



Marking & Feedback Policy

Policy	Marking and Feedback Policy
Date Created	August 2025
Date of Review	June 2026
Person Responsible	Principal & Teaching & Learning Lead



Our Vision

At Noya British School, we strive for excellence in all aspects of education. Our marking and feedback policy is designed to support our vision of nurturing confident, creative, and resilient learners who are prepared for the challenges of the 21st century.

Purpose

The purpose of this policy is to establish a consistent and effective approach to marking and feedback across Noya British School. We recognize that formative and summative assessment is integral to teaching and learning, ensuring all learners can achieve their potential.

This policy aims to:

- Provide learners with regular, meaningful feedback that acknowledges their efforts and clearly shows how they can progress.
- Enable learners to become self-regulating and independent in their learning, embodying the Noya British School ethos of lifelong learning.
- Ensure staff have a reasonable workload while facilitating effective assessment.
- Create a culture of continuous improvement and growth mindset, aligning with our school values of resilience and perseverance.

Principles of Effective Feedback

Our approach to feedback at Noya British School is based on research-backed practices, including the work of John Hattie and Claire Gadsby. Effective feedback should:

- 1. Be timely, specific, and actionable**
- 2. Focus on the task, process, and self-regulation levels.**
- 3. Answer three key questions for learners:**
 - *Where am I going? (Feed Up)*
 - *How am I doing? (Feedback)*
 - *Where to next? (Feed Forward)*
- 4. Encourage learner engagement and reflection, fostering our school's commitment to student-centered learning.**
- 5. Be efficient for teachers to provide and for learners to act upon.**

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Marking Expectations

Primary School (Years 1-6)

- All work must be acknowledged using highlighters and symbols.
- Detailed/Dialogue marking should occur:
- Once a week in English and Maths
- Once per unit in Science and Topic subjects
- Marking should refer to the learning objective and age-related expectations.
- Teachers must provide time for reflection and improvement during lessons, supporting our school's emphasis on metacognition.
- A combination of teacher, peer, and self-assessment should be used.

Noya British School Marking Strategies

The "Two Stars and a Wish" feedback method is a balanced approach to assessing student work.

In this system, teachers provide two positive comments (the stars) highlighting specific strengths or achievements in the student's work. These stars recognize and reinforce what the student has done well. Following the stars, teachers offer one area for improvement or development (the wish). This "wish" identifies a specific aspect where the student can focus their efforts to enhance their learning or skills. By using this method, we aim to boost student confidence by acknowledging their successes while also providing clear, constructive guidance for continued growth.

Whole-Class Feedback:

- Teachers identify common strengths and areas for improvement across the class.
- Feedback is delivered to the whole class, with individual support as needed.

Live Marking:

- Teachers provide immediate verbal feedback during lessons.
- Learners make improvements in real-time, fostering a dynamic learning environment.

Self and Peer Assessment:

- Learners assess their own work or that of their peers against success criteria.
- Teachers moderate self and peer assessment for accuracy.


Coded Marking:

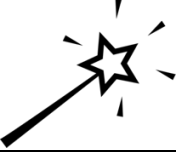
- Use of symbols or abbreviations to quickly identify areas for improvement.
- Codes should be displayed in classrooms and explained to learners.
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Foundation Stage:



Symbol	What does it mean?
	= Evidence of meeting LO/strength in a piece of work.











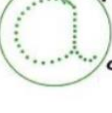


	= Something to make better/ improve/ amend Area for improvement
I	Independent Work
T	Supported by the teacher
TA	Supported by the teaching assistant
VF	Verbal feedback
PA	Peer-assessed
SA	Self-assessed

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KS1 Marking Symbols:


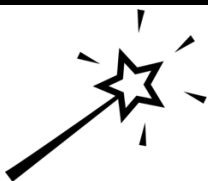

Symbol	What does it mean?
	Evidence of meeting LO
	Something to make better/ improve/ amend

	Next step challenges
Visual codes	 Remember finger spaces  Listen for sounds.  Check spellings
	 Missing Full Stops  Check your pencil grip.  Handwriting Ascenders and descenders!
	 Missing capital letters  Target reached.  Look carefully, does it make sense?
	 Form your letters carefully.  Great ideas!  Capital I
I	Independent Work
T	Supported by the teacher
TA	Supported by the teaching assistant
VF	Verbal feedback
PA	Peer-assessed
SA	Self-assessed
Arabic phrases:	Baraka Allah Fik ya Batal - Well done champion Ahsenta (Masculine) Ahsanti (Female) - Bravo Jayid Jedan - Very Good Musharaka Jayida - Good participation Mumtaz – Amazing

KS2 Marking Symbols:

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Symbol	What does it mean?
	= Evidence of meeting LO/strength in a piece of work.
	= Something to make better/ improve/ amend Area for improvement
	= Next step challenges
CL	Capital letter (circle the letter that should be capital)
Sp	Spelling error
//	New paragraph
Λ	Missed Word
G	Grammatical error
I	Independent Work
T	Supported by the teacher
TA	Supported by the teaching assistant
VF	Verbal feedback
PA	Peer-assessed
SA	Self-assessed
Arabic phrases:	Baraka Allah Fik ya Batal - Well done champion Ahsenta (Masculine) Ahsanti (Female) - Bravo Jayid Jedan - Very Good Musharaka Jayida - Good participation Mumtaz – Amazing

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Whole School Marking Symbols





All feedback must be in **green biro pen** for strengths and **pink for areas of improvement** and highlighters must only be used on student's work. Detailed feedback is required for every extended writing session and at least one **Maths & Science** per unit. Students must complete **Success Criteria** and HPL reflection at the end of each lesson with Teachers completing the Success Criteria and Lesson Outcome before the next lesson.



