



**POLICY
16**





Marking and Feedback Policy

For Ta'allum Schools

For Year 2017 - 2018

Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Sheldon Smith		Principal- AJA	31/10/17
Reviewed by	Maha Teema		Principal- AMAG	5/11/17
Reviewed by	Shuja Uddin		Principal-AMAB	6/11/17
Reviewed by	Najoud Ensaff		EYFS and Primary SIC	06/11/17
Reviewed by	Katrina Reece		Secondary SIC	7/11/17
Reviewed by	Mohammed Abu Qadah		SIC (Arabic, Islamic Studies, Qatar History)	07.11.2017
Reviewed by	Dr. Mohammad Saefan		Education Director	7.11.17
Approved by	Ahmed Al Mannai		CEO	7-11-2017

Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date
6	Roles and Responsibilities		October 2017
16	Secondary Marking & Feedback Guidelines		
16	Holy Qura'an follow up		

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Ta'allum Vision, Mission and Motto

Ta'allum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

Ta'allum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every student to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

Ta'allum Group's Motto

"Creative learners today, our future leaders tomorrow"

Taallum Learner Outcomes

Academic Achievement and Leadership with Islamic Values are the characteristic hallmarks of our students. Here at Taállum schools we believe that in order to ensure all our students to achieve at the highest level we need to actively support them through curriculum and enrichment in developing the right characteristics. This is what distinguished our students from other.

Learner Outcome 1	Our students are Academic
Strand 1:1	They are lifelong learners
Strand 1:2	They are creative thinkers
Strand 1:3	They are bilingual
Strand 1:4	They are confident
Strand 1:5	They are innovative
Strand 1:6	They are independent
Learner Outcome 2	Our students are Leaders
Strand 2:1	They have strength of character
Strand 2:2	They are organised
Strand 2:3	They are confident
Strand 2:4	They are responsible
Strand 2:5	They are future leaders
Learner Outcome 3	Our students practice and exemplify Islamic values
Strand 3:1	They adhere to the Five Pillars of Islam
Strand 3:2	They have good morals
Strand 3:3	They are polite
Strand 3:4	They are considerate

Roles and Responsibilities

Principal	It is the Principal's responsibility to ensure that this policy is fully implemented within the Academy.
Heads of School	It is the Head of School's responsibility to ensure that: <ul style="list-style-type: none">• this policy is implemented effectively within their school section• consistent, best practice expectations and standards for marking and presentation are implemented, communicated and monitored across their school section
Heads of Schools, Lead Teachers, Heads of Subjects in Secondary and Heads of Schools, Co-ordinators in Primary	<p>The staff listed are responsible for implementing and monitoring the Marking and Feedback Policy across their departments.</p> <ul style="list-style-type: none">• Key Responsibilities:<ul style="list-style-type: none">Preparing Semester and annual calendars for activities related to the implementation of the <i>Marking & Feedback Policy</i>. These will include scheduled dates for:<ol style="list-style-type: none">a) CPD training for relevant staff on rationale and expectations of effective feedback and marking.b) Various work scrutinies, sampling, moderation of and feedback on teacher marking and student work samples by teacher and departmentc) Liaison with key staff.d) Scrutiny of evidence records for all relevant staff with related feedback• Reporting on Marking & Feedback activity outcomes• Identifying best practice and support for staff.

Teachers

- It is the responsibility of all teaching and academic support staff to familiarise themselves and comply with this policy.
- All teaching staff are required to mark/ evidence feedback for student work on a frequent basis. This should be at least twice-weekly and preferably before the next lesson/ student interaction for those who wish to be considered Outstanding.
- In addition to marking, teachers will employ a range of strategies to review and feedback on student progress and attainment towards meeting the learning objectives.
- All marking should focus on formative feedback, what was successful and why, and what students need to do to improve in the future.
- In line with the Ta'allum Assessment Policy, all teaching staff are required to formally assess and report at mid and end of Semesters 1 and 2.

