

**DUBAI
BRITISH
SCHOOL**
JUMEIRAH PARK



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SCHOOL JUMEIRAH PARK
FOUNDATION**

Marking & Feedback Guidance Policy

This procedure is reviewed annually to ensure compliance with current regulations

| | Date | Name(s): |
|-----------------|----------------|------------------------|
| Created: | | Deputy Head of Schools |
| Last reviewed: | September 2021 | |
| To be reviewed: | September 2022 | |

Whole Class Review Page

Guidance for Feedback and Marking

Why?

The sole focus of feedback should be to further children's learning. Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make progress.

Children should receive feedback either within the lesson itself or it in the next appropriate lesson.

Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility, by adults doing the work for the pupil.

Written comments should be encouraged to scaffold the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.

We have adapted the marking so that teachers are focusing on instant feedback. This should be done verbally and in books, so children are able to respond to feedback in a timely manner.






Expectations

In lessons:

| Teachers | Children |
|--|---|
| <ul style="list-style-type: none"> - Instant marking: teachers should be walking around in lessons with green and pink pens, utilising the marking codes. | <ul style="list-style-type: none"> - Children looking for errors and self-assessing/markng their learning. - Children should have purple pens out in lessons, always, to instantly respond to feedback. |

After the lesson:

- The expectation is for all books to be reviewed after a lesson and, if feedback, support and/or challenge has not been given to a child in a lesson then those children should be recorded on the whole class review page.

| Learning Objective: | | |
|--|---|--|
|  What went well |  Misconceptions  Post Lesson- Individual Follow up |  Post Lesson - Extend and Challenge |
| Weekly Round Up- <i>What went well? What are the common misconceptions? How are we going to address them? Have the children been challenged?</i> | | |
|  <i>Completed for Year Group planning meeting to adapt planning and share best practice</i> | | |

The weekly round-up:

Questions to consider; What went well this week compared to last? Which children have been challenged and have made good progress this week? Which children still need support? How can this be changed? How will planning for next week reflect this?

New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching

input when assessing if learning is now secure. Weekly round-up to be used in year group planning meetings so teams can share when consolidation/misconceptions are going to be revisited e.g. morning starters, Islamic/Arabic time, starters/plenaries and to share best practice for supporting and challenging.