years

Marking and feedback in the Early Years Foundation Stage will be in response to child-initiated observation of pupil's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Regular praise and encouragement
- Adults talk to children individually about their achievements and how to develop their skills further
- Adult led activities where children talk with their peers and teacher about their learning
- Annotation of photographic evidence
- Written observations using Learning Ladders (ongoing)
- School reward system to celebrate their achievements – star of the week, etc.

Marking adult-led group work

Effective marking can help teachers gain insights into individual and group learning, identify areas of strength and development, and inform future planning. This guidance document aims to provide EYFS educators with strategies and best practices for marking adult-led group work effectively.

1. **Understand the Purpose of Marking:**
    - Recognize that marking serves various purposes, including assessment, feedback, and tracking progress.
    - Understand that marking should be age-appropriate, supportive, and developmentally sensitive in the EYFS context.
2. **Use Observation as a Key Assessment Tool:**
    - Regularly observe and document children's participation, interactions, and engagement during adult-led group activities.
    - Take anecdotal notes, photographs, or videos to capture valuable evidence of learning and progress.
3. **Establish Clear Learning Objectives:**
    - Set clear and achievable learning objectives for each adult-led group activity.
    - Ensure that these objectives align with the EYFS framework and focus on specific areas of development and learning.
4. **Focus on Learning, Not Just Outcomes:**
    - Emphasize the process of learning over the final product or outcome.
    - Recognize and celebrate children's efforts, curiosity, and problem-solving abilities.

5. **Provide Timely and Constructive Feedback:**
    - Offer feedback that is specific, actionable, and encouraging.
    - Acknowledge and praise individual and group achievements to boost children's confidence and motivation.
6. **Differentiate Marking:**
    - Tailor your marking approach to meet the needs of individual children within the group.
    - Consider developmental levels, interests, and learning styles when providing feedback.
7. **Record Progress:**
    - Maintain a record of each child's progress over time, including their achievements and areas for improvement.
    - Use a variety of assessment tools, such as developmental profiles or learning journals.
8. **Use Marking to Inform Planning:**
    - Use the information gathered from marking to inform your future planning and adapt your teaching strategies.
    - Identify any trends or patterns in children's learning and use this to tailor your provision.
9. **Involve Children and Parents:**
    - Encourage children to self-assess and reflect on their own learning experiences.
    - Share assessment information and feedback with parents to foster partnership and communication.
10. **Manage Workload Effectively:**
    - Streamline your marking process to make it efficient and manageable.
    - Prioritize marking tasks based on the learning objectives and the specific needs of the children.
11. **Reflect and Adapt:**
    - Regularly reflect on your marking practices and consider how they can be improved.
    - Attend professional development opportunities to stay updated on best practices in EYFS assessment and marking.

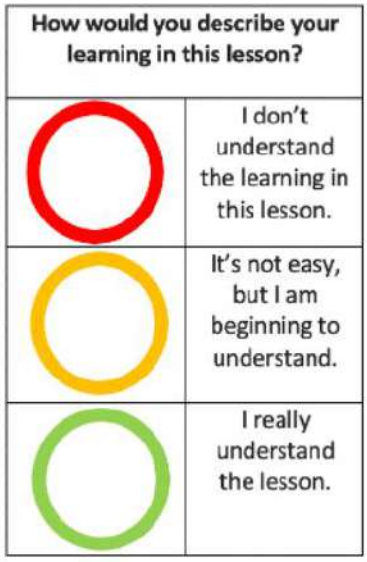
Figure 1 Symbols used for marking all work in green pen (in line with school policy)

Symbol	Function
I	Independent work
S	Work completed with support

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

Function	Colour
Working Below	
Working Towards	
On Track	
Exceeding	

Figure 3 Self-Assessment



Conclusion: Marking adult-led group work in the EYFS is a vital aspect of providing high-quality early education. It enables teachers to gain insights into children's development, provide constructive feedback, and tailor their teaching strategies effectively. By following the guidelines outlined in this document, EYFS educators can enhance their marking practices and ultimately support children in achieving their full potential.

7 Presentation

Each lesson children should be reminded to:

- Write the date and LO (Learning Objective), which should be underlined in pencil using a ruler (From Year 3 onwards)
- In Math books, the short date should be written at the top of the page (above LO)
- In English books, the long date should be written at the top of the page (above LO)

- Cross out any mistakes neatly with a single line, using a ruler
- Always use a pencil in Math books
- Diagrams, drawings and lines should always be completed in pencil
- Use neat, joined handwriting (KS2)
- Use a handwriting pen once awarded a pen license

8 Non-negotiable procedures for marking

- All SD2R comments should be inside a green highlighter rectangular box.
- All marking and feedback by the teacher and TA are to be carried out in green pen.
- All marking is to be done in a clear legible hand aligned to the school handwriting script and in language appropriate to the pupil's understanding and age.
- Verbal feedback will be given to younger children and recorded using a VF code/ "verbal feedback given" stamp.
- The marking code is to be followed in all cases. (see Appendix for KS1 &KS2 codes)
- The marking code should be accessible to all pupils in the learning environment, whether it is displayed in books or around the classroom.
- There will be a maximum of 3 identified spelling errors for each piece of work.
- Response (by the child using their blue pen) should focus on a short section of work and not be a whole piece repeated. The section to focus on should be highlighted by underlining in green highlighter by the teacher and the marking of it should relate to the original feedback/comment, not open a new set of next steps.
- The teacher must check and mark all student responses to marking. When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies.

