



## Marking Policy

<b>Approved by:</b>	<b>Dolly Goriawala</b>	<b>Date of approval: June 2019</b>
<b>Last reviewed on:</b>	June 2020	
<b>Next review due by:</b>	September 2021	

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policy are to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across the school.

### **Consultation:**

This policy was written by the SLT in conjunction with subjects coordinators.

### **Monitoring and Evaluation:**

All teachers across all subjects and phases are responsible for implementing this policy. Line managers and key stage leaders will be responsible for monitoring the implementation of this policy through regular book scrutinies.

## **Aims**

- To ensure that all students have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self/peer-assessment.
- As a result of this policy there will be greater consistency in the way that student's work is marked across the school.

## **Introduction**

Star international School believes that marking/responding to students' work:

- Is an interactive process between the student and the teacher and forms an integral part of student learning resulting in a 'learning dialogue' that positively impacts on progress
- Develops students as learners by involving them in processes of questioning, self-criticism and reflection about their work.
- Helps students to learn how to structure their work by ensuring first that they understand the purpose of the task, the means of approaching it and the criteria against which it will be judged.
- Provides a mechanism of feeding back to the students about the standard of their work, how this relates to their potential and determining how students are to take their learning forward.
- Allows the teacher to make a personal and individual response to the work of a student, offering formative comments about the quality of work submitted, advice about future learning, guidance on how to improve and targeted questions which help them to improve.
- Keeps the teacher and student informed about a student's current standard of work and assists in tracking student progress over time and planning future lesson content.
- Ensures a consistency of approach to literacy and its development.

## **Processes marking for subject content**

The scope of a task (expected structure/key components/length/markings method) is made clear to the student at the outset and the specific criteria against which the work will be judged are defined; where appropriate this will include a level or external examination grade.

## **Marking for Literacy**

Teachers and teaching assistants are expected to follow the whole school literacy strategy in order to develop student's literacy skills. They should focus on:

- Capital letters
- Homophones
- Punctuation
- Use of apostrophes
- Spelling
- Grammar

### **Regularity of marking**

This varies across subjects and key stages but the expectation is that marking is up to date and timely. For some subjects/key stages this may mean that there is a piece of assessed work every week or every two week cycle, for others it may mean that work is marked every five lessons and for others it may mean that there is on-going marking of classwork and homework, some of which may be peer, self or teacher marking within the lesson. It is expected that curriculum teams have an explicit statement of the regularity and process of marking in their curriculum areas.

### **Formative marking**

It is expected that marking includes a formative comment, guidance on how to improve the work and/or questions that move the student's work and thinking forward. This should appear in the format of 'What Went Well' and 'Even Better If'. Teacher markings and annotations of a formative nature are clearly seen on the student's work in a purple pen. In addition, oral feedback is given to support formative written feedback. Marking must be legible and age/ability appropriate. Presentation and quantity of classwork is regularly checked and this could be evidenced by teacher comments or students improving their work. Formative marking should focus strictly on academic progress and not comment on student behavior or attitude to learning. This should be addressed in person in line with the school behavior policy.

### **Emirati Students**

Emirati students will receive twice as much formative marking to support their development in line with KHDA and MOE expectations. They will receive further SPAG support in order to develop their English language skills.

### **Student response**

It is expected that teachers plan time to enable students to engage in the learning dialogue using green pen by, for example:

- Offering the students a response time at the start of a lesson when they are required to reflect on their own work or the work of a peer and consider the depth of their knowledge and understanding.
- Altering and developing their work.
- Conducting a plenary where work is 'shown' and good /better/ best practice reviewed.
- Responding to a question set by the teacher.

It is expected that students correct literacy errors and are given time and direction to do this in addition to giving subject specific responses.

### **Monitoring, evaluation and review**

Department leaders - monitor and evaluate the quality of marking and response to students' work across the team.

They:

- Ensure that curriculum teams have an explicit statement of the regularity of marking in their curriculum areas.
- Ensure scrutiny, moderation and dialogue about marking occurs and celebrate and share good practice in team meetings.
- Establish mechanisms to ensure that there is feedback to individuals as necessary, making provision for actions with timescales to secure any necessary improvements.
- Participate in whole school learning walks, faculty reviews and book reviews as appropriate.
- Ensure moderation occurs and that levelling of work is consistent.
- Report to their line manager

### **SLT line manager**

- Monitors aspects of learning and teaching, including marking through their fortnightly meetings.
- Contributes to SLT review of standards of marking through calendared book reviews, learning walks and faculty reviews.
- Directs whole school monitoring activities in respect of marking.
- Reports outcomes to the SLT.
- Keeps governor's informed via the board of governor's meetings.