



المدرسة الأمريكية
للإبداع العلمي
AMERICAN SCHOOL
OF CREATIVE SCIENCE

Quality Marking & Feedback Policy

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QUALITY MARKING & FEEDBACK POLICY

Contents

Purpose of Policy	4
Objectives	4
Why do we mark students' work?	4
Principles of Marking & Feedback	5
Approaches to Feedback	5
What is bubble marking?	7
Symbols for Quality Marking and Feedback and Response to Marking	8
Roles & Responsibilities	9
The Vice Principal is responsible for	9
Heads of Departments are responsible for	9
Teaching staff are responsible for	9
Expectations	9
Teaching staff are expected to	9
Students are expected to	10
Student Expectations of Marking	10
Quality Marking and Feedback in Kindergarten	10
What we observe	11
How we observe	11
Recording	11
Planned focused observations	11
Quality Marking and Feedback using WALT and WILF Labels	12
Different Types of Quality Marking & Feedback	13
Acknowledgment marking	14
Quality Teacher Marking – Focused Marking	14
Peer and Self-Assessment	14
Digital Verbal Feedback	15
Digital Teacher Marking – Our Workflow Process Defined	16
Outcomes	17
SEND Students	17
Strategies for making marking manageable	17

QUALITY MARKING & FEEBACK POLICY

Policy Review.....	17
Appendix A: Book Look Success Criteria – For Evaluation	18

Purpose of Policy

Marking is a very important form of feedback. Meta-analysis by Professor John Hattie (University of Melbourne) has identified feedback as the major factor in student progress. Feedback is also a core component of assessment for learning. Assessment for learning is a core component of personalized learning.

Creative Science Schools believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards. It will also ensure:

- Continuity and consistency in our approach to the children's work
- Make expectations clearer to students, teachers and parents
- Help in the assessment, both formal and informal, of student progress
- Provide a model that students can use themselves when assessing their own work

All students' work must be marked in a sensitive and thoughtful way and must be relevant and appropriate to the age, stage of development and progress of the children. A consistent approach throughout the school is important to help students get maximum benefit from their education and to ensure that all students make progress from their unique starting points.

'Feedback should be more work for the student than for the teacher' (Dylan William, 2014)

Objectives

The objectives of this policy are:

- To monitor, evaluate and review students' current stages of progress, and identify their next steps for progress and improvement.
- To give learners accurate feedback on their progress and achievement.
- To promote a positive self-image and growth mind-set for students, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
- To celebrate and reward students' achievement and progress.
- To agree and set challenging targets for improvement.
- To standardize the marking procedures throughout the school.
- To enable students to self-evaluate their work and take responsibility for setting their own targets.
- To provide evidence for assessment, recording, and reporting.

Why do we mark students' work?

- to help teachers monitor students' progress and to diagnose what has not been understood so as to assist forward planning and learning
- to provide helpful feedback to students so that:
 1. Their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
 2. Their achievements are recognized thus giving encouragement and building confidence
 3. To show that work is valued and to praise - to ensure set tasks have been carried out

QUALITY MARKING & FEEDBACK POLICY

Principles of Marking & Feedback

- To be positive and constructive, providing opportunities to praise students' effort and to give encouragement and direction.
- To give meaningful, effective and regular feedback on completed work or work in progress that moves learning forward.
- To value children's work and acknowledge success against shared learning objectives and success criteria.
- To assess work formatively and summatively.
- To identify specific learning needs.
- To provide next steps that relate to the child's individual development.
- To monitor progress and inform planning.
- To use consistent strategies throughout the school.
- To encourage students to exert an active role in their learning through self-regulating and acting upon feedback

Approaches to Feedback

At ASCS, we have adopted a feedforward approach to assessing student learning rather than traditional marking. Regular feedback and dialogue using this approach supports students in knowing exactly where they are on their learning journey, where they are going next and the steps needed to reach their goal. In essence, this approach aims to give feedback to students that moves their learning forward.

Traditional Marking	Feedforward
Praise. "Praise sandwiches" hide criticism inside praise.	Is Authentic. Describes the problem and its impact, then prompts the person for a solution.
Is an "information dump" Think rubrics with 10-20 different measurements.	Is Particular. Is ongoing, embedded in instruction, and focuses on just a few things.
Doesn't always offer a plan of action. Focus is on measurement, not a plan for change	Has an Impact. Gives the student a plan/next steps for improvement.
Comes from the top down. Delivered to students by the teacher.	Rich, varied input comes from people with different viewpoints and skill sets. Uses peer and self-assessment.
Ticks on every page to show students you have looked at their work. Lots of teach corrections.	Selects pieces of work for feedback and makes the students spot errors and make corrections.
Points out problems. That idea won't work because...	Expands possibilities. "What if we added this?"

