

Marking and Feedback Policy 2022-2023

1. Rationale

To ensure that all students have their class work and home learning marked in a manner that it is designed to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that students' work is marked across primary and secondary school.

As a school, we have to ensure that all work completed by students, with special emphasis on home learning, is monitored, marked and feedback is given in a timely manner.

2. Principles

- Marking of student's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate/possible, teachers provide individual verbal feedback to students.
The marking of students' work, either written or verbal, will be regular, frequent and diagnostic with references made to the rubrics in notebooks or on Managebac.
- Teachers look for strengths before identifying weaknesses when marking work.
- Marking is linked to learning objectives/assessment criteria and should give next steps/targets which should be identified from the rubrics stuck in the notebooks or on Managebac. The target must be followed up. Students and teachers must effectively use rubrics to identify/set targets.
- Teachers look for opportunities to provide diagnostic and effective oral and written feedback in line with growth mindset to students concerning work.
- Marking procedures and marking standards should be consistently applied across primary and secondary.
- The marking criteria should be stuck in the notebooks or available on Managebac and students should understand the meaning of the marks/markings they receive, and the marking symbols used by the teacher.

3. What is marking?

Marking is responding to students' work, generally in writing, though a verbal response is sometimes appropriate. The nature of the marking will depend on the purpose. This may be informal i.e., to monitor the completion of class work or homework, and may therefore require only a tick or initial, or the traffic light system.

It may be more formal involving the detailed marking of particular tasks or activities for a number of purposes i.e.

- **Formative:** To evaluate students' work on an ongoing basis to set targets and inform next steps that can be carried out in a variety of formats.
- **Diagnostic:** To help diagnose problems. To offer advice. To set targets.
- **Summative:** To assess the extent of a student's knowledge.
- **Evaluative:** To measure progress. To provide information for records or reports. To help teachers evaluate the success of teaching methods.

4. Good Marking

- is positive, motivating, constructive and challenging.
- makes use of the school's rewards system.
- is frequent and regular.
- diagnoses problems that students are having and sets small achievable targets for improvement.
- regular references and targets should be identified using the rubrics to give clarity and direction to plan for next steps.
- is clearly understood by students.
- recognises that the development of language in all subjects is the responsibility of all teachers.
- provides information for the teacher on the success of teaching methods and the student's learning progress.
- positively affects student progress.

5. Purpose of marking students' work

5.1 Summative Assessment (Assessment of Learning)

At Ambassador International Academy summative assessments take the form of end of unit or termly assessments and end of year exams. These are marked according to IB assessment criteria across school.

5.2 Formative Assessment (Assessment for Learning)

At AIA we follow several different Assessment for Learning strategies (AFL). These include:

Target setting – targets are set for students that identify next steps with the help of rubrics/checklists readily available in the notebooks or on Managebac.

Peer marking and Self-assessment – Students are encouraged to self or peer evaluate work using marking rubrics/guidelines that clearly identify the assessment focus and success criteria.

Diagnostic Comments – Teachers comment on pieces of work to inform students of the areas in which they are successful and the areas where they need to improve. Sometimes this feedback may be verbal; where necessary students are asked to note down key points. Diagnostic comments are also used to challenge and extend students.

LEAP @ AIA – Learning evaluation to accelerate progress.

Tracking – Students' progress is tracked and monitored regularly providing personalised support to every student.

In the primary school teacher marking is done in green ink, peer marking in blue/black and self-marking with orange pencil.

In the secondary school, marking is often completed on Managebac with teachers providing comments on student work as well as a next step target at the end. This takes place during the mid-unit (formative) assessment.

6. Recording Data

Student assessment data is recorded regularly in the data tracker according to grade/department's systems. This helps identify patterns and trends and is used to build up a profile of the student for target setting and to inform the effort and achievement grades put on term reports for parents.

7. Reward System

Students at AIA are motivated by using the school's reward system. This includes ClassDojo points, house points, certificates, awards, and recognition during Assemblies, and Prize Day including the Principal's Award. For further details, refer to the Behaviour Policy.

