

Marking & Feedback Policy



AL MIZAN SCHOOL
ISLAMIC JUNIOR SCHOOL

Date agreed	Chair of Governing Body	Headteacher	Review
September 2020	Hussain Shefaar	Askor Ali	September 2021

AIMS

The aim of marking and feedback at Al Mizan is to:

- Provide meaningful feedback
- Highlight and celebrate success
- Support improvements by identifying errors in learning
- Identify next steps in learning

We believe that this will close gaps in learning and improve pupil progress.

PRACTICE

As a school, we value verbal and written feedback equally.

Verbal Feedback

Verbal feedback has many advantages, when it is done with understanding and skill. Verbal feedback may be given immediately to children during whole class discussions, group tasks, one-to-one activities and during independent work.

Verbal feedback (and questioning) will:

- Celebrate success
- Seek clarification
- Identify areas for improvement
- Provide additional challenge
- Give next steps to learning

Written Feedback

It is an expectation that all work is marked before the next lesson.
The following table identifies the colour of ink that should be used:

RED	Used by all teachers or whoever may be covering the lesson
GREEN	Used by students during Self and Peer Assessment

All subjects will at least be **checked** against the **learning objective**.

This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have

acknowledged the work by using the coded notation such as 'A' (Objective Achieved), and the symbols or shorthand feedback detailed in Appendix 1. Stamps or stickers may also be used to indicate work has been checked.

Quality Marking

In English and Mathematics teachers are expected to 'Quality Mark' work using the agreed marking codes against the learning objective and success criteria (Appendix 1).

In Foundation subjects, teachers are expected to 'Quality Mark' at the **end of each topic**.

When pupils have responded to the 'next step' or comment, teachers are to show an acknowledgement by using the green or pink highlighters.

English & Mathematics

During 'Quality Marking' in English & Mathematics teachers will use highlighters to identify where there is evidence of the learning objective being met, or to identify errors in basic skills. The highlighting is as follows:

English:

- **A GREEN** coloured highlighter pen is used to show places where the child has successfully demonstrated an understanding of the learning objective (or met a success criteria)
- **A PINK** coloured highlighter pen is used to identify areas for improvement in their work and basic skills (spelling, punctuation & grammar according to the expectations of the child). This may be supported by a comment to help the child know how to make the specific improvement.

Mathematics:

- **A GREEN** coloured highlighter pen is used to show correct answers where the child has successfully demonstrated an understanding of the learning objective (or met a success criteria).
- **A PINK** coloured highlighter pen is used to identify errors and misconceptions that have led to the child making errors in their work. Diagnostic feedback will then be given to the child which will help provide guidance on how to overcome the misconception.

Where a child has achieved the learning objective and has become secure in their learning, the teacher may choose to provide a challenging question or task as the next step to learning.

Foundation subjects will follow the English marking guidelines when doing termly quality marking.

SELF and PEER ASSESSMENT

Self and peer assessment helps improve children's learning. Where it is suitable to do so, teachers may ask pupils to self or peer assess work according to the success criteria. It is recommended to use green.

The pupils may be asked to comment on where a child has shown evidence of meeting the success criteria, and provide **one** area for improvement. When self or peer assessment does take place, the teacher will review the pupils' assessment and acknowledgment will take place. They will also write the codes SM or PM.

Independent and Group Work

Where pupils have worked in pairs or groups, a GW needs to be written (next to the code of achieving the learning objective e.g GW-A) so that it is clear that the work is not independent.

Where teachers (or any adult supporting) have supported the pupil, a T needs to be written next to the achieved learning objective code. This is suitable if the teacher has worked with the group, I.E. Focus Groups. If the adult has only helped with one question, then the T will need to be written next to that question.

Any work left uncoded with a GW or T will assumed to be independent work.

Supply or Teaching Assistants

If the class teacher has not taken the lesson, then an S will need to be written.

(Appendix 1)

AL MIZAN MARKING CODES

A	You have achieved the learning objective
PA	Partially Achieved - You have met some parts of the LO + Next Step comment
FW	Further Work is needed to meet the LO + next step comment
VF	Verbal Feedback
T	Teacher Support
S	Supply
GW	Group/Peer Work
SM	Self Marked
PM	Peer Marked
	'Green to be seen' – Strengths/Celebrations