Verbal and written feedback can take place in many forms e.g. whilst the student is working or after the lesson or through digital platforms such as Edunation.

The teacher will always be sensitive to the needs of each student and only provide as much feedback as will be constructive.

QUALITY MARKING & FEEDBACK POLICY

Formative Assessment

Teachers will assess and feedback to students on a regular basis by checking for understanding using formative assessment strategies. Checking for understanding (CFU) tasks have two purposes:

- To allow students to elaborate on the material/skills or content that has been presented.
- For the teacher to check what has been understood so they can move students forward, intervene or reteach as required

These CFU tasks can take a variety of forms for example online quizzes, in-person discussions, questioning, short presentations, small written tasks, videos of student performances. Eliciting evidence of learning is an essential feature of a formative assessment approach and supports the feedforward approach to marking & feedback.

Students will also be involved in peer assessment, where the students are encouraged to comment on one another's work according to a given criteria and reflect on how their work can be improved.

Students will also be assessed through set summative assessments which take place throughout each unit of work and will be marked by the teacher.

The following pens will be used as follows:

Stationery Used	Task Undertaken
Black pen/pencil (for students)	Students' work
Purple pen	Editing before marking
Green pen (for teacher)	Teacher marking/feedback
Blue pen/blue color pencil (for students)	Response to teacher feedback/peer assessment/self-assessment
Orange pen/orange colored pencil (for students)	Peer marking
Pink Highlighter (for teacher)	WILF/WALT Achieved
Green Highlighter (for teacher)	WILF/WALT Not Achieved

Note: Students in Grades 1-5 should only be allowed to use pens when teachers have approved their handwriting and have issued a pen license to the student.

QUALITY MARKING & FEEDBACK POLICY

Highlighter colors explained:



What is bubble marking?

In order to prompt a need for a student to respond to feedback given, a teacher will use “bubble” marking, whereby, the teacher can either

1. Draw a bubble and inside the bubble direct the student to make a correction with a comment or to extend their learning with a follow up, challenge question
2. Or draw a bubble around the area that needs to be fixed, i.e. draw a bubble around a sum, a spelling, etc

All ‘bubbles’ or ‘clouds’ will be directly linked to WILFs not achieved. In the case of all WILFs being achieved, a challenge question will be provided to the student within the bubble.

The teacher will then make time to allow children respond to marking via answering the question/doing the activity in the bubble.

Student reflection bubble take the form of a A ‘next step’ question/activity will be placed within it to help a child:

- Make a correction
- Consolidate a particular concept
- Extend learning



QUALITY MARKING & FEEDBACK POLICY

Symbols for Quality Marking and Feedback and Response to Marking

The below codes are to be used in all departments in order to ensure consistency and shared understanding among students:

Code	Explanation
Green Highlighter	Green for growth
Pink Highlighter	WALT Achieved
SP	Spelling Mistake
VF	Verbal Feedback
	Next Step- Respond to marking in 'Bubble' provided
	Correct
.	Incorrect
FSP	Finger space
//	Begin new paragraph
T (with word circled)	Mistake in use of tense
WO	Show your working out
WW (with word circled)	Wrong word
RO (with sentence underlined)	Run-on sentence
CS (with comma circled)	Comma Splice
Underlined three times	Capitalization error
?	Meaning is unclear
^	word missing/insert word, punctuation, or letter that is missing

QUALITY MARKING & FEEDBACK POLICY

Roles & Responsibilities

The Vice Principal is responsible for

- Ensuring that this policy is implemented, monitored, and remains effective across all departments.
- Carrying out regular book scrutiny checks with each Head of Department and report to Principal analysis of each department and training needs.
- Conduct ongoing training and support to model best practices.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.
- Ensuring all copybooks reflect progression and student response to feedback.

Heads of Departments are responsible for

- Ensuring all members of staff within their departments are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their departments and reporting their findings back to the Vice Principal and Principal.
- Answering any queries that teaching staff have in regard to this policy and the school's practices.
- Conducting with their department regular, hands-on marking sessions to ensure regular marking is occurring with quality feedback provided.

