

## Gulf English School

### Primary (Years 1-6) feedback, assessment and marking policy

#### **MARKING EXPECTATIONS**

At GES there is a four day turnaround for marking.

Students will be required to respond to the feedback given by their teachers, and therefore teachers need to plan opportunities for 'Directed improvement and Reflection Time' (DIRT) into lessons.

Students will be given regular opportunities to meaningfully self and peer assess in pairs, groups and on an individual basis.

#### **MARKING GUIDELINES**

- Marking will be signified by the use of green ink. This will include the use of 'stars' or 'Ticks' to show approval of the child's work.
- If a child has made a mistake, the use of a 'C' or a 'Circle' must be used clearly indicating where the mistake is on the child's work. CROSSES ARE NOT TO BE USED

**Note:** Marking must be against the learning objective (I can's)/success criteria. For example, if the learning objective is to use capital letters and full stops correctly, then this is what should be marked. Misspelt words or other mistakes unrelated to the LO do not need to be addressed at this stage of marking.

- A positive, but realistic and subject specific comment regarding what the student has achieved must also be written in green ink.
- Moving on comments will be signified by the use of pink/purple ink. These should be subject smart targets or questions which allow the student to either be challenged further or provide an opportunity to reinforce their learning. Here an opportunity for a mistake such as spelling could be addressed if for example a rule on using 'ee' is misapplied within the work.

#### **Formative assessment**

This is made up of on-going diagnostic, feedback and should inform teachers about the progress of students and the requirements for short term planning. It should also provide students with information about how well that are doing and what they need to improve.

Not every piece of work is expected to be marked with a detailed teacher comment, but all work should be acknowledged by the teacher and there should be regular evidence of the use of moving on statements.

Students should be given dedicated time to make corrections. This should be done next to the 'C' indicating that a correction needs to be made.

Erasers must **NOT** be used. Evidence of progress will be difficult to see if the student erases their mistakes and marking will look inaccurate.

### **Summative assessment**

This is when summative pieces of work are awarded a final grade as per the schools assessment policy. This marking identifies standards reached. The assessed school grade should be made clear to students, and not be communicated as a numerical mark or letter.

Summative marking should be focused. It should consist of marking against the level descriptors as per the assessment policy. These should be highlighted and dated to show evidence of when and in which piece of work the student achieved those goals.

### **Homework**

Homework is an imperative extension to classroom learning, and therefore should be regularly assessed and marked in accordance with the schools homework policy and using the guidelines and assessment principles in this policy.