



Marking and Feedback Policy

Rationale:

Assessment is an integral part of teaching and learning. It helps to provide a picture of a pupil's progress and achievements and to identify their next steps in learning. Effective, age-appropriate feedback leads to better progression. Feedback should be either written, verbal or both.

Aims:

To establish a consistent approach to the way in which pupils receive feedback at Arcadia School, which enables them to feel valued and to effectively reflect, improve and progress in their learning so that they reach their potential.

Effective marking will:

- Recognise, encourage and reward children's efforts and progress
- Identify next steps
- Challenge and encourage depth of learning
- Correct errors and misconceptions, providing consolidation opportunities where needed
- Provide opportunities for children to respond

The expectation is that planning and delivery of lessons will (age appropriately) incorporate the following:

- Higher-order questioning which promotes depth, reasoning and reflection
- Constructive and informative oral feedback
- Instant written/oral feedback which enables children to work to their potential
- Opportunities for peer and self-assessment

Marking Approach:

Colour Code		
Brilliant Blue	Growing Green	Polishing Pen (alternative colour: usually red)
Blue ticks, highlighted answers and comments identify what the children have done well. Positive comments are based specifically on the learning intention for the lesson.	Green comments are to establish next steps. These can be given during or after a lesson. Next steps can take three forms: 1: Demonstrate a skill further: E.g. Can you write another sentence containing an expanded noun phrase? 2: Consolidate learning to fill gaps: E.g. Can you write out the 2 x tables and then try the problem again? 3: Demonstrate depth of learning: E.g. Can you explain, in words, how you knew that $0.1 \times 10 = 1$? For further marking prompts see Appendix 4.	Where age-appropriate, children use a polishing pen to respond to teacher feedback, green comments and Green Challenge Questions. Children also carry out self-led corrections using a red pen. Children should be given adequate time to respond to marking e.g. at the beginning or where applicable, during a lesson.





Early Years Foundation Stage

- Work in Learning Journeys will relate to the Early Years Foundation Stage Birth to Five guidance as well as the use of Development Matters. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps through learning ladders.
- Children's work is annotated where necessary, giving context to the learning and/or recording the 'voice of the child' which supports practitioners in the assessment of the child's overall understanding and attainment.
- Annotation and verbal feedback is always positive, focusing on the evidence of what the children can do independently and supporting their next steps.
- Children will start writing in books in Foundation Stage 2 and mark-making books in Foundation Stage 1. Teachers will mark to identify if children's work has been completed independently (I) or with support (S). As appropriate, assistant teachers will identify where they have marked with the initial AT in a circle. Next steps may be used when appropriate to move the children's learning on.

Non-negotiable Procedures for Key Stage 1 Marking:

- During any given lesson, pupils are to receive feedback to secure and further their understanding. This will most regularly be through verbal 'instant feedback' which aims to move learning forward as and when it is happening. As children progress through KS1, the use of written feedback will increase from single words to phrases.
- All marking is to be carried out using the correct colour code.
- All written marking **in books** is to be done in a clear legible hand so pupils can access the feedback.
- The marking code is to be followed in all cases to suit the level of children in KS1. (see *Appendix 1*).
- The marking code should be accessible to all pupils in the learning environment and to parents via the parent handbook.
- Following a lesson, marking is carried out in books at an age-appropriate level. In year 1 the majority of feedback will be provided through instant 'verbal feedback' during group learning activities and as they progress to whole-class learning, the amount of written feedback will increase.
- Teachers' written feedback will provide a 'brilliant blue' comment and, as appropriate, a 'growing green' comment which will require the child to use their 'polishing pen'. The 'polishing pen' will be introduced in year 1, as appropriate, and its use will continue in year 2.
- Teachers will also post examples of children's work on Seesaw to allow parents to monitor their child's progress.

Non-negotiable Procedures for Key Stage 2 Marking:

- During any given lesson, pupils are to have written and/or verbal 'instant feedback' which aims to move learning forward as and when it is happening.
- All marking is to be carried out using the correct colour code.
- All marking **in books** is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases (see *Appendix 2 and 3*).
- The marking code should be accessible to all pupils in the learning environment and to parents via the parent handbook.
- Following a lesson, marking is carried out in books. Teachers provide a 'brilliant blue' comment and, as appropriate, a 'growing green' comment which will require the child to use their 'polishing pen' to respond to.
- If a student has met the learning objectives, it will be highlighted in blue. If the student has exceeded the learning objective, it will be highlighted in blue and a star will be added. If the student has not met the learning objective, a blue dot will be added after the objective.
- Once children have 'polished' their work, children continue with the next steps in their learning.





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Core Subjects:

For English, Maths and Science, it is expected that 'developmental' marking is apparent between teacher and pupil which is reflective of intervention where necessary, consolidation of gaps in learning and opportunities for children to demonstrate depth.

Foundation Subjects

For other subjects, 'light' marking which is demonstrative of child self and peer-assessment (via learning objective), and teacher acknowledgement of achievement (oral feedback, Seesaw/Showbie feedback, use of the marking code) needs to be shown.

