

REVIEWED:
September 2022

REVIEW DATE:
September 2024



FEEDBACK/ MARKING POLICY

DUIHS

Introduction

Feedback is crucial to assessment both for teachers and for pupils. When applied well it is a strong convention that allows teachers to ascertain how much progress their students have made from their starting points. It creates opportunity to relevantly provide appropriate advice regarding the next steps required in their pupils' learning. It directs students clearly on how to improve understanding what they need to do going forward.

Why *verbal feedback*?

Through years of research, study, observation, discussions, DUIS has established *verbal feedback* and *associated acknowledgement/response* as the most effective system of feedback. Reasons for such a decision includes:

- a) verbal feedback is *direct and immediately received*, whilst written feedback is subject to pupil willingness, where most pupils simply acknowledged existence of marking, neglecting its content;
- b) furthermore, it was found that *verbal feedback* was considered more 'personal', 'relevant' and straightforward whilst written feedback felt 'enforced' – agreed upon by pupils and teachers
- c) having a pupil in proximity whilst providing feedback has been regarded as more impactful by allowing teachers to gauge reactions and manage advice circumstantially, emotionally intelligently and accordingly
- d) verbal feedback eliminated the occasional confusion associated with written feedback, allowing pupils the immediate opportunity to question feedback and ascertain certainty
- e) lower stress-levels associated with excessive hours of book-marking is an apparent benefit

Expectations of the teacher

Further details identified in CODE OF CONDUCT.

- Google-Classroom – students will gain limitless access to resources and slides through the aforementioned modular format; the tool can further be used to provide further opportunities for learning, homework and catch-up material
- Learning needs to be supported through feedback:
- Teachers will provide **verbal feedback with recommendations to** accompany it with a 'Verbal Feedback Given' (*VFG*) *stamp* or *symbol* with the insistence and/or system of pupils accounting feedback using a **purple pen**
- Feedback should be conducive, subject-specific, developmental and correlate with objectives and tasks
- Though it is not a requirement except during formal summative assessments (see yearly calendar), teachers reserve the right to provide written feedback
- Written feedback *may* be provided as a substitute for verbal feedback but must demonstrate acknowledgement of understanding from pupils using a **purple pen**
- Alternatively, teachers reserve the right to utilise written feedback as an additional means of **feedback**

Marking (Learning Policy):


At our school, we have agreed and finalised our marking code.

1. Teachers must have a **secure overview** of the starting points, progress and context of all pupils they teach.
2. Marking must be primarily **formative**, may be selective, and is clear about what students must act upon
3. Following assignment of work or other activities in the class, teachers are expected to use visit pupils as they work, giving them relevant feedback
4. Marking and feedback must be **regular** – the subject-to-marking ratio defines the extent below
5. The following **marking code** should be used.

Marking (Summary)

1. Verbal Feedback (recommended to identify with a green **Verbal Feedback Given stamp** or **VFG** written)
2. Pupils are required to write down feedback using a **purple pen**
3. Formal feedback of the *end-of-term assessment*, thrice a year providing guidance towards progression
4. Formal feedback should provide help pupils excel to the next level – ideally using level descriptors and these will be entered into the 'Reports' module in the HUB at the end of the first and final terms
5. Written feedback is optional and can be given either through Google Classroom or in pupils' books (or other work formats)
6. Where feedback is written into pupils' books, it should be completed using a **green pen**

Marking Code*

SP	Spelling Error
P	Punctuation needed or punctuation incorrect
//	New paragraph required
√√	Very Good response
√	Valid response
GR	Poor sentence construction/flaws in grammar
'SL	Slang word/phrase OR non-standard
T	Target
EXP	Re-writing needed to improve the expression
–	Missing information/word/letter
?	Query (e.g., I am not sure of your point)
VFG / 	Verbal feedback given

Presentation & Marking Guideline

Clear expectations need to exist regarding presentation. All staff should focus on these areas:

- Margin with a ruler (if needed)
- Underlining / drawing is carried out using a pencil
- Date – Islamic precedes the compulsory Gregorian date (if written)
- Title (Optional) - underlined
- Lesson Objective(s)
- Previous work ruled off (where necessary)
- An insistence on correct use of grammar, punctuation and spelling (using the Marking Code*)
- One line ~~through~~ mistakes
- Draft work titled as **draft**
- Blue or black ball-point pen to be used
- No graffiti on covers or in books