Teaching staff are responsible for

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all students within their class to ensure they are making at least good progress.
- Ensuring all copybooks are regularly marked and up to date.
- Ensuring feedback for work uploaded to Schoolwork/Edunation is also provided and reflected in.
- Ensuring that students understand the feedback they have been given.
- Allowing students to ask questions in regard to any feedback they have received.
- Ensuring to provide time and opportunities for students to respond to feedback.

Expectations

Teaching staff are expected to

- Provide marking that offers clear information about why students have done well.
- Offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning in green pen.
- Provide students with opportunities to reflect on feedback, which also allows them to respond to the feedback, ask questions and improve their learning in red pen.
- Remind students of their targets and how these targets can be achieved lessons.

QUALITY MARKING & FEEDBACK POLICY

- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for students, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge students whose work was correct, which should encourage further development
- Provide feedback and support to students with SEND and adapt how feedback is given, so that students with SEND can understand and respond. The teacher must refer to the student's pen picture to facilitate this.
- Provide positive and student-friendly marking and feedback.
- Return work promptly and allow students time to review any feedback that has been given to them.

Students are expected to

- Try their best with any work they complete, including homework
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by re-reading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

Student Expectations of Marking

- I would like clear comments on my work so I understand how to improve
- I would like to see clear handwriting from teachers so I can read the comments properly
- I would like to know what is required of the task before I do the work
- I would like to see my strengths, and practical steps on how I can improve to meet my targets
- I would like to receive oral feedback from my teacher and a breakdown if I don't understand
- I would like to have time to reflect on my teacher's comments and have chance to change my work

Quality Marking and Feedback in Kindergarten

In KG, observational assessment provides on going information about children's learning and development and is used to inform planning. It is based around children in action, in their self-chosen play as well as planned activities.

Our aims are to ensure that

- The starting point for assessment is the child, not a predetermined list of skills.
- Observations show what the child can do – significant achievements – not what they can't do.
- Staff observe as part of their daily routines.
- Children are observed in play and self-chosen activities as well as planned adult directed activities.
- Observations are analysed to highlight achievements, needs for further support and planning for next steps.

QUALITY MARKING & FEEDBACK POLICY

- Parent contributions are used and valued as a central part of the assessment process.
- Children are involved and encouraged to express their own views on their achievements.
- The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity.
- Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

What we observe

Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor.

- Play and child-initiated activities.
- Teacher led activities.
- Activities which have been planned, but which children will carry out independently for most of the time.

How we observe

Participant observations

- When the adult is involved in play with children.
- When the adult is involved in planned practitioner led activities.

Incidental Observations

- When you notice something significant that you are not involved in
- Conversations with children
- Informal conversations and discussions which are noted down.
- 'Interviewing' children about their own learning and interests.

Recording

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process.
- Observations are also documented on children's 'My Learning Journey'
- My Learning Journey is also an effective way for engaging parents as they can also contribute to the documentation and observation of their child's learning through sharing 'WOW! Moments' observed and noted at home.

Samples

- Drawings, independent emergent writing, photos of models, art work.

Planned focused observations

- Where the observer deliberately stands back to observe and does not become involved.

During the observations we:

- Write down in short, quick notes what is significant to the child's learning and development.
- Look out for the things we don't already know or anything new (significant achievement).

QUALITY MARKING & FEEDBACK POLICY

- Note of the date, time, area of learning and context (stand-alone evidence).
- All observations must also have a symbol from as indicated in fig. 1 to show if the learning documented was independent, supported, copied or discussed with adult.

After the observations we:

- Decide what it tells us about the child's learning and development.
- Consider the next steps for that child and implications for future planning

Figure 1 Symbols used for marking all work in green pen (in line with school policy)

Symbol	Function
I	Independent work
©	Copied
D	Discussed between teacher and student
S	Work completed with support

Quality Marking and Feedback using WALT and WILF Labels

Teachers will use WALT and WILF Labels for each lesson. These labels indicate the learning objective for the lesson (WALT) and success criteria (WILFS). There is one set of success criteria for all students detailing the steps to success that if achieved will enable the student to have achieved the overall grade level learning objective. Teachers design their lesson providing scaffolding to enable all groups of students to achieve the learning outcome. WALT & WILF slips must be put in the copybook for each lesson with demonstrated use of teacher and student reflection.