Frequency Table

Subject	**Frequency of detailed SD2R marking**
Math's	Once per week/ post End of Unit Test/ Summative Test
English	Once per week/ post Hot Task writing piece
Science	Once every four sessions

9 Moderation

Opportunities for work to be marked with other teachers will be provided as necessary to develop consistency of expectations and moderation of standards. Moderation will take place once every term.

10 Monitoring and Evaluation

Each term, the Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made, and feedback given to staff.

Books will be formally monitored each half term by SLT. A random selection of books will be picked from each class to observe marking techniques. Feedback will be given and should be kept in the class teacher's Appraisal portfolio files.

The performance indicators will be:

- An improvement in pupils' attainment and progress
- Teacher testimony concerning the usefulness and manageability of the marking system
- Consistency in teacher's marking across the key stages and between year groups
- An awareness on the part of the pupils of what is expected of them.
- Improved presentation

11 Managing the marking workload

The following points are intended as guidance for staff when considering how to organise and manage marking/ feedback:

- Where appropriate, provide opportunities for children to self-mark.
- Use some form time sessions, starters and plenary sessions to go through work and mark it as a class or use peer assessment.
- Flexibility is important, the time available and the nature of the task will influence whether staff are able to give feedback to the children within a lesson.
- When work has been marked away from the children, aim to set aside a few minutes for the children to read and respond to your marking e.g. during Registration each morning

Appendix

KS1 Marking and Feedback Symbols

✓	Green tick for any evidence of success criteria being achieved, any age related/ above ARE vocabulary being used, or any correct answers.
Or	Green highlight or green dot for any incorrect answers.
CL 	A capital letter or full stop is missing.
V	Your vocabulary choice needs to be edited.
	Re-write the sentence or part of a sentence underlined in green.
P	A piece of punctuation is missing.
SP	A word is spelt incorrectly.
Pr	Take more care with your presentation/ handwriting
C O	A conjunction is missing or needs to be edited. An opener needs to be edited or has been overused.
^ //	A word is missing from your sentence. Start a new paragraph here.
VF	Verbal feedback has been given.

Students edit work, respond to verbal or written feedback and self-assess in blue.

Students peer-assess and give feedback to peers in purple.

KS2 Marking and Feedback Symbols

✓	Green tick for any evidence of success criteria being achieved, any age related/ above ARE vocabulary being used, or any correct answers.
Or	Green highlight or green dot for any incorrect answers.
CL .	A capital letter or full stop is missing.
V	Your vocabulary choice needs to be edited.
_____	Re-write the sentence or part of a sentence underlined in green.
P	A piece of punctuation is missing.
SP	A word is spelt incorrectly.
Pr	Take more care with your presentation/ handwriting.
C O	A conjunction is missing or needs to be edited. An opener needs to be edited or has been overused.
^ //	A word is missing from your sentence. Start a new paragraph here.
VF	Verbal feedback has been given.

Students edit work, respond to verbal or written feedback and self-assess in blue.

Students peer-assess and give feedback to peers in purple.

Examples of SD2R (to be added)

Examples of use of Next Steps

If children have achieved the L.O. give a challenge to accelerate learning

- How would you…?
- What if…?
- Could you try…
- Can you…?
- Now you are ready to…

If there are misconceptions help the child with prompts or further intervention. (This is then a Gap Task – GT)

- Read back and add “ “ where you have missed them out
- Read the highlighted lines again – where should the commas go
- Remember the apostrophe when something belongs to someone/ something e.g. Earth’s atmosphere. Go back through your work to find the three you have missed

If you are building on the skill next lesson support/ accelerate learning by:

- Use the working wall to add more adverbs tomorrow
- Well done. Use the challenge task tomorrow.
- When we finish this next lesson try to create a drop clause by adding extra detail to your next sentence

Writing Prompts

Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)

Try to find the sentence which needs to be changed /doesn't make sense and improve it. How could you check this?

Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)

Is there another way you could write this information (highlight sentence)?

Can you find a way you could write this in a shorter sentence?

Finish this sentence: …..

Fill in the blanks: …..

Highlight the sentence where you have used… (Adverbials, connectives, correct punctuation, speech marks, persuasive language, etc.)

Tell me 1/2/3 reasons why I should give you a Wow!

Point for this work. Tell me … that have …? E.g. Tell me two sentences that have adverbials.

What ... would you use to…? E.g. What word would you use show me what the character is feeling?

Please write another ... connective/sentence that shows me how the caterpillar moved.

