



**POLICY
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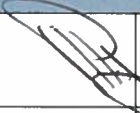
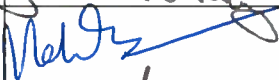





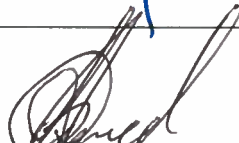
Marking and Feedback Policy

For Ta'allum Schools

Reviewed 2015 - 2016

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	Peter Hodge		Principal- AJA	7/12/15
Reviewed by	Maha Teema		Principal- AMAG	23/11/15
Reviewed by	Steven Middleton		Principal-AMAB	23/11/15
Reviewed by	Asbat Hussein		Consultant	18/11/2015
Reviewed by	Najoud Ensaff		Consultant	18/11/2015
Reviewed by	Sameem Khan			19/11/15
Reviewed by	Dr. Mohammad Saefan		Education Director	10-12-15
Approved by	Ahmed Al Mannai		CEO	13-12-2015

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

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Ta'allum Group's 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 child 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"

Rationale

The main purpose for marking and feedback is to regularly assess students' understanding and in so doing ensure students know how they are progressing and what they need to do to further improve.

Students should also be involved in the Self-Evaluation and correction process of their own work as this relates to "Taqwa"- God fearing- being able to critically evaluate one's actions in order to improve and please Allah (SWT).

Principles:

Our Marking and Feedback Policy is based on the principles that:

- students have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning steps.
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- regular marking keeps the teacher informed regarding the individual needs, differentiated groupings and abilities within the class and to help raise standards.

Guidance for marking by teachers

Teacher marking is only effective if:

- it informs both the student and the teacher of what has been achieved and what needs to happen next.
- the student has an opportunity to read/respond to the marking.
- it is informing the teacher of learning needs which can be incorporated into future planning.

Remember that:

- marking is most effective in the presence of the student
- students should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- Marking should be related directly to the learning intention / success criteria
- Marking should occur within 2 days of completion, so that there is opportunity for students to read and act on feedback.
- Due to the varying ages of student, the year groups or curriculum teams need to agree to useful marking symbols used in books

eg. **Sp** Important spelling mistake
// Start a new line / paragraph.
P Punctuation is needed
C Check work

These symbols should be shared with the students and displayed in the classrooms.

- Positive comments and guidance to pupils to move their learning forward. A good rule to follow is: reinforce the learning objective and provide a next step. Examples to use:
 - ❖ set a target linked to the next developmental skill
 - ❖ pose an open question specifically related to the L.I. to think about next steps
 - ❖ provide a correctly worked example
 - ❖ provide a more challenging calculation/ question for the student to answer
 - ❖ request the students does some corrections
 - ❖ verbal feedback to be acknowledged in books **(VF)**
 - ❖ 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.
- Teachers will use their professional judgments as to the amount and type of errors indicated in any single piece of work.
- Teachers may decide to use stamps and stickers in student books as positive reinforcement as well as comments.

Guidance for Peer / Self-Assessment

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

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

Or any other strategies developed as appropriate to the activity, student age or subject being taught

Expectations

Work in books should be acknowledged in line with the approaches listed above, i.e. either through teacher marking, peer marking or self-assessment.

Detailed marking

- There should be a fair balance of teacher and student marking.
- There should be evidence of detailed teacher marking when a teacher has worked with a group or individuals.
- Homework should always be marked. Always leave positive comments and encouragement along with possible targets for future homework.
- Teachers should also be conscious of checking the quality of peer and self-assessments made by children.
- There should be evidence in books of teacher, peer and self-assessment. Comments written in books by teachers or pupils should reflect how students worked towards the success criteria.
- In each subject area each student should have one piece of work marked in detail once every week at least, one piece of self and one piece of peer assessment in their books.
- Extended writing should be marked in accordance with the Literacy Policy.
- Cover teachers need to mark and initial all work.
- In KS1 it is expected that children will be given more oral feedback rather than long written comments.

Exam Marking Procedures (Please refer to Common Marking Policy)

- Marking exam papers will be done by the all members of the year group.
- Teachers need to use Red pens as first markers, Green as second markers, and the HOD will use black for any amendments.
- Marking exam papers shouldn't exceed 48 hours for the same subject. All marking must be done in assigned areas.
- All marking is strictly confidential. No information about individual students is to be given to anyone.
- The HOD will ensure giving teachers the instructions regarding the marking setting within the year group.
- Teachers need to follow the directions of HOD about how marks are allocated.
- Teachers need to be consistent throughout all papers and according to the marking scheme.
- In case of any query, teachers should contact the Coordinator or HOD to reach consensus.
- All exam marks, once approved by HODs, are entered into the SIMS by teachers.

Monitoring

Marking and feedback will be monitored by Coordinators and Senior Management through taking in samples of books and during lesson observations.