Examples of WALT and WILF Labels in English, Math and Science:

Date: 29/8/2023				
Standard:				
WALT:	To write a descriptive list poem about a second hand shop			
1	I can use capital letters and full stops	S	P	T
2	I can use simple noun phrases to describe the second-hand shop			
3	I can use commas in a list			
4	I can use the conjunctions: because, however			
5	I can use extended noun phrases with alliteration			
6	I can use similes to describe the second-hand shop.			
Work in Textbook/Workbook		See page(s):		

QUALITY MARKING & FEEDBACK POLICY

Date: 29/8/2023				
Standard:				
WALT:	Identifying factors, multiples and factor pairs			
1	I can find multiples of given numbers	S	P	T
2	I can identify factors of given numbers			
3	I can identify numbers with only 3/4/5 factors			
4	I can investigate- do bigger numbers always have more factors?			
Work in Textbook/Workbook		See page(s):		

Date: 29/8/2022				
Standard:				
WALT:	Identifying factors, multiples and factor pairs			
1	I can identify the types of human teeth	S	P	T
2	I can identify the types of human teeth and their functions			
3	I can identify differences and similarities between human and animal teeth.			
Work in Textbook/Workbook		See page(s):		

Different Types of Quality Marking & Feedback

There are four main types of written feedback that teachers can use and students can expect to see. The frequency of each type that is used will vary between departments and phases. Agreed minimums are expressed in the next section.

1. **Acknowledgment marking:** checking that the work has been completed and that there are no obvious mistakes that need correcting e.g. initial brainstorming at start of topic or KWL chart, etc and also appropriate for closed tasks or exercises.
2. **Quality marking by students: peer and self-assessment**
 - a. **Self-marking** – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning outcomes and looking for points for improvement.
 - b. **Peer Marking**– children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.
3. **Focused marking** by teachers: should concentrate entirely on the learning outcome of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

QUALITY MARKING & FEEDBACK POLICY

4. **Digital Verbal Feedback** – use of audio feedback to provide quality focused marking feedback which can often be effective in providing more personalized feedback allowing the teacher to record readily next steps.

Acknowledgment marking

Light touch/“tick and flick”/checking marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through the use of a tick and/or brief attainment-based comments.

This is done daily and involves the following:

- I. Checking that the work has been completed and that there are no obvious mistakes that need correcting
- II. Going to the success criteria box in copybook for that lesson and noting next to the student’s self-evaluation of whether they have achieved the target or not, the teacher’s assessment of the work for that lesson.

Quality Teacher Marking – Focused Marking

Research shows that developmental comments raise standards as they help students to understand the main purposes of their learning and thereby grasp what they need to do to improve. In addition, marking against WILFs and providing a clear next step based on ‘challenge’ or ‘consolidation’ to help children immediately recognize how to move their learning on through Bubble Time.

Quality Marking Process:

For that reason, our marking takes the form of a regular feedback loop.

- Highlighting of the success criteria in the WALT & WILF slip, highlighting in green the WILFS not yet achieved and highlighting in pink those achieved
- The teacher should then ‘draw’ a bubble or a ‘cloud’ and provide an opportunity to respond to the marking based on the either a WILF not achieved or a challenge question based on the WALT if success criteria achieved. This can be done digitally in SchoolWork/Edunation for work uploaded there.

Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where students have been taught to do it effectively. Peer assessment must be modelled and taught to students in order for it to be effective, making sure to use a sample to peer mark as a whole class.

Opportunities should be built into some lessons to allow for peer and self-assessment. This will allow students to gain a better understanding of where they are, where they need to be, and what they need to do to get there. This should be done in orange.

