

## Feedback and Marking Policy

Version:	3
Effective Date:	29 <sup>th</sup> August 2023
Scheduled Review Date:	1 <sup>st</sup> July 2024
Supersedes:	NA
Approved By:	Senior Leadership Team
Owned By:	Principal/CEO
Reviewed By:	Senior Leadership Team

*“Good feedback causes thinking” Dylan William*

### 1. Introduction

- 1.1 At GEMS Al Barsha National School (GNS), marking and feedback is an essential part of planning, teaching, learning and assessment.
- 1.2 It should respond to children’s work through constructive comments that acknowledge students’ achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards.
- 1.3 Effective marking allows for self-assessment, where the students can recognise the next steps in their learning.
- 1.4 At GNS, effective feedback given to students, through marking and reviewing work, provides clear and constructive steps for every student.
- 1.5 Our students are encouraged to be reflective and are consistently guided to maximise their learning.
- 1.6 We agree that effective feedback and marking should be meaningful and motivating to students.
- 1.7 We agree that effective feedback and marking should be manageable for educators.
- 1.8 We agree that effective feedback and marking should take the form of spoken or written feedback, peer marking and self-assessment
- 1.9 We agree that effective feedback and marking should inform future planning and individual target setting

### 2. Aims and Objectives

- 2.1 To establish a broad, consistent approach to the way learners’ work is marked.

- 2.2 To ensure GNS students feel valued and have a clear understanding of what they have done well, with reasons, and where and how they can improve
- 2.3 To ensure marking and written feedback helps students to improve their work and informs future lesson planning.
- 2.4 To provide a system which is clear to students, staff, parents and our wider community.

### **3. Responsibilities**

- 3.1 Students must carefully read written feedback or listen to verbal feedback provided by their teachers.
- 3.2 Students must reflect thoughtfully and act upon feedback given.
- 3.3 Students must seek to improve work prior to submission by proof reading and identifying areas for improvement.
- 3.4 Teachers are accountable for marking in line with the Feedback and Marking Policy.
- 3.5 Teachers are responsible for sharing this policy with the students.
- 3.6 Teachers must ensure that excellent effort and attainment is rewarded through the school reward system.
- 3.7 Middle leaders must ensure that the Marking and Feedback policy is consistently applied across their phase and carry out book scrutiny on a half termly basis.
- 3.8 Middle leaders are responsible for quality assuring marking and feedback.
- 3.9 Middle leaders ensure that any ineffective marking and feedback is identified and if necessary, provide support to ensure improvement.
- 3.10 Curriculum and Subject Leaders provide opportunities for teachers within their curriculum area to discuss marking, feedback, and share best practice.
- 3.11 Curriculum and Subject Leaders ensure that where less effective marking is identified the necessary support is provided to the teacher to enable him/her to improve practice.
- 3.12 The Senior Leadership Team monitors the application of this policy to ensure it is consistently applied by carrying out a planned programme of work scrutiny on a half-termly basis.

### **4 Whole school Marking and Feedback Procedure.**

- 4.1 At GNS, we recognise that we use a variety of marking strategies daily to support the learning of our students and inform our planning.
- 4.2 There should be a daily check of student learning through Assessment for Learning strategies. Live marking should be used in class to address misconceptions (Appendix 1). See Assessment Policy and point 6 and appendix(s) .
- 4.3 Whole class issues areas for development should be targeted for the next lesson; individuals with many misconceptions will be targeted next lesson.

## **5. Marking and Feedback in Foundation Stage**

- 5.1 Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning.
- 5.2 It will be more heavily weighted towards verbal feedback and staff discussion. (see appendix 1 for appropriate marking and feedback in EYFS)
- 5.3 In FS, there should be group or individual observations of new learning uploaded to Target Tracker each week.

## **6. Marking symbols for Primary**

See appendix 2 for agreed marking symbols from KS1 – Secondary.

6.1. To encourage self and peer assessment, and improve our English attainment through writing cross-curricular, we have implemented marking grammar codes in Key Stage 2. This is differentiated between LKS2 and UKS2. For our context, these have been translated to be presented in dual language format to support our EAL students and create transparent communication within our community.

6.2 As we are a HPL school, the use of these skills and asking the students to self-assess and self-reflect on their skills and values (ACPs and VAAs) used in each lesson is a key part of embedding the language into our curriculum and encouraging the students to recognise these areas in their own work. Therefore, HPL is often referred to in marking and in student's responses and we included a dual language summary of these skills and values in the students' book inserts also.

## **7. Written Feedback Primary**

7.0 All student work should be recognised and should benefit from feedback.

### **In depth marking**

7.1 All in depth marked pieces of work must have green written comments relating to the learning objective.

7.2 If the children are too young to read the comments e.g. Year 1 and below symbols can be used (See appendix 2). but there needs to be some written explanation or labelling to signal what has gone well e.g. 'good full stops' 'good choice' 'good sounds' - it is also suggested that any graphemes are underlined to support with reading. This comment will support the learning journey of each child and enable you to look back at specific feedback you have given to see how children have progressed.