8. Monitoring and evaluating the marking policy.

8.1 Self-assessment

Teachers are encouraged to assess themselves by reflecting on the following:

- Are books and files marked regularly?
- Is the feedback diagnostic, in line with growth mindset.
- Are targets set for the students? Are they followed up?
- Are students given opportunity to respond to the teacher's comments?
- Are students clear about what they need to do to achieve better grades? Are they setting targets for themselves?
- Are marks and grades recorded regularly in the data tracker?
- Are the rubrics/checklist used effectively?

8.2 Mutual Monitoring

- Cross-marking during departmental/phase meetings.
- Moderation of notebooks/ work samples, exam and assessment papers.
- Book Look.

8.3 Monitoring by Heads of Grades/Department Heads/Coordinators

- During meetings
- Review of data tracker
- Review of exam grades
- Book look with focus on diagnostic marking and on growth mindset.
- Monitoring of student work samples and notebooks.

MARKING OF STUDENTS' WORK

Students' work should be marked at least once per week by the teacher (depending on number of lessons in each subject/week). Self-marking and peer marking should also be incorporated during the week where appropriate. Rubrics and self-assessment checklists should be an integral part of all units.

8. Marking Symbols (printed and displayed in every room and/or given to the students for their books.

The following symbols are used when marking in Ambassador International Academy:

S - Supported by teacher or learning support

Sp - Spelling

Indicates a spelling error. Students should be encouraged to correct their own spelling errors. This could form part of a separate homework or take place at the start of a lesson. Sometimes it is more appropriate for the teacher to write the correct spelling on the student's work, particularly if the student is weak or this is a key term which needs to be learnt.

P - Punctuation

Indicates a punctuation error. However, it is also useful to put a circle where the punctuation should be or to highlight that it is in the wrong place. Again, sometimes it is more appropriate for the teachers to correct the work themselves.

// - Paragraph

Indicates the need for a new paragraph.

Tn - Wrong tense

Indicates the need to change tense.

----- Grammar or Syntax error

Underline the phrase or sentence – indicates the need to change the sentence structure

^ Word missing

Insert missing word

Next Step Marking

A	Achievements – as measured against learning objective / assessment criteria. Identify the student's strengths.
I	Improvement – as measured against learning objective / assessment criteria. Identify the student's areas of weakness in the form of questions, e.g. – How should you format dialogue in narrative writing?
A	Actions – to be completed by the student. This should be related to the Improvement section. The student might have to redraft a piece of work, re-do mathematical sums. They could also reflect on their performance and set targets for improvement.

9. Marking of summative and formal formative assessments




10. Marking of classwork

Traffic light marking system - Teacher Assessed	
Green	→ Excellent work → Clear presentation → Great attitude towards learning → Extension/challenge attempted
Yellow	→ A satisfactory amount of work completed → Acceptable presentation → Good attitude towards learning
Red	→ Unsatisfactory amount of work completed → Presentation needs improvement → Poor attitude toward learning or behaviour
1	→ Excellent understanding of the skills, concept, or assessment criteria → Working above expected level
2	→ A good understanding of the skills, concepts, or standards → Working at expected level
3	→ Developing an understanding of the skills, concepts, or standards → Working below expected level

The marking code is shared with students, displayed in rooms, stuck in books etc

A student would simply be marked G1 / Y3 / R2 etc

Self-assessment - KG and lower primary

Student Self Assessment		
Green	→ Easy! → I get it → I can do it by myself	
Yellow	→ Okay → I need a little more help	
Red	→ This was hard → I need help	

Self-assessment - Grade 3 upwards

Traffic light marking system - Student Self-Assessment	
Green	→ I tried very hard today → I avoided distractions → I tried to push myself with my work and my understanding
Yellow	→ I mostly concentrated today → I could have tried a little harder
Red	→ I didn't concentrate today → I didn't try to complete my work
1	→ I am confident in my understanding of the skills or topic → I can even explain it to someone else
2	→ I have a good understanding of the skills or topic → I understand most of it
3	→ I struggled today → I need more help with this