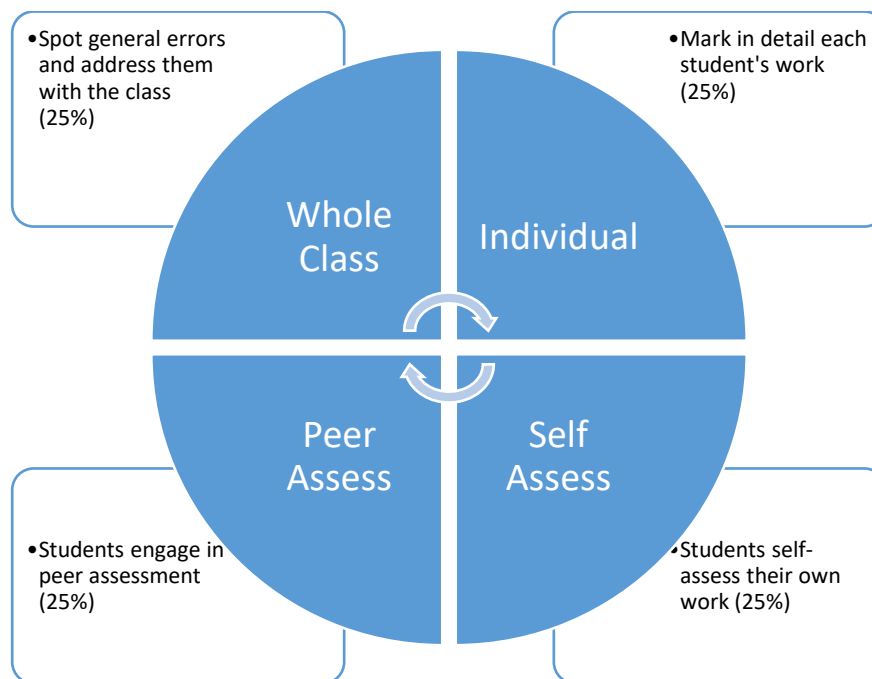
QUALITY MARKING & FEEDBACK POLICY

Digital Verbal Feedback

Verbal feedback is a valuable form of formative feedback. We use digital verbal feedback, where the teacher using his/her iPad goes to the student's work uploaded into Schoolwork/Education and records their voice giving feedback. This allows the teacher to provide more detailed feedback that the student will remember because the student can better understand more detailed feedback offered this way.

Frequency of Marking

ASCS recognizes the importance of self, peer, and teacher feedback. The school uses Dylan William's Four Quarter Marking strategy to ensure students receive regular feedback from their teacher, their peers, and develop self-regulation. This strategy also recognizes the significant workload marking can place on teachers and ensures teachers are using their time effectively in order to provide high quality teaching and learning.

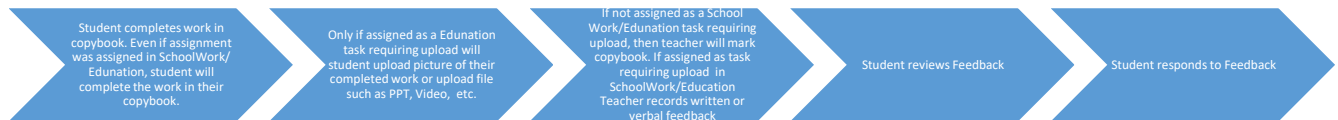


QUALITY MARKING & FEEDBACK POLICY

Digital Teacher Marking – Our Workflow Process Defined

When in school, teachers will ensure work is completed in copybooks. However, to assist with digital marking, all work completed in copybooks will be uploaded to SchoolWork/Education.

In-class Workflow Process



Out of Class Workflow Process



SchoolWork and Education offer opportunity for teachers to assign assignments/tasks digitally to students. Tasks can assigned as

1. A task set in Schoolwork/Education as a reminder to students with details of the work to be completed but does not require upload to Schoolwork/Education.
2. A task set in Schoolwork/Education with details of the work to be completed with upload of completed work to Schoolwork/Education.
3. Quiz that students must complete on SchoolWork/Education.

If work is assigned as a task requiring upload to Schoolwork/Education, then students will complete work in their copybook if no specific medium is required and will take picture of their work and upload it to Schoolwork/Education if upload was required. If teacher requires a different format such as Keynote, PPT, video, etc then student will upload to Schoolwork/Education the assignment/task in the format required.

However, teachers may assign tasks on Schoolwork/Education as reminders to students but do not require upload to Schoolwork/Education as work can be completed in copybook. Thus in these cases, teachers should assign task on Schoolwork/Education so it shows as a reminder to students to complete but will not choose the option to allow students to upload work.

But for assignments required to be done out of the copybook like a Education Quiz, MS Form, presentation or video, etc these will be assigned via SchoolWork/Education and teacher will choose

QUALITY MARKING & FEEDBACK POLICY

option for student to upload work to Schoolwork/Education when assigning the task. Thus students in these cases will complete the set Education Quiz or complete their work and upload it to Schoolwork/Education to receive feedback there.

Outcomes

Marking and feedback will be carried out professionally and students will benefit from its high quality. It will be used to encourage and celebrate students' achievements and progress. It will be used to underpin clear and accurate feedback to students and parents.

SEND Students

Teachers will put 'IEP' next to any piece of work that is related to IEP targets of SEND students to help gauge progress towards meeting these targets. In line with our Inclusion ethos, SEND students' work will be marked using the symbols and codes in this policy. The verbal feedback code (VF) will be used when appropriate.

