

Newton International School Lagoon Campus



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NIS Lagoon Marking and Feedback Policy

Last Reviewed Date: 14th June 2025

Reviewed by DH, Deputy Head of Primary - Academics

Next Review Date: 14th June 2026

Primary Marking and Feedback

Rationale

At Newton International School, Lagoon, we value the importance marking & feedback plays in an effective teaching and learning cycle with Primary students. This policy supports our aim for teachers to use feedback well, to value and celebrate the children's efforts and achievement, identify strengths and next steps in their learning and to inform and shape future planning. Marking and feedback also plays a key role in the CIS Code of Ethics within the school, to promote high quality teaching and learning with purpose and direction.

Purposes

Reasons for marking:

- To recognise, encourage and reward children's effort and achievement, and celebrate success;
- To support our DR ICE teaching strategy and ensure that marking and feedback encourage deepening thinking, engagement and the impact of learning;
- To support pupil's wellbeing and develop global citizenship within our lessons;
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work to ensure wellbeing;
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating 'next steps' in learning;
- To indicate how a piece of work could be corrected or improved against assessment criteria;
- To help students develop an awareness of what is required to meet and exceed the age-related expectations in each year group;
- To identify students who need additional support/more challenging work and to identify the nature of the support/challenges needed;
- To provide evidence when the children have independently demonstrated the knowledge, skills and understanding linked to the key performance indicators (KPIs);
- To enable the teacher to tailor curriculum planning to the children's individual needs.

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Aims and Expectations:

We aim to ensure that the students understand what they have done well, how they can improve their learning and that clear, visible progress is evident.

We will do this by providing the students with:

- Frequent, detailed and accurate written or oral feedback to support progress and wellbeing
- Positive comments highlighting what they have done well and developmental comments to show what they need to do to improve further
- Regular opportunities to respond to the feedback and make improvements
- Regular opportunities to use and apply their skills through 'Next Step' tasks which deepen their learning

Marking and feedback should:

- Be manageable for teachers;
- Form part of the DR ICE teaching strategy within lessons;
- Relate to the Learning Objective (WALT), student's targets and or success criteria (WILFs)
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement and support wellbeing;
- Give clear strategies for improvement, so learning has purpose and direction to support the CIS Code of Ethics;
- On occasions, allow specific time for children to read, reflect and respond to marking;
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities;
- Respond to individual learning needs, marking face-to-face with some and at a distance for others;
- Inform future planning and individual target setting;
- Be accessible to children;
- Be consistent across Key Stages
- Ultimately be seen by children as positive in improving their learning;
- Encourage and motivate the children as they become aware of the progress that they are making.

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Marking and Feedback Expectations



1. Frequent and Up-to-date Feedback – All pages should have evidence of marking and feedback. Pink and Green Highlighter for WALT at least on every page.



2. Detailed Feedback – Weekly 2 stars (Pink) and 1 wish (Green) in Mathematics and English Writing books. Bi-weekly detailed feedback - in Science / Topic / Reading / SPAG



3. Accessible - *Comments and symbols are accessible to the students. Symbols used in Year 1-3 frequently and with Year 4-6 with LATs if needed.*



4. Differentiation is clear and evident in the books with next steps and challenges.

5. Peer / Self-assessment is present throughout different lessons and different subjects on a bi-weekly basis. Purple Pens to be used in KS2, Purple Pencils to be used in KS1.



6. Varied AFL strategies used on WALT document slips and used effectively.

7. WALT document is compulsory in books with clear pink/green highlight for objective achieved or not achieved.



8. Reflection Time will be allocated every 5 weeks for reflection on feedback, progress / target checking and for time to look back over feedback and marking.

9. Extra Reflection Activities are to be present for students to see what they knew before a unit and after a unit. (E.g KWL, Spider-diagrams etc.)



10. Marking and Feedback is done to make progress with learning.



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Strategies

- Teachers will quality mark or feedback to groups or individuals. It is not possible for all children to have quality feedback every lesson, or sometimes every day. What is important is that all children receive quality feedback either orally or written over a short period of time and that both parties know what has been done well and why it is good, and that the children know what to do next to improve further.

E.G. Next step: *To move on you need to remember your full stops. Add the three missing full stops from your writing.*

Children use purple pens to respond to the next step.

This is also where we can use targets to push the children on to the next level.

