



Marking & Feedback Policy

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Responsible person | Jay Mirza

Knowledge Gate International School Marking and Feedback Policy


The aim of this policy is to:

- Outline a simple, effective approach to marking and feedback across the whole school
- Provide students with timely feedback
- Map the students' route to success via "try it now" tasks

Structured feedback

To ensure consistency across all phases of the School, a teacher feedback grid will be used (see Figure 1 below)

Figure 1 – Whole school feedback grid

 *Teacher/student feedback *delete as appropriate	
<p style="text-align: center;"><u>What you did well</u></p> <p>You can</p> <ul style="list-style-type: none">• •	<p style="text-align: center;"><u>Your steps to improve</u></p> <p>You need to</p> <ul style="list-style-type: none">• •
<p><u>"Try it now" task</u></p>	

The grid ensures that all students gain the same type of feedback from all teachers, irrespective of grade or subject area.

Feedback focuses on areas of success "*What you did well*" and areas for improvement "*Your steps to improve*"

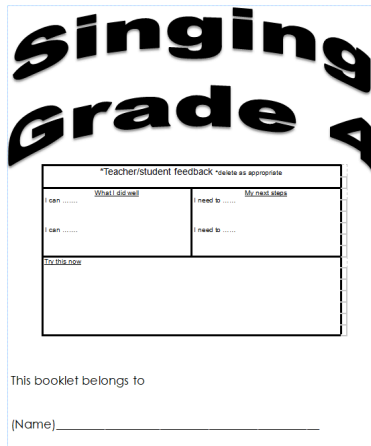
The "*Try it now*" task allows the student to continue the dialogue with the teacher by responding to a question or performing an action that is linked to the learning outcomes and their individual steps to success.

Note: The grid offers the option to delete the word "teacher" in favour of a peer or self-marking activity. This should NOT be the only means of feedback as focused teacher comment is invaluable.

Variations - Subjects not regularly using books

In areas such as PE, Music, Drama, Art and the entire KG curriculum, evidence is gathered and feedback is given verbally.

In this case, evidence may be via the “working wall” video (or audio) files, saved in individual drive folders (or on Classroom) that students can access to review feedback, next steps and ‘try it now’ tasks.

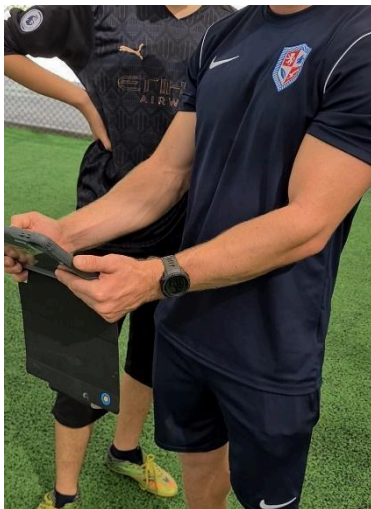


The image shows a booklet titled "Singing Grade 4". Below the title is a feedback grid with the heading "Teacher/student feedback - make as appropriate". The grid is divided into four quadrants by a vertical line and a horizontal line. The top-left quadrant contains the text "I can ... What I learned". The top-right quadrant contains "I need to ... My next steps". The bottom-left quadrant contains "I can ...". The bottom-right quadrant contains "I need to ...". Below the grid is a line for the student's name, labeled "This booklet belongs to (Name) _____".

The example of the ‘Singing booklet’ shows how the same format can be used to good effect in Music. Although the students are recorded on an audio file, their feedback can be given in writing completing their cycle.

This same grid can be used in Art and included in a portfolio of work or attached to the rear of a piece (if possible).

Figure 5 – feedback grid on a singing booklet



In PE, feedback is given verbally and video evidence is saved in personalised folders for students.

They also receive instant feedback (via video playback) and are encouraged to self-assess and ‘try it now’ as well as receiving teacher feedback.

Figure 6 – feedback given verbally with video evidence

Several subject areas (Business, ICT, Economics) prefer to create an online portfolio and in this case, provided it can be easily accessed via drive or classroom, teachers may decide to complete a soft copy of the marking grid.

Marking/feedback frequency

Table 1 below shows the minimum marking frequency for each phase of the School (teachers may choose to assess more frequently or using another approach).









Phase	Minimum frequency	Notes
KG1 - G1	twice per half term	<ul style="list-style-type: none">● Students are set 3 targets (every 3 weeks) Literacy, Numeracy and behaviour/application based.● Progress against these targets measured regularly (daily/weekly) graphic in classroom to illustrate this.● Teacher to keep electronic record (Class Dojo) and also use the “working wall”
G2 – G5	CT + 2 per half term	<ul style="list-style-type: none">● CT paper to be used as feedback (front page grid or sticker)● one additional piece of work (identified in planning/SOW) using sticker● non-core subjects would be expected to be assessed half termly
G6 – G12	CT + 2 per half term	<ul style="list-style-type: none">● CT paper to be used as feedback (front page grid or sticker)● one additional piece of work (identified in planning/SOW) using sticker● non-core subjects would be expected to be assessed half termly






Table 1 – marking frequencies for each phase of the School

Marking for Literacy

At KGIS, all teachers are teachers of literacy.

A literacy code for each phase (KS1, KS2, KS3-5) of the School is to be used (and visible) in exercise books. These codes cover the same core literacy skills (e.g. spelling, punctuation, grammar and ‘adventurous’ vocabulary) although there are subtle differences to the codes (and descriptors) for each phase (see figure 2-4 below).

KS1 marking codes			
	Check that this sentence makes sense		Full stop
SP	Check your spelling		Capital Letter
	Make this sentence exciting		Missing word
	Sound this word out		Finger space
	Write on the line	VF	Verbal feedback given
I	Independent work	S	Adult supported work

KS2 marking codes			
	Look again does your work make sense?		Connective
SP	Check your spelling		Capital Letter
	More adventurous word choice needed		Missing word
	Missing Punctuation “ ” ,		Should this be singular or plural?
	Time connective		Present tense
SVA	Subject verb agreement		Past Tense

Marking codes			
Sp	Check your spelling	//	Start a new paragraph
P	Check your punctuation	^	Missing word
V	Can you improve your vocabulary?	?	Can you rephrase this?
Gr	Check your grammar	T	Tense

Figure 2 – KS1 literacy codes

Figure 3 – KS2 literacy codes

Figure 4 – KS3-5 literacy codes

Green pen marking

Teachers will use green pen to mark and give feedback in books (or other work).

Students will respond in a purple (where available) but most definitely a different colour to the teacher.