Strategies for making marking manageable

Marking can be very time consuming, but it is an essential part of personalizing and accelerating student attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all pieces of work are marked in depth- see 'Marking Frequency Table' above)
- Carry your iPad with you in the lesson so you can open a student's work in Schoolwork/Education and record on the spot your verbal feedback.
- Dedicated marking time for all teachers. In your non-contact hours, block out time for marking.
- Some pieces of work can be marked with the whole class
- Peer marking which has been modelled and taught to the children
- Balance 'active' teaching time with time when students can work with increased independence, facilitating marking time.
- Use the marking code/highlighter pens to support quick marking of writing and allow time for written comments underneath.
- Refine time management skills and use time effectively
- Highlight up to 3 aspects of a piece of writing that shows achievement in relation to the stated WILFs.
- Make use of digital feedback to cut down on marking time. This allows you to offer more personalized detailed feedback as you can record more than you can write.

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

QUALITY MARKING & FEEDBACK POLICY

Appendix A: Book Look Success Criteria – For Evaluation

ASCS has adopted the below book scrutiny form that will be used to monitor quality of marking.
Evidence of the monitoring of marking can be found in the school monitoring files.

	Needs Improvement	Good	Outstanding
Focus 1 – Progression <i>(developing areas of curriculum with use of resources to support learning)</i>	Scope and Sequence - Little evidence of scope and sequence across lessons covered	Scope and Sequence - Some evidence of scope and sequence with some links between lessons covered.	Scope and Sequence - Clear scope and sequence with evidence of coherent planning and links between lessons covered.
Focus 2 – Attainment <i>(measure of how a student is doing based on concepts being taught)- “A result at a specific point in time”.</i>	Overall work evident in samples viewed are below grade level curriculum standards.	Overall for a majority students’ work sampled the standard of students’ work is linked to grade level curriculum standards.	Overall for most students’ work sampled the standard of students’ work is linked to grade level curriculum standards.
Focus 3 – Progress <i>a measure which takes a child’s current performance and compares it to their prior performance in the same term/Grade</i>	Overall, there is little evidence of student progress over time.	Overall, there is evidence of progress since start of school year.	Overall, there is significant student progress over time since start of school year.
Focus 4 – Differentiation <i>Samples show</i> Content —the knowledge and skills students need to master. Process —the activities students use to master the content. Product —the method students use to demonstrate learning	Inconsistent evidence of differentiation and/or differentiation is not yet effective.	Consistent evidence of differentiation meeting the needs of groups of students in line with school's non-negotiables.	Consistent evidence of effective implementation of differentiation in line with school's non-negotiables.
Focus 5 – Marking for Literacy	Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon. There may be sparse evidence of the use of the school's Literacy Marking Code.	Marking for Literacy is clearly evident. There is some evidence of the use of the school's Marking Codes.	Marking for Literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
Focus 6 – Quality of feedback and response includes elements:	There are examples of written feedback which also include	Feedback it is written in a clear and constructive manner.	Feedback is written in a clear and constructive manner. Teacher

QUALITY MARKING & FEEDBACK POLICY

<i>Where am I going- based on learning objectives?</i> <i>How am I doing- based on success criteria</i> <i>Where to next- Set targets for improvement</i> Evidence also shows specific student related feedback (appropriate level of feedback has been given) Task → Process → Self-Regulation	praise and may suggest areas for improvement. Comments may be brief or generic/unspecific.	Learners are praised for their work and are challenged where work is deemed inadequate. Teacher comments may question understanding of concepts. Next steps are provided.	feedback allows progress to be seen in response to comments; there is evidence of learners acting on feedback in order to demonstrate progress. Learner responses are well thought out and evident in the vast majority of books.
Focus 7 – Peer or Self Assessment	Peer and self-assessment are evident in student work but at superficial level in form of ticking or correcting work or simple targets for improvement.	Regular peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning. Targets are not always useful for students.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning. Learners are able to evidence that they respond to their peers' feedback. It is kind, specific and helpful.
Focus 8 – Presentation Includes WALT WILF Date Neatness (nicely pasted works) Neat Writing	Little evidence that presentation and organization are rewarded/challenged.	Presentation and organization are rewarded/challenged and there is evidence that work improves, where presentation and organization were previously inadequate.	Presentation and organization are rewarded/challenged and there is evidence that work improves, where presentation and organization were previously inadequate. Learners clearly take pride in how work is presented.