Beaconhouse Private School Al Ain

Marking and Feedback Policy

2025-2026

(Reviewed in May 2025)

Table of Contents

Aim

The aim of this policy is to ensure a clear understanding of the purposes, procedures, and processes of effective marking and feedback in order to maximise progress and support students in their learning.

Effective marking and feedback are integral to outstanding teaching and learning processes at BPS Al Ain. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

The guidelines for effective marking and feedback aim to:

1. Inform the student what they have done well and what they need to do to improve.

2. Support student confidence and self-esteem in learning, and contribute to accelerated learning.

3. Support teachers' assessment knowledge of individual students as part of thorough assessment of learning procedures, in order to plan and refine the next steps in learning.

4. Develop consistent processes across the school to teach students to respond to feedback, self-assess and evaluate their own learning.

5. Ensure teacher feedback is effective and purposeful to the individual needs of each child.

Processes

Three types of marking and feedback occur during teaching and learning:

1. Teachers' well-considered intervention to promote deeper thinking, and address misconceptions during lessons. This takes the form of **verbal feedback** and occurs through effective questioning to clarify, reinforce, challenge or refocus tasks and inquiry, mini-plenaries, and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a student or on a group basis.

2. **Developmental marking** in which incisive feedback on attainment and success is given/identified and a response from students is required to accelerate and deepen learning.

3. **Self-assessment and peer assessment** of the attainment and success of a piece of work, to ensure a consistent and impactful approach to effective marking and feedback on student work.

EYFS and KS1

Rationale

Marking in the EYFS and Year 1 will reflect the key principles of our whole school marking policy, however, suitable adaptations need to be made to reflect the age and stage of the children.

EYFS:

- there will be an appropriate use of symbols;
- there will be a verbal discussion of work which will be recorded with the symbol 'VF';
- opportunities for verbal peer assessment will be created to celebrate learning and suggest ways to improve;
- writing in green pen for praise, pink pen for think/ correct for teacher and other adults' comments and assessment notes;
- writing in blue pen for the teacher and other adults' recording the child voice;
- children will write in purple pen when self-assessing and correcting their own work.

Year 1:

- early years practice will be continued and built upon;
- as children develop there will be a greater emphasis on the children's responses;
- children **will be taught** to self-assess by reflecting on elements of their work which meet the success criteria for their learning;
- writing in green pen for praise, pink pen for think/ correct for teacher and other adults' comments and assessment notes;
- writing in blue pen for the teacher and other adults' recording the child voice;

- children will write in purple pen when self-assessing and correcting their own work.

Pupil Response

Children will be given the opportunity to respond to marking. This may be immediately, during the lesson, or during the first five minutes of the next lesson.

Marking System

Work will be annotated to show the amount of support given and the annotation followed by the initials of the supporting adult where this is not the Class Teacher.

The following general marking symbols will be used, communicated to the children and displayed in each classroom.

All	Some		Next to Learning Objective
✓		/	Not met Learning Objective
✓		∧	Partially met the Learning Objective
✓		△	Met the Learning Objective
	✓	WB	Child has used a **Word Bank** during the learning activity
✓		T	Child has worked with a **teacher** or within a **teacher** led focus group
✓		TA	Child has worked with a **TA** or within a **TA** led focus group
✓		I	Child has worked **independently** and without support
✓		VF	The teacher or teaching assistant has checked the child's learning and given **verbal feedback** and no further marking is needed
			Throughout Learning
✓		Highlight/ Underline	Examples of where the child has **achieved** the Learning Objective.
✓		Highlight/ Underline	Areas of **development/corrections** need to be made
✓		✓	The child has answered **correctly**
✓		.	The child has answered **incorrectly**
	✓	sp	The child has **spelt** something wrong and must copy the correct spelling into their Personal Dictionary
	✓	C	The child needs to check use of **capital** letters
	✓	fs	The child needs to check use of **finger spaces**
	✓	p	The child has incorrect or missing **punctuation**
	✓	?	Lack of clarity/ writing does not make sense
	✓	^	Omission- Additional word or phrase is needed
	✓	//	A new paragraph is needed where indicated
			End of Learning
	✓	✓	Green pen for praise. What learning has the child **achieved** during the learning activity?
	✓	↑	Pink pen for corrections. What is the **next step** in the child's learning?

Procedures for Marking in KS2, KS3 and KS4

a. All marking is to be carried out in a green pen for what the child has done well and pink for areas for improvement.

b. All marking is to be done in clear legible handwriting.

c. The marking code is to be followed in all subjects across each phase.

d. The marking code should be accessible to all students in the learning environment.

e. All students' work is to be marked or acknowledged (in the case of peer assessed/ self-assessed work) by class teachers.

Developmental marking

When identifying specific success - which is linked to the learning objective, the respective work in the Students' book will be identified by the teacher in green pen.

When identifying an area for specific improvement the respective work in the Students' book will be identified by the teacher using a pink pen.