- All work in the child's book should be marked and acknowledged at some level
- Feedback in the first instance will be teacher to student either oral or written. It can extend to TAs or support staff and then student to student, finally including children's self-assessment
- For those children who are not yet recording, the teacher may talk with and/or observe the child and then leave them to think about what needs to be done to get to the next stage, returning later to check
- Engage children with the WALT and the WILF to get there

E.G. WALT: *Use the grid method to multiply* WILF:

- *I can draw a grid*
- *I can partition my numbers*
- *I can multiply each box*
- Ensure children know what they have achieved, what they need to do next if they didn't achieve it, what this leads on to if they did achieve it, and how they can apply it.
- Allow set time at the beginning of each lesson for children to read, reflect upon, ask questions about and respond to what has been marked
- Use stamps, stickers, house points, positive comments to demonstrate good pieces of work

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- Offer prompts for areas of improvement
 - a reminder
 - a question
 - a directive
 - an unfinished example to complete and explain or improve

Self-Assessment

Self-assessment is an excellent tool for children to reflect upon their own learning and progress. Students should assess their own work against the WILF and use the emotion faces to indicate if each WILF is fully, partly or not completed.

Peer-Assessment

Peer-assessment is another excellent tool for children to reflect upon their own learning and progress and compare it to that of others. Students should assess a partner's work against the WILF and use the emotion faces to indicate if each WILF is fully, partly or not completed. **WALTs (we are learning to) & WILFs (what I'm looking for)**

WALTs & WILFs are both projected and discussed throughout the lesson with the whole class and stuck into every child's books for English and Mathematics. The WALT & WILF sticker is used by both teachers and children to assess their learning. Children use emotion faces next to each WILF to indicate the level of its completion and teachers highlight pink/green WILFs to show children, which they completed and which need more work. Next step comments are then based upon any WILFs that the children did not complete or completed incorrectly. All comments about incomplete/incorrect WILFs should be positive and give the child a direct instruction to complete, when they receive their books back e.g. include the missing comma in this complex sentence.

Frequency

If children's work is unmarked they may feel as though it is not valued and the quality of future work may diminish. However, it is not possible for teachers to quality mark every piece of work with a comment. Written outcomes should be **detailed marked weekly** in written work and **at least three** written outcomes are marked with a simple comment each week, providing students with very clear guidance on how learning-outcomes can be improved.

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Symbols

For work that is marked without providing a comment the following symbols are used to reduce marking time listed on the **Marking and Feedback checklist**

VF Verbal Feedback

G Guided/Supported

P Practical Activity

TA Teaching Assistant Marked

CT Cover Teacher

PA Peer Assessment

SA Self-Assessment

HP-One House Point

Conventions

Ensure that when we are giving feedback, whether oral or written, that the WILF is referred to and is central to the feedback in the teacher and child's mind. Take care not to focus too much on presentation, quantity, spelling, number formation, punctuation etc unless that is the learning objective. These things can be pointed out in a second draft, or quietly to individuals after the success against the WILF has been evaluated, as appropriate. However the message we want children to receive is not that these extra objectives are unimportant, but rather that they are not what we are focusing on at present.

When marking, teachers will always mark using a blue pen.

Making it Work

- Encourage children to see from written and oral feedback and the work done in response, that their work is improving as a result, thus raising self esteem
 - Encourage children to see marking and oral feedback as closing the gap
 - Group mark a piece of work to scaffold peer/self-assessment
 - Provide children with a WAGOLL (what a good one looks like) and remind them of the WILF so that they are aware of what their work should look like
 - Give children an immediate task to complete to improve their work, when they receive it back
- Appendix 1 - Codes



Marking and Feedback

VF	Verbal Feedback
G	Guided/Support
P	Practical Activity
TA	Teaching Assistant Marked
CT	Cover Teacher
PA	Peer Assessment
SA	Self-Assessment
HP	House Point



Appendix 2 – Clear Use of WALT & WILF

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WALT Statements

The WALT acronym stands for 'we are learning to' therefore 'to' doesn't need to be repeated at the start of the statement. Eg. 'WALT: To recognise numbers to 5'. The WALT should be the children's general learning objective for that lesson. See WAGOLL below:

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HP

P

VF

G

SA

Lesson 1

W.A.L.T: recognise numbers to 5

W.I.L.F:

