



ATHENA EDUCATION
For Social Grace



Marking & Feedback Policy

2022-23

Principal: Ms. Sadia Wajid

CONTENTS

Marking	3
Light marking of work - weekly.....	3
Self/Peer Assessment - weekly	3
Diagnostic Marking - once every two weeks	3
Student Response:	4
Marking Code	4
Presentation of Students' Written Work and Portfolios	5

Marking:

Effective marking and feedback is integral to good teaching and learning. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aim to:

- ✓ Inform the student what they have done well and what they need to do to improve
- ✓ Support student confidence and self-esteem in learning - contributing to accelerated learning
- ✓ Support teachers' assessment knowledge of each student as part of assessment for learning procedures, in order to plan and refine next steps in learning
- ✓ Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning

Light marking of work - weekly:

Acknowledging and recognising achievement/completion of a task through **purple pen** ticks, stamps/stickers of praise or acknowledgement.

Self/Peer Assessment - weekly:

Students take responsibility in marking their own or a peer's work in a coloured pencil (primary)/coloured pen (secondary), other than purple, with set criterion provided by the teacher. Teachers must acknowledge the self/peer assessment, by highlighting, to indicate where progress has been made.

Students are encouraged to assess their own work using the literacy proofreading code - **CUPS** - Capital Letters,

Underline, Punctuation, Spelling; to ensure grammar, spelling and paragraph structure are improved.

Diagnostic Marking - once every two weeks:

Where thorough feedback is given on attainment against a set of objectives; success criteria is given and response from pupils is required to strengthen the teaching and learning process in order to deepen and accelerate learning. When given feedback to students the teacher must consider:

- Does feedback inform the pupil what they have done well and what they need to do to improve?
- Relate to planned learning objectives, success criteria or assessment criteria?
- Can feedback be read clearly and understood?
- Does feedback indicate a next step/improvement in learning?

Thus, the ASIES written feedback must be in **purple pen**, must begin with a **positive**, then an **area for development** and a **short activity** which allows the students to address their **target**.

- ✓ **WWW/EBI** - Phase/Key Stage 1, 2, 3 & 4 (FS2-Year 11)
- ✓ **SMART Target** task - All Phases

Student Response:

Student response must address the **SMART Target** soon after the teacher's feedback - in a coloured pencil (primary), coloured pen (secondary), that's not purple.

Time must be allocated in lessons to address the **SMART target**. This is to ensure the students develop their understanding prior to any new learning; not to make similar mistakes again and accelerate their learning. A student signature or student comments that have little value to progress must not be included in student responses.

Marking Code:

It is essential for students to know that a marking code is applied in all subjects. This ensures uniformity and consistency across all curriculum areas. Through clear expectations of marking, students and teachers will benefit from picking up any inconsistency in the work. It is imperative as teachers that we indicate any literacy errors the student makes in a piece of writing.

The HOD must ensure the following marking code is adhered too; and/or incorporated in the subject/department marking policy.

General Marking Code	
□	Acknowledgement of completed task against objectives
□□	Excellent example of completed task against objectives
??	Reword the sentence
e.g.	Provide examples
^	Provide the missing letter/word
Literacy Marking Code	
T	Correct the tense indicated with a circle
P	Correct the punctuation indicated with a circle
SP	Correct the misspelt word indicated with a circle in the margin
NP	Start a new paragraph
NL	Start a new line
I	Incomplete work
C	Capital letter error
VF	Verbal feedback given

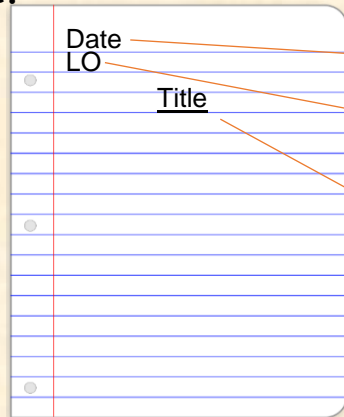
The marking code/subject marking which incorporates the ASIES marking code must be placed in every student's notebook and visible in the classroom.

Presentation of Students' Written Work and Portfolios

At Al Sadiq Islamic English School we believe students should be encouraged to take pride and care in how they present their written work. No graffiti should be present on any pupil books.

- All student **work** is written in **blue** or **black pen**, except for **primary** students who will write in **pencil** unless given pen license. For diagrams and drawings, a **ruler** and **pencil** is used, any **labels** are written in **blue** or **black pen**
- Student **responses** are written in exercises books in a **coloured pen**, or with a colouring pencil or gel pen, not felt-tip
- All student **classwork** should be labelled **C/W** and all **home learning** labelled **H/L** in the margin
- A full date for example '**Wednesday, 1st September 2021**' is written
- All student work should have a **centralised title** that is **underlined** with a ruler
- All student work should have a '**Learning Objective**' that is clearly displayed in books for every lesson as taken from the PPT - this could be written, stickers etc.
- All work should be **ruled off** when finished. The next piece of work begins after this and not on a new page, except for **primary** students who can start on the **next page**
- Any **worksheets** are **stuck neatly into books** and labelled appropriately or attached using treasury tags
- All student workbooks are stored in a specified safe place, clearly labelled with the **class code**
- Teacher marking (**WWW/EBI**) is written in **purple pen**
- Assessment grades are written in **purple pen** using the appropriate **marking codes** (see *Marking and Assessment Policy* for more detailed information)
- **Peer (P/A)** and **self-assessment (S/A)** is written using a **coloured pencil (primary)/coloured pen (secondary)** other than purple. Peer-assessment should include the name of the other student.

For example:



Date on top-left of page

Learning Objective written directly underneath

Title to be centralised, underlined and task to start immediately after title

Instructions need not be written