



**Newton British Academy
Barwa City**

Primary Marking Policy

Policy Date: May 2022 – June 2025

Reviewed: June 2022

*“An international community of learners striving for
excellence and celebrating success”*

Introduction

Newton British Academy is committed to providing relevant and timely feedback to students both orally and in writing, this policy is to ensure a consistent approach to marking and feedback across the school and to ensure the involvement of students in extending their own learning.

Aims

- Show we value the student's work and motivate them to produce high quality work
- Gauge the student's understanding and identify any misconceptions
- To demonstrate what the student's strengths are and how they can improve their work in the future through timely and high quality feedback, promoting academic excellence
- Create an ethos of creative diversity where mistakes are acceptable as long as learning allows students to remedy them
- Embed opportunities for the student to learn how to assess their own work critically in order to create independent, reflective, analytical students who take responsibility their own improvements
- Embed opportunities for the students to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism
- Create an ongoing conversation between student and adult which will aid progression
- Create challenging but achievable targets for improvement
- Provide a basis for summative and formative assessment
- Provide a basis for lesson planning
- Establish a consistent approach to marking against specific learning criteria so that students understand how their work is marked

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It must be manageable
- It should be positive and motivating for students
- It must be at the student's level of comprehension
- It may be given verbally
- It should be given promptly and regularly
- Give recognition to effort and achievement noting improvements made.
- The process should directly engage the student, either orally or through written response.
- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the student (which may be cross curricular).
- Time should be given for students to consider marking comments and for them to respond to them using purple response pens.

- It should promote student’s self-assessment, linking marking and feedback into the wider process of engaging the student in their own learning.
- It will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding student progress.
- It will be given by any adult with whom the student is working.
- It can be given by a peer as part of the learning process.
- It will positively affect the student’s progress and learning outcomes.

Marking and Feedback Process

Before a piece of work is undertaken, students should be clear about what is going to be assessed when the work is marked. We set out clear Learning Objectives (LO) and Success Criteria (SC) in Key Stage 2 or WALT and WILF in Key stage 1, which enables teachers and students to mark effectively against the success criteria. Teachers are engaged in on-going assessment throughout lessons and will intervene, whenever students need redirecting, either as individuals or as a group.

All teachers across Key Stage 1 and 2 will apply the following coding system to completed work as necessary when marking for assessment and moderation purposes.

Marking Codes for KS1 & KS2	
M	Mastery
WD	Working above the expected standard
P	Proficient expected standard
C	Working at expected standard
D	Working towards expected standard
VF	Verbal feedback given
FG	Focus Group Work
TA	Teacher Assisted
PA	Peer Assessed
SA	Self-Assessed

Key Stage 1

When students enter Year 1 they will be developing readers and with this in mind in, Term 1, no written feedback is to be used when providing feedback to students. Instead a highlighter procedure will be used to provide feedback supplementing verbal feedback. The highlighter system is outlined below:

- Green Highlighter used to highlight WILF if achieved by the student
- Green highlighter used to highlight correct answers
- Blue highlighter used to highlight if WILF not achieved
- Blue highlighter used to highlight incorrect answers

This procedure of highlighting must be embedded at the outset of the year so that the students understand what it means. The student feedback which includes verbal feedback and the highlighter procedure will be supplemented by NBA’s ‘Yellow Box’ which allows students to respond to feedback by stretching themselves or working on the next steps as communicated by the teacher.

In Term 2 Key Stage 1 symbols will be added to the process in the form of '2 Stars and a Wish'. Year 2 will be expected to use all strategies outlined above from Term 1.

Key Stage 2

Gap marking, using two coloured writing pens (Green for positives & Blue for next steps) is used. Green is used to write a comment, or indicate something within a piece of work, that is praiseworthy - no matter how small. It may compare what a learner is doing right now with what they have done wrong before noting an improvement.

Blue is used to target a specific area for improvement related to the learning objective, success criteria or individual student target. This will often, but not always, require a response from the student to address the area highlighted using NBA's Yellow Box initiative.

Teacher comments on a student's work should be motivational and personal where the teacher marks against the success criteria and student's targets, and clearly identify the next steps to improve or to extend learning.

Guidance will be given to students on how to respond to marking in an effective way to promote progress. Students should be involved in their target setting and should be encouraged to show evidence of targets met as well as identify some they wish to meet. (see Assessment Policy).

Peer & Self-Assessment

In order to engage the student in their own learning, students must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions or success criteria. Suggestions may be verbal or in writing using the teacher marking systems outlined previously.

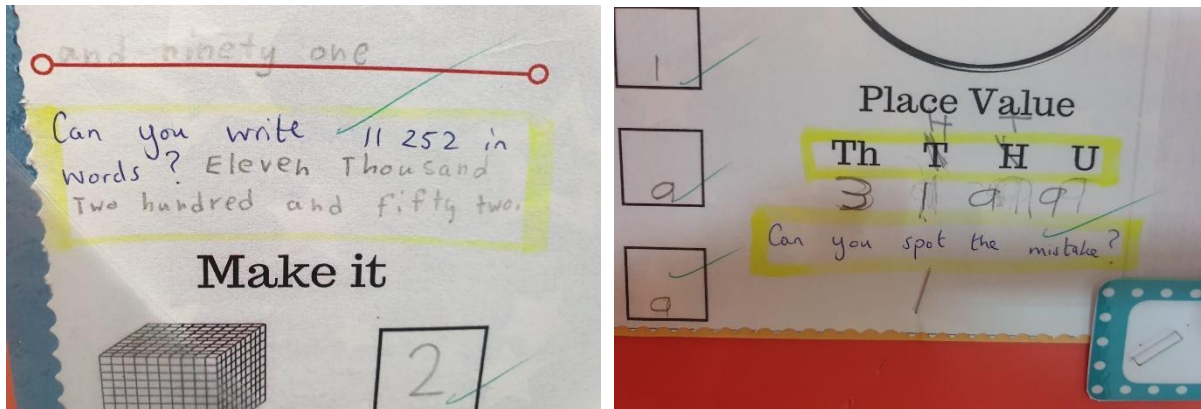
Yellow box student feedback must be used in all year groups in primary. Using a yellow highlighter create a box where the students are asked a question and given space to respond to the feedback. Time will be included in the starter of the least lesson in the core subjects each week for pupils to complete the 'Yellow Box' feedback activity. Self-Assessment & Peer assessment success criteria tables can be used.

Yellow Box

Yellow box gives pupils the opportunity to respond to feedback. It allows the teacher and child to:

- Consolidate learning and act on feedback from teacher
- Correct misconceptions
- Extend learning

Please see below an example of yellow box being used effectively:



Standards

Where appropriate, teachers may choose not to comment on a section of work but ask the student to redraft/improve it themselves before any direct feedback is given. This should only be done when the student has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

Teachers will not accept work which has not been presented to a sufficiently high standard.

Monitoring

Each term there will be a book scrutiny will be undertaken in the following way:

Term1 - SMT and Coordinator collaboratively

Term 2 & 3 - Coordinator independently

This will focus on effective marking. This will enable staff to make judgements about the effectiveness of this policy on a regular basis and reflect on the requirements set out.

It is the teacher's responsibility to keep marking and feedback up to date and effectively manage time to ensure that feedback is given in a timely manner, so that it has an impact on teaching and learning.

Associated Policies & Documents

- Curriculum Policy
- Assessment Policy
- Teaching & Learning Policy
- Writing APP Procedures
- Assessment Procedures
- Homework Policy
- MAT Policy
- AESN Policy

