



NOYA
BRITISH SCHOOL

Marking and Feedback Policy



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Policy:	Marking and Feedback Policy
Date Created:	Aug 2024
Date of Review:	June 2025
Person Responsible:	Assistant Principal



Our Vision

At Noya British School, we strive for excellence in all aspects of education. Our marking and feedback policy is designed to support our vision of nurturing confident, creative, and resilient learners who are prepared for the challenges of the 21st century.

Purpose

The purpose of this policy is to establish a consistent and effective approach to marking and feedback across Noya British School. We recognize that formative and summative assessment is integral to teaching and learning, ensuring all learners can achieve their potential.

This policy aims to:

- 1. Provide learners with regular, meaningful feedback that acknowledges their efforts and clearly shows how they can progress.**
- 2. Enable learners to become self-regulating and independent in their learning, embodying the Noya British School ethos of lifelong learning.**
- 3. Ensure staff have a reasonable workload while facilitating effective assessment.**
- 4. Create a culture of continuous improvement and growth mindset, aligning with our school values of resilience and perseverance.**

Principles of Effective Feedback

Our approach to feedback at Noya British School is based on research-backed practices, including the work of John Hattie and Claire Gadsby. Effective feedback should:



1. Be timely, actionable. specific, and
2. Focus on the task, process, and self-regulation levels.
3. Answer three key questions for learners:
 - Where am I going? (Feed Up)
 - How am I doing? (Feedback)
 - Where to next? (Feed Forward)
4. Encourage learner engagement and reflection, fostering our school's commitment to student-centered learning.
5. Be efficient for teachers to provide and for learners to act upon.

Marking Expectations

Primary School (Years 1-6)

- All work must be acknowledged using highlighters and symbols.
- Detailed/Dialogue marking should occur:
 - Once a week in English and Maths
 - Once per unit in Science and Topic subjects
- Marking should refer to the learning objective and age-related expectations.
- Teachers must provide time for reflection and improvement during lessons, supporting our school's emphasis on metacognition.
- A combination of teacher, peer, and self-assessment should be used.

Noya British School Marking Strategies



The "Two Stars
feedback
balanced approach to assessing student work.

and a Wish"
method is a

In this system, teachers provide two positive comments (the stars) highlighting specific strengths or achievements in the student's work. These stars recognize and reinforce what the student has done well. Following the stars, teachers offer one area for improvement or development (the wish). This "wish" identifies a specific aspect where the student can focus their efforts to enhance their learning or skills. By using this method, we aim to boost student confidence by acknowledging their successes while also providing clear, constructive guidance for continued growth.

Whole-Class Feedback:

- Teachers identify common strengths and areas for improvement across the class.
- Feedback is delivered to the whole class, with individual support as needed.

Live Marking:

- Teachers provide immediate verbal feedback during lessons.
- Learners make improvements in real-time, fostering a dynamic learning environment.


Self and Peer Assessment:

- Learners assess their own work or that of their peers against success criteria.
- Teachers moderate self and peer assessment for accuracy.

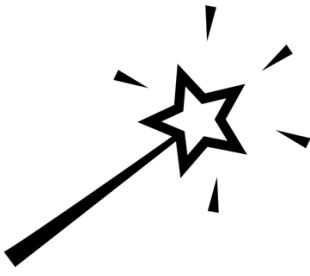
Coded Marking:

- Use of symbols or abbreviations to quickly identify areas for improvement.
- Codes should be displayed in classrooms and explained to learners.


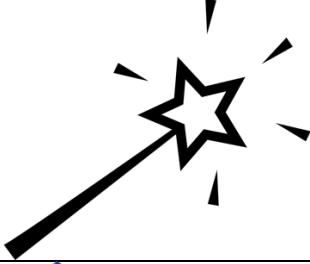

Foundation Stage:

<u>Symbol</u>	<u>What does it mean?</u>
	= Evidence of meeting LO/strength in a piece of work.




	= Something to make better/ improve/ amend Area for improvement
I	Independent Work
T	Supported by the teacher
TA	Supported by the teaching assistant
VF	Verbal feedback
PA	Peer-assessed
SA	Self-assessed


KS1 Marking Symbols:

<u>Symbol</u>	<u>What does it mean?</u>
	Evidence of meeting LO
	Something to make better/ improve/ amend
	Next step challenges



Visual codes	
I	Independent Work
T	Supported by the teacher
TA	Supported by the teaching assistant
VF	Verbal feedback
PA	Peer-assessed
SA	Self-assessed
Arabic phrases:	Baraka Allah Fik ya Batal - Well done champion Ahsenta (Masculin) Ahsanti (Female) - Bravo Jayid Jedan - Very Good Musharaka Jayida - Good participation Mumtaz – Amazing

KS2 Marking Symbols:

<u>Symbol</u>	<u>What does it mean?</u>
	= Evidence of meeting LO/strength in a piece of work.



	= Something to make better/ improve/ amend Area for improvement
	= Next step challenges
CL	Capital letter (circle the letter that should be capital)
Sp	Spelling error
//	New paragraph
∧	Missed Word
G	Grammatical error
I	Independent Work
T	Supported by the teacher
TA	Supported by the teaching assistant
VF	Verbal feedback
PA	Peer-assessed
SA	Self-assessed
Arabic phrases:	Baraka Allah Fik ya Batal - Well done champion Ahsenta (Masculin) Ahsanti (Female) - Bravo Jayid Jedan - Very Good Musharaka Jayida - Good participation Mumtaz – Amazing

Responsibilities

Teachers are responsible for implementing the marking policy consistently and providing timely, effective feedback.

Heads of Key Stages ensure the policy is followed within their areas and support teachers in improving their practice.



Senior
Team conducts
scrutiny to maintain high standards of marking and feedback.

Leadership
regular work

Learners are expected to engage with feedback and take responsibility for improving their work.

Parents are encouraged to support their children in responding to feedback and participating in the learning process.

Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored through:

1. Work scrutiny by Heads of Department/Year and Senior Leadership Team.
2. Lesson observations and learning walks.
3. Pupil voice surveys to gauge the impact of feedback on learning.
4. Analysis of pupil progress data.
5. Annual review of the policy by the Curriculum Committee.

This policy will be reviewed annually to ensure it remains effective and aligned with current best practices in assessment and feedback, as well as Noya British School's evolving educational vision.