7.3 Live marking also supports children who cannot read all your comments – enabling you to use symbols and comments and decode together.

7.4 In depth marks benefit from follow up tasks for the children to complete up task for the children to complete as a close the gap activity. E.g. 'Please go back and correct the punctuation' 'Can you change the adjectives for the highlighted pink words please' See appendix 3 for more guidance.

7.5 Time must be made in the curriculum for a student to have time to respond to the think pink task.

## **8. Quick marking**

**Green Great pen**

8.1 Great Green pen comments acknowledge students' achievements in that piece of learning and highlight their successes against the learning objective that lesson.

8.2 The marking and feedback symbols can be used to signal what a child has done well.

### **Green Great highlighter**

8.3 Teachers may use a green highlighter neatly and carefully to 'highlight' successes in green linked to the learning objective.

8.4 Highlighter marking is an effective tool when marking work together with a student.

8.5 Alongside the highlighted words or small sections all students should understand why it has been highlighted with an accompanying comment or symbol.

### **Think Pink pen**

8.6 We use a pink pen to select a minimum of one aspect for the student to reflect upon. This can be signaled using the feedback symbols or a comment written in pink.

8.7 The think pink feedback should link to learning objective. It may have a follow up task or be a suggestion for improvement the next time.

8.8 A think pink aspect might also link back to a previous think pink task e.g. if same error is made again.

### **Think Pink Highlighter.**

8.9 If a pink highlighter is used students must understand why you have highlighted it.

8.10 No more than 3 areas can be highlighted on the work.

8.11 Alongside the highlighted words or small sections all students should understand why it has been highlighted with an accompanying comment or symbol.

### **Purple Pen**

8.12 Students respond to pink feedback in purple pencil in KS1 and in purple pen from KS2 to Secondary e.g. change a spelling, fix the grammar, check a calculation.

8.13 These responses should be acknowledged by the teacher.

8.14 Teachers should regularly model for students how to respond to marking, either as a class or in group.

8.15 Purple pen task can be carried out in DIRT time - (Dedicated Improvement and Reflection Time) or planned as part of a lesson.

## Marking and Feedback in Secondary

At GNS, in the secondary phase, marking is about responding appropriately to students' work. It is a way in which we can help students to make further progress. Effective marking and subsequent feedback play an important role in helping students to become confident, autonomous and independent learners, which will help them throughout their time at GNS and in adult life. Students' response to feedback enables them to make rapid progress as it provides students with relevant and appropriate information to help them improve.

***Feedback should only be used to promote learning (Feed up, Feedback and Feed forward (Hattie & Timperley 2007).***

- Written feedback is useful but there are many other forms of feedback which can be more effective.
- "Feedback should be more work for the recipient than the donor" (D William, 2005)

## 10 Types of Feedback

There are two strands to how we feedback in Secondary Feedback Policy at GEMS National School. Strand one is focused on the provision of regular in-class feedback that allows students to make improvements in lessons. Strand two is focused on feedback within the formal assessment cycle which includes mock examinations and summative assessments.

### 10.1 Strand One: Regular in-class feedback

#### How feedback is provided:

Teachers must provide regular and meaningful feedback to all students. The method for feedback adopted by GEMS National School will be focused on two-way feedback: what went well (WWW) highlighted in green and even better if (EBI) highlighted in pink. This can be done as whole class feedback which could be used as a form of utilising time with the class teacher circulating the room live marking whilst making a note of the WWW and the EBIs then sharing these with the class and should also be done through the SID marking form (see appendices).

It is important that the feedback given to students is specific and focused. For example, feedback like 'well done!' does not tell the student what they did well. Instead, feedback should provide opportunities to close the gaps of learning as well as adding to the learning opportunity. The main purpose of feedback is to improve the students' thinking and not the task. It is important that time is provided for students to complete tasks to improve this thinking and eradicate any future misconceptions.

### 10.2 Regularity

The regularity of formal written feedback is, as a general rule, once every half term for non-core subjects and twice per half term for core subjects; this can be flexible. Assessments/mock papers for example are marked each term and feedback is given. All staff will provide feedback to students in **red** pen. Again, this could be done as a whole class as a way of working efficiently.

### 10.3 Closing the gap

In order to 'close the gap', students must then be given the opportunity to read, reflect by themselves or with a partner. In order to create a culture of consistency and in order to easily distinguish between teacher and student feedback, students will work on their improvement in a **purple** pen.

#### 10.4 Verbal & Live Feedback

Feedback will be on-going and regular throughout lessons and used as and when necessary, with teachers giving instant live feedback; this provides immediate and timely marking of the work by the teacher. Teachers are to use positive, learning specific language and questioning to stretch and challenge students' knowledge and understanding of the topic. Verbal feedback can assess learning and progress both individually and during group discussion tasks and quickly assess any misconceptions. Feedback should reference a skill or specific knowledge. Students act immediately on this during in-class feedback.

Verbal feedback should provide students with the opportunity to ask questions. Some examples of questions that could be explored are below:

- What can the student do?
- What can't the student do?
- How does the student's work compare with that of others?
- How can the student improve?