Rationale

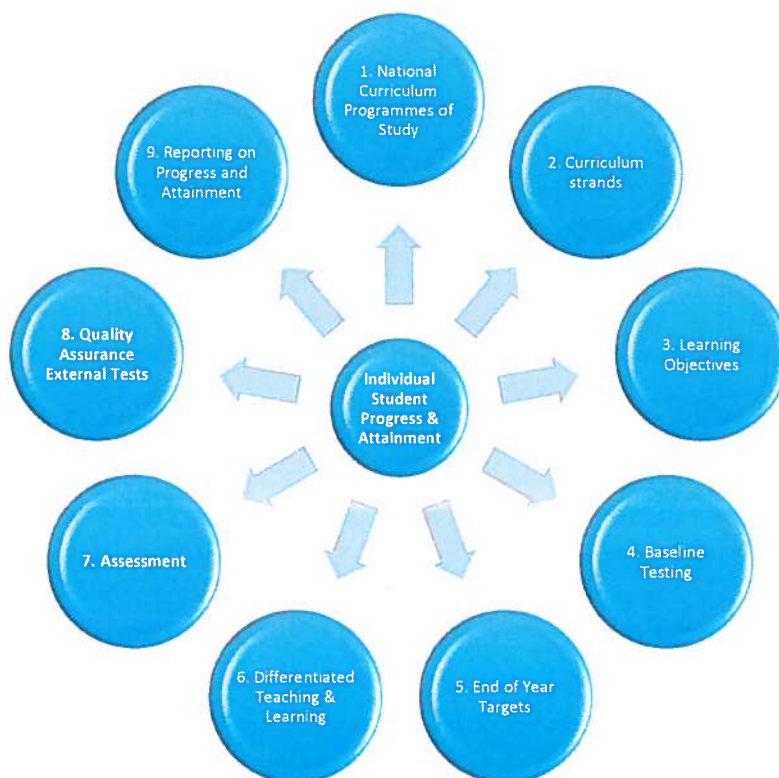
Feedback has been proven to have more impact on student results than any other strategy

Hattie, J. (2009). *Visible Learning: A Synthesis of 800 Meta-Analyses Relating to Achievement*. Routledge.

Ta'allum Schools believe that our students need to experience a consistent approach and philosophy to feedback and marking so that they understand how they are progressing and what they need to do to improve.

Regular and meaningful marking of students' work is an essential part of feedback and of our assessment procedures (*see below*). Marking should focus on the students achievement and progress towards the learning objectives. How and when students' work is marked, combined with the quality and tone of feedback given, have a direct impact on student engagement, attitude, motivation, progress and achievement.

Feedback = How did the Student do? and How Could they do Better?



The purpose of marking and feedback is:

- To optimize student achievement by providing timely feedback on how they are doing, whilst there is time to adjust and refine their efforts.
- To recognise, encourage and reward effort and achievement and to celebrate success.
- To provide dialogue & rapport between teachers and students, with clear appropriate feedback about strengths and weaknesses so that students know how they are progressing and what they need to do to further improve.
- To improve a student's confidence in reviewing his/her own work and setting future targets, by indicating the 'next steps' in learning.
- To provide students with opportunities to develop meta-cognitive and motivational skills by enabling students to be involved in the self-evaluation and correction process of their own work . ("Taqwa"- God fearing- being able to critically evaluate one's actions in order to improve and please Allah.)
- To indicate how a piece of work could be developed and improved against success criteria
- To help students develop an awareness of the standards they need to reach in order to achieve particular levels/grades of achievement (Secure/ Mastered/GCSE Grade)
- To identify & differentiate for those who need additional support/challenge

- To develop inter and intrapersonal skills through collaborative/ peer modelling and evaluation.
- To provide evidence of assessments made and to assist in moderating teacher judgements.
- To provide feedback to parents on their child's progress
- To inform curriculum planning.

The range of feedback:

- **Individual verbal feedback**
- **Whole-class verbal feedback** This usually happens at the end of lessons, going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.
- **Group verbal feedback** When working with a group, feedback is provided either at the end of or during the lesson.
- **Ticked/ initialed/ Symbols** where enough verbal feedback takes place during lessons for this to be all that is required.
- **Sunny yellow and growing green** highlighting takes place during lessons, identifying strengths and weaknesses.
- **Closed Exercise – Immediate Feedback** (Exercises or sums requiring ticks or crosses) Self corrected by a student while the teacher goes through each question.
- **Quality/ Developmental Marking** Pieces of work marked more thoroughly. The aim is to lead to a dialogue with the student whereby s/he responds to the developmental marking and shows improvements in work/understanding.
- **Self/Peer Marking.** Students can be trained to identify their own, and peer, successes and improvement needs. The use of differentiated success criteria and check lists lend themselves to this approach.
- **Peer Modelling.** Students are provided with examples of other students' marked work as models for how to achieve success.