Level of Support

Identification of the level of support and intervention a child receives during learning is used to monitor and inform assessment and planning (Appendix 5). Work is assumed to be independent unless marked otherwise. A scale of one to four indicates how much adult input a child has received to complete a specific area of learning.

Self-assessment

Both during and at the end of a lesson, teachers will encourage children, at an age-appropriate level, to review their learning using a variety of methods both in the form of 'instant marking' and mini plenaries. During these times, children will be encouraged to mark their work, refer back to the original learning objective and demonstrate their level of understanding through questioning, discussion and/or relevant learning activities.

Using outcomes from self-assessment opportunities, teachers support children through targeted intervention, revisiting key learning objectives and extending and challenging the more advanced learners. Following this, teachers use outcomes to inform their own teacher planning and assessment.

Peer-assessment

Where peer-assessment has been appropriately introduced, pupils will identify at least one positive aspect of work and suggest one area for improvement. This can be done in any colour to show that it is a child's response and the peer assessor's initials or 'PA' will be used.

Presentation:

Expectations for high-quality and considerate presentation are to be modelled progressively and consistently across the school. Expectations include:

- Clear, legible handwriting
- The full date (written subjects) and numerical date (maths) should be underlined in pencil, using a ruler
- Cross out any mistakes neatly with a single line
- Always use a pencil, or erasable pen where applicable, in maths books and ruler where expected
- Diagrams, drawings and lines should always be completed in pencil

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny and book looks led by the SLT, middle and subject leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' learning outcomes.



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APPENDIX 1: KS1 Marking Symbols

KEY STAGE 1 MARKING CODE

TEACHER SYMBOLS

G	Guided (as part of a group/class)
S	Individual Support
I	Independent
SA	Self-assessment
PA	Peer-assessment
VF	Verbal Feedback

MARKING SYMBOLS

 ABC	Brilliant Blue	'This is great! Well done!'
 ABC	Green for Growth	An area for improvement
	Spelling Mistake	Correct it
		Missing Word(s)
	Missing Punctuation	
ABC	Capital Letter	



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APPENDIX 2: KS2 Marking Symbols

KEY STAGE 2 MARKING CODE

TEACHER SYMBOLS	
G	Guided (as part of a group/class)
S	Individual Support
I	Independent
SA	Self-assessment
PA	Peer-assessment
VF	Verbal Feedback

KEY STAGE 2 MARKING SYMBOLS		
VT	Verb Tense	
SP	Spelling	
P	Punctuation	
^	Something is missing here	
C	Capital Letter	
WC	Word choice, is this the best word to use here?	
T	Target	
	Brilliant Blue	'This is great! Well done!'
	Green for Growth	An area for improvement



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APPENDIX 3:
Maths and Science Marking Symbols:

MATHS/SCIENCE MARKING CODE

TEACHER SYMBOLS	
G	Guided (as part of a group/class)
S	Individual Support
I	Independent
SA	Self-assessment
PA	Peer-assessment
VF	Verbal Feedback

MARKING CODE		
	Brilliant Blue	'This is great! Well done!'
	Green for Growth	An area for improvement



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APPENDIX 4: Marking Prompts:

English	Maths
-Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	-Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong? How could you check this? How could you check this?
Is there another way you could write this information (highlight sentence)?	Now try these... (extension questions/Consolidation questions)
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	If the answer was What could the question be?
Can you find a way you could write this in a shorter sentence?	Is there another way you could do this?
Finish this sentence: Finish this sentence:	Can you find a quicker way of doing this?
Fill in the blanks: Fill in the blanks:	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
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 dojo point...
Improve this sentence by adding	Tell me ... that have ...? E.g. Tell me two numbers that have a difference of 12.
Tell me 1/2/3 reasons why I should give you a dojo point...	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
Tell me two sentences that have adverbials.	What are the ... of ... ? What are the factors of 42?
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What is another ... method that might have worked?
Please write another ... connective/sentence that shows me how the caterpillar moved.	Show me how you think this will work with ...other numbers/3 digit numbers?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?



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Show me how you could write it with ... adverbials, connectives, punctuation?	What would happen if...? e.g. What would happen if you started with 52?
What would happen if...?	What maths words also mean...?
What new words today? What do they mean?	Would it work with different numbers? What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	Write a step by step explanation of how you got the answer...
Verbal: Please talk me through what you have done so far.	

Appendix 5: Levels of Support

NUMBER	LEVEL OF SUPPORT	EXPLANATION
1	<i>Adult Led</i>	<i>hand over hand, written and copied, entirely dictated</i>
2	<i>Partially Adult Led</i>	<i>repeatedly modelled, reliant on questioning, sounded out together to write</i>
3	<i>Semi-Independent</i>	<i>largely independent work, questioning to support, attention drawn to misconceptions</i>
4	<i>Independent</i>	<i>No academic support</i>

Policy Implemented: September 2023 (updated March 2024)

Policy Review Date: September 2024

Policy Responsibility: Assistant Headteacher

Board Approval: July 2023

Version 4



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