



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

Marking & Feedback

Approved by:

Jeremy Hallum (Principal)

Last reviewed on:

August 2023

Next review due by:

August 2026

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



This policy is applied at MTW alongside our school's vision, mission and values. Alongside the principles of High Performance Learning; VAA and A.C.P. characteristics.

At Gems Metropole School Al Waha, we believe marking and feedback should be consistent, constructive and clear. Teachers and students both participate in the Four Quarters model for feedback to ensure students are active learners and work alongside the teacher in order to become reflective learners and forge next steps with increasing independence. All learners are involved in the marking and feedback process and contribute to 50% of the reflections, applying the language and demonstrating the skills of HPL throughout their assessment.

Aims & Objectives

- To ensure purposeful and immediate feedback is provided through Live Feedback in every lesson, to allow for children to action targets and make accelerated progress
- To develop confidence to accurately reflect on self and peer learning in order to identify areas of success and development
- Students are reflective learners and forge next steps with increasing independence
- Develop and demonstrate HPL skills and attitudes in learning and reflection

In every lesson, teachers are expected to provide live feedback. This is instant, robust advice, directed at individuals, groups or whole class. Some of the ways we promote this is as follows:

Four Quarters Feedback

Whole class misconceptions: Identified through live assessment, one whole class misconception lesson to address wider misunderstanding in a collaborative manner.

Self-Assessment: Children review and edit work against success criteria. Students are given opportunities to self-assess their 'ways of thinking' and 'ways of behaving' (HPL).

Peer Assessment: Children assess the work of others, against success criteria and HPL attributes.

Deep marking: Thorough written marking, identifying next steps. This will frequently include upskilling/corrections and areas for improvement. (Example: spelling mistakes, missing punctuation/omission, up-levelling, VCOP, correcting calculations, further thinking.)

Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.

Appendix 1 FS Marking & Feedback

Frequency and Expectations

FS1- Extended Writing

- Autumn Term one piece of writing per half term.
- Spring Term onwards- one piece of writing a week. Teacher's annotating mark making and taking observations of learning in continuous provision

FS2-: Extended Writing

- Autumn Term one piece of writing biweekly
- Spring Term onwards- one piece of writing a week. Teacher's annotating mark making and taking observations of learning in continuous provision

FS Marking Codes Used by Staff

T	Support by teacher	SS	Some support given – write in annotations how much and what support was given
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LO:	Learning objective– must be written in the notes of a Tapestry observation	I	Completely independent
	Proud Pink- two skills using by the learner to be proud of		Green for Growth- one skills used by the learner to work on as a next step

FS Observation Protocol

Observation, assessment and record keeping form an integral part of our nursery education provision and the delivery of the Early Years Foundation Stage Curriculum. We view observing, assessing and recording as a holistic cycle that allows us to reflect on the planned curriculum and children’s interests, maps children’s progress, and enables us to judge how effectively we are building learning over time. This cycle begins with careful observation and assessment, undertaken by staff working closely with the parents. Through observing and recording, we can assess each child’s motivation, interest and progress. We can celebrate achievement as well as find out where the gaps are and plan an effective differentiated curriculum to meet needs.

In line with the new EYFS framework expectations to support teacher workload, children will have ‘WOW moment’ observations throughout the year which will build up their learning profile. For example, teacher A may observe a child’s ‘WOW moment’ in the maths area but then continue that WOW moment later on in the same week to extend the observation learning.

Frequency:

Baseline- teachers must complete one long observation to baseline the child over the 3-week baseline period in the Foundation Stage.

Ongoing- each child must have 2 observations per half term

Parent Share:

Parent Share must happen weekly depending on observations taken. Other documents to be sent via Tapestry for parental communication include:

- Phonics homework FS2
- Newsletters
- 10 high quality group photos
- WOW moments taken throughout the week
- Any additional story maps/flyers to support learning

Any parents that submit learning onto Tapestry needs to be ‘approved’ as they are sent during the working week.

At least two submissions from parents onto Tapestry need to be replied to with positive feedback or questioning.

Quality:

- All observations must use the correct spelling and grammar meeting the English language expectations, for example using speech marks when quoting a child
- Observations must link to area of learning (not strand)
- Next steps must be appropriate and specific to further learning in the moment
- At least one picture per observation
- A range of pictures and videos used within the half term expectation
- Weekly review of Evidence Me profiles to ensure any blank observations are removed
- Bi weekly moderation of Tapestry with teacher buddy to ensure high quality observations

Appendix 2 Primary

Non- negotiables

- Highlighters are used to identify outcomes and identify an important focus – (proud pink, green for growth)
- Teachers always mark in blue pen
- Children to use purple pens to up-level work and or respond to feedback
- Work should be marked against the LO and success criteria. However, common spelling errors, presentation, targets and handwriting should also be noted when appropriate to do so.
- Teachers should model neat handwriting and must be legible, following the school handwriting scheme.
- Rewards and praise (house points) may be given for good work/effort.
- In every lesson, teachers are expected to provide live assessment and feedback.

Frequency of Feedback, by Subject

Theory based on 'Four Quarters Marking' – Dylan Williams

Core subjects

One **English** Deep marked, one peer assessed, one self- assessed, one session of whole class misconceptions- all other lessons acknowledgment marked

One **Maths** Deep marked, one peer assessed, one self- assessed, one session of whole class misconceptions- all other lessons acknowledgment marked.

One **Science** Deep marked, one peer assessed, one self- assessed, one acknowledgment marked. Whole class misconceptions to be used if necessary.

One **Arabic** Deep marked, one peer assessed, one self- assessed, one session of whole class misconceptions- all other lessons acknowledgment marked.

One **Islamic** Deep marked, one peer assessment, one self-assessment and one session of whole class misconceptions in books over a period of 3 lessons.

Non-core subjects

Performing Arts and Sporting Based Subjects to evidence one peer assessment, one self-assessment and one session of whole class misconceptions or on Seesaw over a period of 3 weeks/lessons.

Humanities, Languages and Entrepreneurship to evidence one deep marked, one peer assessment, one self-assessment and one session of whole class misconceptions in books over a period of 4 weeks/lessons.

Appendix 2 Secondary

The principles of marking and feedback will align with Appendix 2 and the theory based on 'Four Quarters Marking' by Dylan Williams. There will be one adjustment to the Primary approach:

Core Subjects	Focus	At least once every 2 weeks	At least one piece of work every 2 weeks should be focus marked – preferably an independent task.
All other subjects	Focus	At least once every 3 weeks	At least one piece of work every 3 weeks should be focus marked – preferably an independent task.

