



# THE WESTMINSTER SCHOOL, DUBAI

## MARKING POLICY

POLICY FOR	Marking and Feedback
PERSON RESPONSIBLE	Heads of Teaching, Learning and Assessment
REVIEW DATE	June 2022
REVIEWED BY	TLA Team
APPROVED DATE	June 2022
APPROVED BY	ELT
DATE OF NEXT REVIEW	May 2023
RELATED POLICIES	

Executive Principal / CEO .....



**Rationale:**

Marking work, assessment and subsequent feedback are integral to the learning process. This policy is set out to inform staff of expectations and support them in the marking of students' work with a consistent approach across the school.

**Aims:**

- To ensure and promote a consistent and coherent whole-school approach to marking and feedback.
- To establish clear expectations for marking and feedback across the school
- To raise the level of pupil attainment and progress across the school

**British Values**

At TWS we recognise and promote the fundamental British values to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively for development.
- Encourage respect for self and peers

**Roles and responsibilities**

The Principal and Senior Leadership Team (SLT) will have overall responsibility for the consistency of marking in the school.

**The Head of Teaching, Learning and Assessment will:**

- Monitor and evaluate the quality of the scrutiny done by the Performance Development Managers (PDP managers) and Subject Leaders.
- Collate the book scrutiny findings and report on progress.
- Decide on next steps for improvement in collaboration with the Subject Leaders.
- Ensure the actioned steps are implemented to bring about the required changes to raise attainment and progress with effective marking and feedback.

**Subject Leaders and Deputy Subject Leaders will:**

Measure the impact of marking and feedback on the attainment and progress in student work by:

- Devising a department marking policy in tandem with the school marking and feedback policy.
- Align the marking policy with the action plan to implement actions as per the timeline and monitor its effectiveness
- Monitor the quality, standard and consistency of marking within their subject area every 4-6 weeks to measure against the planned success criteria/impact.
- Analyse the notebook scrutiny data to evaluate the strengths and areas of improvement and plan strategies

to sustain strong areas and develop the weaker areas.

- Implement and embed the planned strategies and monitor the effectiveness for improvement in attainment and progress.
- Reinforce the expectations of the Department with reference to the Marking Policy.
- Follow up to monitor the improvements
- Ensure that all staff within the department are using the school marking key/symbols for common errors in written work.

**Teachers will:**

- Ensure that all student work is acknowledged with signature and date.
- Review student work by adding a constructive feedback that includes:
  - Strengths- positive comment in relation to the learning intentions /success criteria
  - Improvements – Area of improvement from the work in relation to the learning intentions/success criteria (targets).
- Provide time and encourage all pupils to respond to the feedback and work on the set targets.
- Ensure and acknowledge target achievement

**In the Primary school:**

- For core subjects like **English and Math** that is taught every day, written constructive feedback should be provided in the notebooks at least **once a week in Key Stage 1** and **once every two weeks in Key Stage 2**. **Workbook work to be acknowledged at the end of the unit.**
- For core subjects like **Science and Social Studies**, taught twice or thrice a week, a written constructive feedback should be provided at least **once in three weeks in KS1 and KS2**.
- For the non-core subjects, a written constructive feedback should be provided at the **end of every unit**.

**In the Secondary school:**

- Teachers make written formative comment and feedback on student work at least **once every two weeks** if the subject is taught more than once per week
- Those subjects that are taught once a week, demonstrate *evidence* of marking and feedback **after five lessons**. This could be based on a piece of practical/ oral work and recorded in teacher's mark book and recorded by the students.
- Where practical subjects do not have exercise books, evidence of marking and feedback should be shown in alternative ways (*e.g. use of assessment and target sheets, trackers/diaries, online feedback kept by the students*)
- Give feedback/comment to students designed to allow them to target specific areas of their work to improve. These comments should be actionable targets for improvement, using WWW/EBI
- Report back to parents through the report cycle regarding the quality of students' work and level of attainment as evidenced through continual evaluation and assessment.

### **Feedback:**

- Ensure that marking has a positive impact on learning by using it as a diagnostic tool to inform future lesson planning, assessment opportunities to support students clearly understand of the current level of learning and next steps for improvement, possibly setting individual targets, learning tasks and home learning activities
- Instruct students to improve, develop or correct work after assessment, giving a clear deadline for resubmission before reassessing the work and demonstrating the impact of the assessment process of learning and progress.
- Use the relevant examination board grade descriptors and success criteria at KS4 and KS5 to assess students' work, making sure students have access to this in their books, through the Phoenix classroom, OneNote and MS Teams and are also taught how to comply with mark scheme using AfL methods in class

### **Students will:**

- Correct, improve or repeat their work as instructed by implementing feedback provided, within the guidelines and timescale outlined by their teacher.
- Action any of the basic marking key corrections on written work.
- Add in responses to feedback given or targets set by the teacher in Blue pen/font
- Seek further clarification for assessment comments should they require it.

### **Parents will:**

- Be able to identify current standards of work through a combination of marked work, assessment and reporting and know what the next steps are for their child to make progress
- Support and encourage their child to complete their next steps, liaising with the teachers if required.
- Provide an environment for students to complete their independent work or ensure their child uses the school Resource library.
- Talk to their child about their work, the progress they are making and look through work checking standards of work such as presentation before it is handed in.

### **Arrangements for monitoring and evaluation**

The Principal, the Senior Leadership Team and the HTLA will have responsibility for monitoring and reviewing this policy every year in line with GEMS policies and DSIB feedback.

The SLT, HTLA, KSL, PDP managers and Subject Leaders will monitor the marking through lesson observations, learning walks, the work scrutiny record sheet and the SEF.