

مدرسة ليوا الدولية
Liwa International School
فلج هزاع Falaj Hazza

MARKING AND FEEDBACK POLICY AND PROCEDURE

2023



ليوا للتعليم
Liwa Education

PURPOSE

- Research shows that feedback has a powerful influence on student achievement and growth as a learner
- Feedback that focuses on improving tasks, processes and student self-regulation is the most effective
- All teachers should be trained to give high quality feedback - written and verbal
- All students should receive high quality feedback
- All students should self and peer assess, reflect and monitor their work
- All teachers should check that students act on the advice they receive
- All written work is marked primarily to the learning intention.

Our system of marking has been agreed with staff to ensure that quality marking and verbal/written feedback is given to children in a meaningful way for them to understand. Clear symbols have been agreed which include pictorial representations for Lower Elementary as well as more complicated annotations in Upper Elementary – Middle School children (Appendix 1).

Marking will be completed using a green pen for success and pink pen for improvements („pink to think“).

Peer or self-marking is a regularly planned student activity.

In Liwa schools, we promote positive, constructive written feedback in relation to the learning objective and success criteria. We understand non-specific feedback or summative marks do not constitute effective marking.

‘Light’ marking:

Under normal day-to-day circumstances it is necessary/productive that marking should relate to the particular learning objective and success criteria for that particular piece of work.

‘Heavy’ marking:

For some pieces of assessed work, it will be appropriate to identify all errors e.g. end of year assessments.

All teachers will use the following:

Highlighters to record progress in relation to the Learning Objective

Green	= achieved
Yellow	= working toward
Pink/Orange	= not achieved

The same process and key Appendix 3 in addition to personal notes, should be used by teachers when reviewing their planning to inform future learning and teaching.

Annotations: In addition to the highlighting of work the following annotations should be used to indicate whether a child has completed the work independently or with support and to show how the work has been assessed. See appendix 3 for marking for lower Elementary and Upper Elementary. Consistent use of Even Better If (EBI) and What Went Well (WWW) Teachers should leave a comment on things the child did well and a future target for the child to work on in at least one piece of work a week, in each subject, for every child. Teachers may also choose to add written SMART targets that support the child s personal targets (see Target Cards section).

VF can be used to indicate on a child's work where verbal feedback was given

Marking & Feedback Record Appendix 1

Evaluation Rubrics for Work Scrutiny Appendix 2

Individual student targets – these should be displayed in copybooks or on classroom displays (KG & G1)

Target – linked to student s gaps in learning – are for all students from KG – Grade 7. For each child in English, Mathematics, Arabic, Personal/social/emotional and/or Science (students from Grade 4 onwards) a minimum of three targets linked to Gaps in Learning are negotiated and specific time frame agreed (note: groups of children may share the same target). At the end of the agreed time period-or earlier if achieved- the child and teacher review progress and the process begins again.

Note: These targets should be applied across all subjects e.g. If the target is to „always use capital letters and full stops with 100% accuracy , this should happen in English, Geography, D&T etc.

Reporting to Parents

Class Dojo provides an opportunity for ongoing communication each day, if required. (over academic year 22/23 this will be replaced by Powerschool module).

Teachers should follow up if parents do not respond and must always reply to parent messages in a timely manner.

Teachers (or TAs) should check the books each day and initial or comment to show the book has been examined. If checked by TA, the teacher must be made aware of any comments from parents/guardians.

One evening a week (M/T/W/T) evenings is reserved by teachers for parents to make appointments to discuss progress. – Every term will have baselines assessments, pupil progress meetings, target setting meetings, parent conference and end of term report cards.

The policy will be presented to the staff and SLT. It will be reviewed and appropriately updated every year or more frequently if required.

Marking & Feedback Record

Date:	
Strengths:	
Next steps in learning	Misconceptions/Errors
	Challenge Question (s)
Student Reflection:	

Evaluation Rubrics for Work Scrutiny

1. Attainment

Attainment as measured against curriculum standards

1 Outstanding	2 Very Good	3 Good	4 Requires Improvement	5 Weak
Most students at least are attaining levels that above curriculum standards.	The large majority of students are attaining levels that above curriculum standards.	The majority of students are attaining levels that are above curriculum standards.	Most students are attaining levels that are in line with curriculum standards but few are attaining levels that are above.	Few students are attaining levels that are at least in line with curriculum standards.