Frequency of Marking

- The frequency of feedback is crucial to ensure students can respond and benefit in a timely manner
- An Outstanding teacher ensures that feedback & marking takes place before the next student meeting/ lesson. This ensures that they are provided timely feedback and response to their efforts, so that they may respond and develop from lesson to lesson.
- The frequency of developmental marking in students' work may vary from subject to subject, but for most subjects it should be done at least twice weekly.

Record Keeping

- Teachers are required to maintain professional records of anecdotal evidence, student tracking and attainment grades – as required by the applicable *Programs of Study & The Assessment Policy*.

Response to feedback and marking

- Students should be provided time to discuss and respond to feedback and marking.
- A written dialogue between the student and teacher about the work is excellent evidence of understanding and often progress.

(Links to other policies: Assessment, Teaching and Learning, Learning Support (formerly SEN), Gifted and Talented)

Whole School Marking & Feedback Guidelines

There are four key ways to use feedback to develop students:

- Affirming **what** they did well
- Correcting **and then** directing
- Pointing out the Process – connecting the current result/ work output and what needs to happen to achieve an improved result
- Coaching students to critique their own efforts – using questions to help students develop themselves

In all subjects, Marking and Feedback should:

- Be timely, formative and lead to progress.
- Affirm the accuracy of students' work.
- Develop language and literacy including basic spelling, punctuation and grammar.
- Relate to the shared learning objective(s) and success criteria.
- Clearly identify 'next steps' for progressing development and attainment
- Allow students the opportunity to read/reflect on and respond to marking
- Inform future planning differentiation regarding the strengths and weaknesses of individual students and groups.
- Support the agreed school guidelines on presentation and the Ta'allum Assessment Policy

EYFS Marking & Feedback Guidelines

Students will be provided with feedback by teachers/ teaching assistants:

- Highlighting something the student has done well in class and in written work
- Indicating the age band into which students written/ photographic evidence falls
- Tracking students' progress on an age band grid at the front of learning journeys/ portfolios
- Providing students with questions in lessons to move them on in their learning such as – *'Why don't you try to find one more than 3?'* / *'Can you find the word chair?'*
- Providing students with a target to reach/ success criteria to achieve. For example *'Looking bear will be looking at how well you hold your pencil'* / *'Looking bear will be checking to see whether you can find words with the ee sound'*.
- In Reception classes, providing students with guidance about when to use capital letters and full stops/ finger spaces using agreed symbols as outlined below for younger students.



Primary Marking & Feedback Guidelines

Students' work will be fully marked by:

- Highlighting something the student has done well
- Setting one or at most two formative/ diagnostic written targets which clearly indicate to the student, the short-term actions that s/he must take to improve her/his standard of work including developmental questions that students have to respond to
- Checking and correcting spelling, punctuation and grammar focusing on key errors in subject specific words and **common Literacy** as appropriate to the individual student's needs whilst remaining sensitive to a student's self-esteem.

For work of an extended nature e.g. creating a portfolio in Art, interim marking is acceptable.



Common Marking Symbols

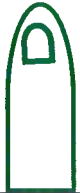



Symbol	What it means	Example
Sp in margin with underlining of word	Important spelling mistake	Sp She went <u>swiming</u> .
P in margin, sometimes with circling for clarification	Error in punctuation	P I live in (doha). P The train was delayed, (we) were going to be late. P What time is it
TS in margin sometimes with underlining of word	Error in verb tense	TS She walked to the shops and <u>buys</u> a bag. Then she ate food.
// where needed	Start a new line or paragraph	Finally they reached the house. // The next day they found that the rooms had been cleaned.
 where needed	Incorrect word or expression	The road was tall and bumping. 
? in margin	Makes no sense	? When he reached the bag summer in it was round.
✓	Correct	The road was narrow ✓ and long.

Additional symbols relating to how work is completed or marked:

Symbol	What it means
I	Independent work completed by student on own
TA	Teaching assistant supported student
T	Teacher assisted student
VF	Verbal feedback given to student

For younger students in Reception-Year 3 the following symbols may also be used combined with a few others from those above:

Symbol	What it means	Example
	Full stop needed.	I go home 

in margin or where needed			
 in margin	Finger space needed.		I goin thecar.
 in margin	Capital letters.		my name is ahmed.

Marking symbols should be shared with students and displayed in classrooms.

Setting learning targets

Written targets should be:

- phrased in positive language and must be written in clear and concise language that the student will understand.
- indicate clearly to the student the short-term actions that they have to take to improve their standard of work.