When identifying an area for specific extension the respective work in the Students' book will be identified in pink pen.

Feedback comments must be constructed to require response by students, at an appropriate level of challenge, and such tasks must be completed by students in purple pen or pencil.

The feedback comments will be identified by the teacher, with a written comment depending on the need of the individual.

When developmentally marking writing, attention should be given to spelling and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. These areas will be identified by an **'Sp' circled, for spelling in the margin of the line the misspelt word is on and identified by a 'P' circled,** for any punctuation misconceptions identified in the margin of the line the punctuation error is on.

Key spellings will be identified and written correctly at the bottom of the page for the student to practice alongside. Make sure the 'Sp' symbol is where the spelling mistake lies so the children are aware of where they went wrong.

Self-Assessment

Students can self-assess their work against the success criteria that should be displayed (written, stuck or stapled) into the notebooks with each piece of work. Student self-assessment will be completed using a purple pen.

Peer Assessment

Where peer assessment has been appropriately introduced, students will mark their peers' work using a blue pen, adding their names in the margin next to the assessed piece of work.

Responding to Comments

Students responsive marking to comments should be made in purple, so that it is clear they have been completed. If in KS1 or FS this is verbal, it should be recorded as such. Response should be made as soon as reasonably possible in order to support students effectively. Students' responsive comments are to be made directly next to/below the responsive marking made by the teacher. This process will take place at least once bi-weekly.

Procedures in Greater Detail

All students' work is to be marked by a class teacher or through self/peer assessment. No work should go unmarked. Marking that requires an effective response from the student should have time allocated by the teacher for an appropriate and meaningful response ideally to be made at the start of the next lesson. Additional developmental marking may also be used as a strategy to support students who are in need of acceleration/support.

The Frequency of Effective Marking

Effective marking is a key tool in providing feedback to students in order that they are clear in what they can do well and what they need to do to improve.It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching students so that they can swiftly move forward towards desired learning outcomes. Effective marking should therefore take place at least once bi-weekly.

Effective feedback comes under three main headings;

1. Specific achievement feedback identifies specific aspects of successful attainment and or progress made against direct learning objectives that have been covered.

2. Specific improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

3. Specific extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should be given on all student tasks in exercise books.

1. Be positive, specifically identifying what has been done well linked to the learning objective (Green)

2. Identify an area for specific improvement followed up with an improvement task (Pink)

3. identify a specific area for deeper investigation/ extension of understanding (Pink)

Well-constructed feedback tasks prompt effective response from students to improve the quality of work or reinforce learning. They should maintain challenges for individual students, yet be easily executed and brief in nature, enabling Students to move forward, and be aware of how they are improving. For example, the challenge within the task may:

• Refine a teaching point to consolidate or reinforce understanding

• Extend understanding to deepen learning or raise to a higher level of thinking and address/explore misconceptions

• Pick up errors if apparent

• Address incomplete work and presentation issues

• Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation or grammar

Responsibilities

It is the responsibility of teachers to ensure that the policy guidelines are consistently carried out, including response to feedback tasks.

It is the responsibility of all staff working with students to ensure the marking code is consistently adhered to across the school.

Each Middle leader has the responsibility for monitoring that these policy guidelines are being consistently carried out in their particular subject area. This will be monitored by 'book looks' and in lesson drop ins.

The Heads of Phase have the responsibility to ensure that there is consistency of marking across the Primary and Secondary. This may be monitored at any time throughout the academic year by looking at the class workbooks. It is the responsibility of phase leaders to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school

Likewise, the Head of Inclusion has responsibility to ensure the policy is appropriately adapted and implemented for SOD students.

Digital Marking and Feedback

Digital forms of feedback, including text, audio and video, will be provided wherever possible on both formative and summative assessments. This will include teacher feedback to individual students, teacher feedback to groups and cohorts, and peer feedback.

- Marking and feedback of homework assignments should be within a week of being submitted.
- Written feedback on homework and other written assignments should be encouraging in overall tone.
- It should identify what the student has done well in respect of meeting the learning objective/outcome.
- Areas for further development/improvement should be clearly explained.
- Marks/grades and feedback will be recorded.

Equality of Opportunity

All students are entitled to have their work marked in accordance with the school's guidelines.

SOD and Inclusion

Effective feedback and marking must be accessible to all students and will reflect their individual needs and abilities. This may mean writing comments for specific students in an accessible colour, supporting students to read comments or recording verbal feedback and response. Such requirements should be identified in an IEP, and discussed with the Inclusion team, as required.

Students' progress towards their targets and should be clearly recorded in their IEP. Progress towards each target should be recorded at least once a week, this may be in the form of marked Student work or alternative feedback recorded in their IEP. Students should all use their Student friendly learning plan termly to comment on and record their own progress.

Longer term progress should be recorded on the IEP (which has been shared with parents).

Guidelines Review

At the end of Term 3 Academic Year 2025-26 the guidelines will be reviewed as well as being reviewed in line with the school's cycle of policy reviews.