Show me how you think this sentence would work with ...adverbials/connectives/ adjectives

Verbal: Please talk me through what you have done so far.

Show me how you could write it with … adverbials, connectives, punctuation?

What would happen if…?

What new words today? What do they mean?

<u>Maths Prompts</u>

Look back at your work – can you add… (Your method, a number line)

Can you find where you went wrong?

How could you check this?

Now try these… (Extension questions/Consolidation questions)

If the answer was ….. What could the question be?

Is there another way you could do this?

Can you find a quicker way of doing this?

Finish this sentence: ….. (Explaining work)

Fill in the blanks: …. □2 + □6 = 6□

Highlight where you have used… (Column method, grid method, a strategy to check your answer, etc.)

Tell me … that have …? E.g. Tell me two numbers that have a difference of 12.

What ... would you use to…? e.g. What unit would you use to measure the width of the table?

What are the … of … ? What are the factors of 42?

What is another ... method that might have worked?

Show me how you think this will work with ...other numbers/3 digit numbers?

Show me how you could do it with … simpler numbers … fewer numbers … using a number line?

Verbal: Please talk me through what you have done so far.

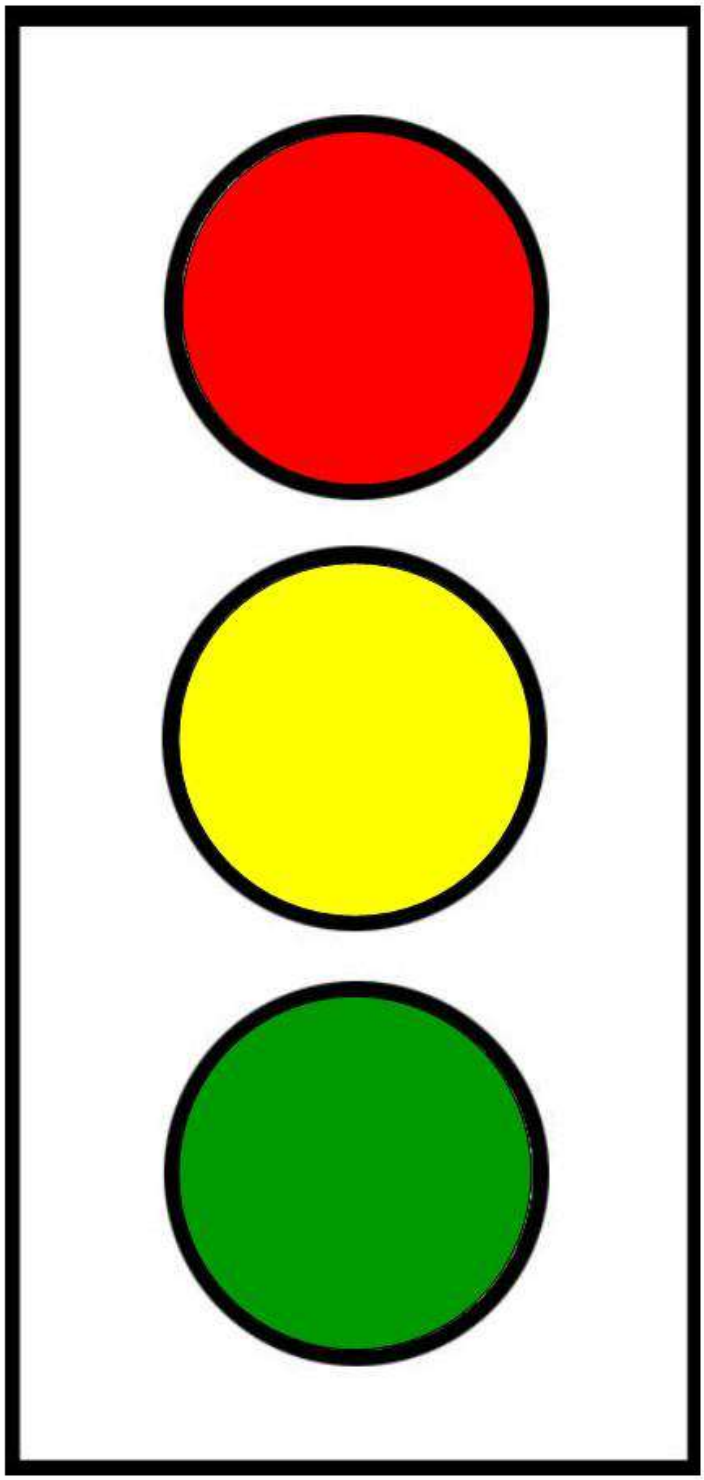
What new words today? What do they mean? What Maths words also mean...?

What would happen if…? E.g. What would happen if you started with 52?

What if you could only use …? E.g. Multiples of 5, 3 digit numbers, numbers less than 0?

Would it work with different numbers? What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

Traffic Light System display



I don't get it! I need some help understanding.

I think I understand but I need a little support.

I understand and can try this on my own.