I can identify some numbers to 5

I can count from 1-5 independently

I can write numbers from 1-5

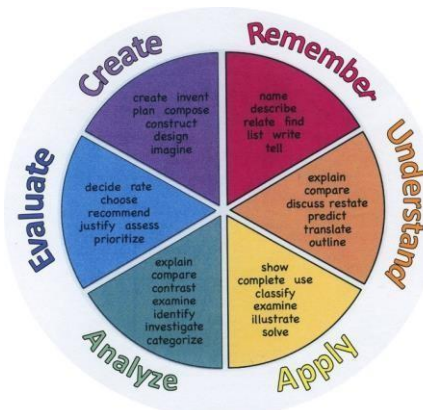
Assessment for Learning

The WILF acronym stands for 'what I'm looking for'. This statement should begin with 'I can' statements which should act as a success criteria for the children and is a very useful method of AFL (assessment for learning). These are a great method of targeted differentiation where you would expect most if not all of your class to be able to achieve the initial WILF, your HAT/MAT groups to achieve both the first and second WILF and finally your HAT group achieving all and being extended beyond all three WILFs.

See examples below of action verbs for the beginning of learning objectives:

Tips For Writing Effective Learning Objectives

1. Learning objectives should be student centered
2. Make sure to use simple language that all learners can understand
3. Keep the WALT statement brief
4. Match the learning to the level of your students and use it as a differentiation tool
5. Write objectives with their learning outcomes in mind – not the content



The children need to be trained and reminded to use the marking codes placed at the top of their WALT. HP = House Point as a reward, P = Practical for a non-writing lesson, VF = Verbal Feedback for when the teacher has given specific feedback to that child, G = Guided when the main activity in the lesson was completed as a group or whole class, SA = Self-Assessment when the children mark their own work.

The smiley faces at the side of the WALT keep track of self-assessment (S), peer-assessment (P) and teacher assessment (T) which is another useful tool for AFL.

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Appendix 3 –Teacher Marking & Feedback

General presentation:

Children are asked to work in lined books and are expected to include the following items for each piece of work: **Date** (left hand side, appropriate to subject and underlined), **WALT, WILF and Title** (if required).

WALTS and WILFs (use school template) are glued into a child's book at the beginning of each lesson and linked to the lesson during the introduction or starter.

Types of Marking:

Marking is carried out where appropriate with the child present and comments made are recorded against the WILF.

Tickled Pink & Green growth:

In order to make students aware of their success and to indicate improvement points related to the Learning intention & success criteria, pink and green highlighting is to be used. This should be following group input or when a child has produced a piece of work independently.

- Tickled **pink** is used to highlight areas that meet the **WILF**
- **Green** for growth is used to indicate an **area for improvement**, again according to the WILF
- The highlighter pen should be used to highlight WILF, which is glued to the top of the page, to identify if each has been achieved.
- The highlighter should be used to highlight the WALT pink if achieved, green if not achieved
 - Ensure at least one example for each WILF is highlighted **Effective marking will:**
- Include a next step comment and task for the children to work on.
- Provide a task for the child to complete to show development or new understanding
- Provide a record of child's progress
- Help parents understand strengths and weaknesses in children's work

Symbols

For work that is marked without providing a comment the following symbols are used to reduce marking time listed on the Marking and Feedback Checklist for KS1& 2

Marking of work should include the following when applicable:

Lagoon • Tel: Primary +974 - 4412 2254 | Secondary +974 - 4483 1860 • **Fax:** +974 - 4483 4568 **Email:**

info.lagoon@newtonschools.sch.qa | **Website:** www.newtonschools.sch.qa | **P.O. Box:** 8449, Doha, Qatar

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Highlight areas of work where the child has met the WALT and WILF

Highlight areas of work where the child has not met the WILF to succeed

SP= teacher underline and write SP above misspelt word

Spellings:

KS1 - teacher underline and write SP above misspelt word. Teacher writes spelling correctly (bottom of the work) child to re-write spelling, once.

KS2- teacher underlines and writes SP above misspelt word. Children encouraged to use a dictionary and write correct spelling twice at the bottom of the work.

The teacher will not check spelling errors unless it is not clear what it should say, or it was a target for the child to spell that word correctly. Children may be asked to check a **maximum of three spellings on a piece of work**.

Technical or topic words used for a subject should be on display for the children in the classroom.