A good rule to follow is: reinforce the learning objective and provide a next step to assist the student in achieving the next level/ grade. For example:

✓ *You have used conjunctions properly- well done.*

➔ *Next time make sure that you do not use commas where full stops are needed.*

Next step comments should :

- set a target linked to the next developmental skill

In addition, a teacher may:

- pose an open question specifically related to the learning objective to think about next steps
- pose a question which the student has to answer the next lesson.
- provide a correctly worked example provided by the teacher with the student asked to replicate this model
- provide a more challenging calculation/ question for the student to answer
- request that the student completes corrections
- ask the student to check their work again by referring to success criteria (with time given to do so)
- conference and allocate times with student or groups of students to look at a misconception together

Notes:

- Teachers' handwriting needs to be legible as a model for students and in a contrasting colour to the student's work.
- Not every incorrect spelling needs to be corrected by the teacher, but persistent errors or essential spelling words should be commented on, and incorporated into student learning.
- As a guide, teachers can identify no more than three main errors to be corrected on each piece of work. The errors that are highlighted should be errors/ words the student should know or is expected to know how to spell.
- Teachers will use their professional judgments as to the amount and type of errors indicated in any single piece of work.
- Teachers particularly in Primary and Reception classes may decide to use stamps and stickers in student books, as positive reinforcement, alongside comments.

Sunny Yellow and Growing Green



- In addition to marking work using symbols as outlined above, Ta'allum teachers may also mark student work using the **Sunny Yellow and Growing Green** highlighting and correction system.
- Marking to be completed in Yellow and Green highlighting should alternate with more detailed marking. For example one piece of work a week can be marked in detail and another is marked using sunny yellow and growing green.

- Teachers should not over mark when using the highlighting system. A maximum of three yellow highlights per piece of work showing successes (linked to the success criteria) should be combined with no more than three inconsistencies within a child's piece of work, for the child to correct at the start of the next lesson.
- No comment is necessary with the highlighting system but it can be added at the teacher's discretion.

For example:

Learning objective:

To write a recount using proper sentences.

Success criteria:

- Must write in full sentences.
- Should punctuate sentences correctly.
- Could use two or more conjunctions.

Incorrect use of comma to punctuate sentence.

The bus was crowded. There were lots of children, it was very noisy and Layla was tired. It was sunny when they got to the beach, everyone cheered when they got there.

Correct punctuation of first sentence and use of conjunction.

Guidance for Peer / Self-Assessment

- Peer and self-assessment have a key role to play in marking and feedback. They empower students to take control of their learning.
- In line with *AfL* strategies, within most lessons students should have opportunities to assess their progress (or that of others) against agreed success criteria, rubrics or check lists.
- Clear modelling and training of students in how to peer and self-assess meaningfully, and time planned into lessons to make improvements are part of Ta'allum policy.

Student correction time usually should be no longer than five to ten minutes in a lesson. Students should correct mistakes/ edit work using a different colour pen/ pencil so that teachers can identify the corrections when they next mark work.

Some successful peer / self-assessment strategies include:

- Check lists and success criteria
- Traffic lights systems
- Thumbs up / thumbs down
- Faces (smiley, not smiley, frown)
- Using Rubrics

It is a Taállum expectation that EYFS students will have opportunities to identify when they have completed a task using green cards, and when they have struggled to finish a task using red cards.

It is a Taállum expectation that Primary students will be presented with a template with self and peer assessment boxes with LO (learning objective) and SC (success criteria) in order that they can self or peer assess, alongside teacher assessment.

Secondary Marking & Feedback Guidelines

In Secondary, we recognise that marking and feedback needs to reflect the developmental needs of the students and allow for increasing flexibility and a variety of different strategies based on professional judgement.

Where appropriate, the expectations from Primary will be implemented to ensure consistency and clarity. (See page 22-25 *Common Marking Symbols & Additional Symbols, Sunny Yellow & Growing Green*)

The following should be considered when giving effective feedback:

1. Use **affirmation** with all students, affirming aspects of their specific performance compared to expectations, rather than praising them as people or making generic comments e.g. 'Good Work'
2. Use **correct and direct feedback** to assist inexperienced and students experiencing difficulties with a particular task
3. **Point out the Process** to assist students in applying feedback to similar, future tasks
4. **Coach** experienced, able and G&T students to self critique

Holy Qura'an follow up

Years 1 – 9 teachers need to write their feedback on Recitation in the notes area, their comments should be specific and direct but not general. Also, they should announce their expectation from each student based on his/her level and ability.