Symbol	What does it mean?
	"Green for go" Work highlighted in green indicates a strength or evidence of meeting the L.O
	"Pink for Think" Work highlighted in pink indicates a pause for reflection or correction.
	"Yippee Yellow" Work highlighted in yellow indicates work that is deemed above age-related expectation.
	Indicates next step challenges that students must respond to in purple pen
Visual codes (if applicable)	Remember finger spaces Listen for sounds. Check spellings Missing Full Stops Check your pencil grip. Handwriting Ascenders and descenders! Missing capital letters Target reached. Look carefully, does it make sense? Form your letters carefully. Great ideas! Capital I
S	Supported by the teacher or Classroom Assistant
VF	Verbal feedback
PA	Peer-assessed
SA	Self-assessed
Arabic phrases	Baraka Allah Fik ya Batal - Well done champion Ahsenta (Masculin) Ahsanti (Female) - Bravo Jayid Jedan - Very Good Musharaka Jayida - Good participation Mumtaz - Amazing

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Sp	You have made a spelling mistake. Use a dictionary to correct your mistake.
	Check and correct a mistake here – usually a grammar error or punctuation.
Gr	You must improve your grammar here.
P	Check and improve your punctuation here.
T	Check your use of tense at this point.
C	Missing or unnecessary capital letter here.
//	You should start a new paragraph at this point.
	The point you are making here is not clear. Rewrite this sentence in a different way to ensure clarity.
	You have missed out a word here.
	Well done. You have made a good point.

Book presentation

English Book

EXPECTATIONS

Monday 7th September 2020

L.O: To write a diary entry.

Dear Diary,

We've finally got one! My mum has been trying to persuade my dad for ages to get a dog and he has always thought of reasons why we shouldn't get one.

Well today, when we arrived home there was a loud knock at the door. I opened it and there was a big box on the doorstep. I was worried at first because there was no one there but as soon as I opened it...

Annotations:

- I have missed one line and added my learning objective underneath, using a ruler.
- I have written the long date using capital letters for proper nouns and underlined it using a ruler.
- I have used my best handwriting stick to the line and formed my letters correctly.
- I have remembered to use capital letters, full stops and appropriate punctuation.
- I have proof-read my work to check for spelling, punctuation and grammar errors.
- If I notice a spelling mistake, I use a ruler to cross out and write the correct spelling in blue pen in the margin.
- I always keep my writing to the right-hand side of the margin, unless I need to correct mistakes.

Maths Book

EXPECTATIONS

2 7 . 1 0 . 2 0

L.O: To use column addition.

1.
$$\begin{array}{r} 762 \\ 135 \\ \hline 897 \end{array}$$

2.
$$\begin{array}{r} 632 \\ 302 \\ \hline 934 \end{array}$$

3.
$$\begin{array}{r} 582 \\ 233 \\ \hline 815 \end{array}$$

4.
$$\begin{array}{r} 457 \\ 226 \\ \hline 683 \end{array}$$

5. I know that Alex is correct because he has exchanged the hundreds column correctly ($800 + 300 = 1100$). Whereas Annie is incorrect as she did not carry over the additional thousand.

Annotations:

- I have missed one line and added my learning objective underneath, using a ruler to underline.
- I have written the short date, separating the days, month and year with full stops. Then, I have underlined it using a ruler.
- I have shown the exchange clearly by carrying over a ten.
- I have written my reasoning answer from the margin and carried it across the page.
- I have proof-read my work to check for any mistakes.
- I have labelled the number of each question clearly.
- I use a stem sentence at the beginning of my reasoning explanations.

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Responsibilities

- Teachers are responsible for implementing the marking policy consistently and providing timely, effective feedback.
- Heads of Key Stages ensure the policy is followed within their areas and support teachers in improving their practice.
- Senior Leadership Team conducts regular work scrutiny to maintain high standards of marking and feedback.
- Learners are expected to engage with feedback and take responsibility for improving their work.
- Parents are encouraged to support their children in responding to feedback and participating in the learning process.

Monitoring and Evaluation

The effectiveness of this policy will be regularly monitored through:

1. Work scrutiny by Heads of Department/Year and Senior Leadership Team.
2. Lesson observations and learning walks.
3. Pupil voice surveys to gauge the impact of feedback on learning.
4. Analysis of pupil progress data.
5. Annual review of the policy by the Curriculum Committee.

This policy will be reviewed annually to ensure it remains effective and aligned with current best practices in assessment and feedback, as well as Noya British School's evolving educational vision.

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