

### Policy for Marking and Feedback

The implementation of this policy will be monitored by the:	<b>Principal and Senior Leadership Team</b>
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	<b>February 2025</b>

### Rationale

At Gems Founders Al Mizhar, we believe assessment and feedback should be consistent, constructive, and clear. Teachers and students both participate in the **Four Quarters** model for assessment to ensure students are active learners and work alongside the teacher to become reflective learners and forge next steps with increasing independence. All learners engage in the assessment process and contribute 50% of the reflections, applying the language and demonstrating their learning skills.

### Aims & Objectives

- To ensure purposeful and immediate feedback is provided through live feedback in every lesson, to allow for children to action targets and make accelerated progress.
- To develop confidence to accurately reflect on self and peer learning to identify areas of success and development
- Students are reflective learners and forge their next steps with increasing independence.
- Develop and demonstrate high performing skills and attitudes in learning.

In every lesson, teachers will provide live feedback. This is instant, robust advice, directed at individuals, groups or whole class.

### Four Quarters Feedback

**Whole class misconceptions:** Identified through live assessment, one whole class misconception lesson to address wider misunderstanding in a collaborative manner.

**Self-Assessment:** Children review and edit their work against success criteria.

**Peer Assessment:** Children assess the work of others, against success criteria and attributes.

**Deep marking:** Thorough written marking, identifying next steps. This will frequently include upskilling/corrections and areas for improvement. (Example: spelling mistakes, missing punctuation/omission, up-levelling, VCOP, correcting calculations, further thinking.

### Learning Tools and Skills

- Highlighters can be used to identify outcomes and identify an important focus – (proud pink, green for growth)
- Teachers always mark in blue pen in Primary and green pen in Secondary
- Students in Primary to use writing pencil to up-level work and or respond to feedback (or in English/Topic; black pen if license is achieved).
- Students in Secondary self and peer assess in purple pen and respond to feedback in purple pen.
- Work should be marked against the LO and success criteria. However, common spelling errors, presentation, targets, and handwriting should also be noted when appropriate to do so.
- Teachers should model neat handwriting and must be legible, following the school handwriting scheme.
- Rewards and praise (house points, GEMS, Dojo points) may be given for good work/effort.

### Frequency of Feedback

The principles of marking and feedback will align with the table below for all subjects:

FS 1	Focus	Frequency
Big Write books Floor books	Deep marking/ observations	Biweekly

FS2	Focus	Frequency
Big Write books Floor books	Deep marking/ observations	Once per half term

Key Stage 1	Focus	Frequency
CORE	Deep marking	Weekly
Non- CORE Subjects	Verbal live feedback	Weekly

Key stage 3	Focus	Frequency
CORE Subjects	Deep marking	Topic/ unit tests – every two weeks
Non – CORE subjects	Deep marking	Once every 4 weeks

Key stage 4	Focus	Frequency
CORE Subjects	Deep marking	Topic/ unit tests – every two weeks
Option subjects	Deep marking	Once every two weeks

Key stage 5	Focus	Frequency
All Subjects	Deep marking	Once every two weeks