2. Progress

Progress of students, including those with special educational needs, against curriculum standards over time

1 Outstanding	2 Very Good	3 Good	4 Requires Improvement	5 Weak
Most students make better than expected progress in relation to their individual starting points and the curriculum standards.	The large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.	The majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.	Most students make the expected progress in relation to their individual starting points and the curriculum standards but few make better than expected progress.	Most students are not making the expected progress in relation to their individual starting points and the curriculum standards.

Evaluation Rubrics for Work Scrutiny

3. Marking

Marking of students' work against curriculum standards

1 Outstanding	2 Very Good	3 Good	4 Requires Improvement	5 Weak
Most of the work of students is comprehensively, accurately and expertly marked against the required curriculum standards. Marking for these students is consistent and thorough across their work and over time using appropriate marking scales or rubrics.	The large majority of the work of students is accurately marked against the required curriculum standards. Marking for these students is generally consistent across their work using appropriate marking scales or rubrics.	The majority of the work of students is accurately marked against the required curriculum standards. Marking for these students is thorough across their work using appropriate marking scales or rubrics, but there are occasional inconsistencies.	Most of the work of students is marked against the required curriculum standards but it is inconsistent or a significant amount is inaccurately marked. Marking for students is often inconsistent across the cohort work or there is inconsistent use of appropriate marking scales or rubrics.	Most of the work of students is not marked or there is little or no marking against the required curriculum standards. Where there is marking, it is inconsistent or there is little or no use of appropriate marking scales or rubrics.

4. Feedback

Teachers' feedback on students' work

1 Outstanding	2 Very Good	3 Good	4 Requires Improvement	5 Weak
Most of the feedback on student work is consistently thorough, positive and clear. Students are given detailed, expert and encouraging feedback on the aspects of their work which have met the required curriculum standards. They are informed where improvements can be made or where further study would enhance their learning.	The large majority of feedback on student work is positive and clear. Students are given expert and encouraging feedback on the aspects of their work which have met the required curriculum standards. They are informed where improvements can be made.	The majority of feedback on student work is positive and clear although it can occasionally be inconsistent. Most students are given feedback on the aspects of their work which have met the required curriculum standards. Students are informed where improvements can be made although this can be inconsistent.	Most students receive feedback on their work but it is inconsistent and often limited to general or superficial comments. Students are given limited feedback on the aspects of their work which have met the required curriculum standards. Students are rarely informed where improvements can be made to their work.	Feedback on student work is sparse, limited or non-existent. Students are rarely or never given feedback on the aspects of their work which have met the required curriculum standards. Students are not informed where improvements can be made to their work.

Work Scrutiny Report

Teacher		Subject	
Grade		Class	
Evaluator		Date	

Evaluation	Yes/ No	Evaluation	Yes/ No
Date and Title		AFL Evident	
Learning Outcomes; Differentiated		Teacher feedback / Template	
Success Criteria Highlighted		Student targets/ goals	
Student Reflection		Marking according to the policy	

Attainment	Progress	Marking	Feedback

Key Strengths	Areas for Development

Other Comments


Notes

The Evaluation Rubrics

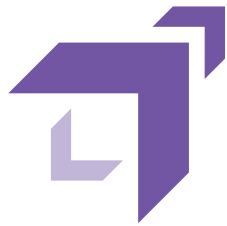
1. Curriculum standards – in terms of the set work deliverables, learning outcomes and/or the relevant subject competences.
2. Quantitative measures – as for the Lesson Observation rubrics.
3. Evaluations should use a 'best fit' approach.

The Report

4. If there is insufficient evidence to make a judgment in one of the categories, please put 'I/E' in the report with an explanation in the text.
5. In the report, for 'Details of Work' include the number of students' work scrutinized, the general time period of the work, the format of the work and any other relevant details.
6. It is suggested that as you scrutinize the work, you make your own notes and then use the report as a summary.
7. The completed report will be placed in an appropriate folder in the shared drive.

MARKING GUIDE	
Sp.	Spelling Error
^	Insert Word
P	Punctuation Error
TA	Teacher Assisted Work
IW	Independent Work
VF	Verbal Feedback
PR	Pupil Response
SA	Self-Assessment
PA	Peer Assessment
EBI	Even Better If Refers to future targets.
	Teacher approval for good vocabulary, correct answer, valid argument
WWW	What Went Well Highlights what you did well in the piece of work using the success criteria

School Name	Liwa International School Falaj Hazza	Issue Date	
Policy Name		Revision Date	
Prepared By		Policy Number	
Approved By	Mr. Neil Murphy, Principal		



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