#### 10.5 Teachers will provide feedback on:

- What has gone well (WWW) highlighted in green
- Misconceptions identified and addressed (EBI) highlighted in pink
- Next steps for learning, including improvement tasks related to prior learning
- Spelling/literacy areas to develop (if necessary for the subject area)

#### 10.6 Self and Peer Assessment

Self and peer assessment should also be adopted as and when appropriate. Students could be provided with a checklist or success criteria to enable the feedback to be meaningful and help avoid comments such as, 'your handwriting is nice' or 'well done!' It is important that students are shown how to correctly self and peer assess to ensure that this form of feedback has the greatest impact

##### Other strategies that could be employed:

- Colour coded Success Criteria: Students underline/shade their own work when they have met the success criteria which allow them to see what they have included/omitted in their work.
- Providing students with a mark scheme from the exam board
- Provide students with a list of errors typical of those made by the group; this could be a connect activity.
- Share and ask students to pick out what is wrong and then re-draft correctly.

#### 11. Strand Two: Summative Assessment Feedback

Feedback should be provided for summative assessments/ exams in line with the subject area (KS3)/exam board (KS4/5) mark scheme. Make notes in order to provide specific feedback – looking for common areas of strength and patterns of weakness for each question type, topic, or area of knowledge.

Teachers will use the knowledge and understanding they have gained from feedback on books/ assessments/ exams to guide and shape future learning experiences. This may include but is not limited to re-teaching a concept or content to the whole class; re-teaching a key concept or content to a small group or individual; consolidating prior learning through questioning; setting independent tasks to stretch and challenge the student; modelling a response. This could also include grammatical and punctuation errors if these are seen as common mistakes or to eradicate any misconceptions.

## **12. Literacy Marking**

### Literacy Assessment Codes

Both teachers and students should be familiar with these codes (see appendices). These codes should be used when providing written feedback. Literacy is often considered as being the responsibility of the English department, but it should be the focus of all subjects in order to close the reading and vocabulary gap.

## **13. Inclusion**

Where appropriate, marking and feedback is adapted to meet the needs of a child – it may be more visual, more personalised or heavily based around verbal feedback. It is particularly important to encourage aspiration and make appropriate adjustments to make learning accessible. GNS is an inclusive school which provides equal opportunities for all students. This policy supports the use of 'sensitive marking' for our students of determination where teacher discretion will be used to mark and feedback on students learning to ensure a positive and encouraging approach is maintained. At GNS, High Performance Learning is at the forefront of marking and feedback to ensure a growth mindset unpins feedback and correction to ensure student progress.

## **14. Moderation of Books**

Heads of Department, to ensure consistency of book marking and feedback, will quality assure classroom teachers' marking and feedback. This is done at least every two weeks.

## **15. High Performance Learning**

We believe that all the learners in our care are capable of high performance and, to achieve this, it is necessary to acknowledge their effort and performance. Feedback to learners must encourage the behaviours that we, as a HPL school, value - namely, the characteristics taught within High Performance Learning. Feedback must clearly show them how they can make progress and enable them to become self-regulating. Intentionally embedding HPL ACP and VAA terminology in feedback allows students grow as high-performance learners (stickers of HPL symbols can be used).

## Appendix 1

### Appropriate methods for marking and feedback in the Foundation Stage are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further.
- Group time where children talk with their peers and teacher about their learning
- Paired peer assessment
- Annotation of photographic evidence on Target Tracker
- Written observations
- In FS2 Simple images and symbols as reminders or rewards to indicate.....
- School reward system to celebrate their achievements – stickers and dojo points

## Appendix 2 Agreed marking symbols for Primary

We use the following secretarial features when marking in KS1 and day to day marking in KS2. These are shared in CPD with staff, during induction with new staff and are visible in classroom environments.

KS1 and FS

Green comments	KS1	Pink think (next step)	KS1
Correct answer		Incorrect answer	
Highlight capital letter or circle in green pen.		A capital letter is required circle in pink pen or highlight	
Highlight full stop or circle in green pen.		Full Stop is required circle in pink pen or highlight.	
Supported in a group or with a TA.		Doesn't make sense – please re read – drawn in pink pen	
Verbal feedback given		Spelling mistake	
		Sound it out/use sounds – drawn in pink pen	
		Finger space – drawn in pink pen.	



KS2

Green comments	KS2	Pink think (next step)	KS2
Correct answer	✓	Incorrect answer	. or highlight
Supported in a group or with a TA.	Ⓢ	New paragraph	//
Verbal feedback given	Ⓜ	Grammar error	g —
		Doesn't make sense – please re read – drawn in pink pen	? ~~~~~
		Spelling mistake	sp —



Evidence of learning objective being achieved.

Highlights other successful elements of the work.

دليل تحقيق أهداف التعلم المحددة  
تسليط الضوء على نجاحات أخرى في العمل



Learning (linked to the LO) that should be reflected on.

Possible follow up task or suggestion for improvement next time.









التعلم (المرتبط بأهداف التعلم) والذي يجب أن يتحقق  
إمكانية إعطاء مهمة عمل أخرى أو اقتراح للتطوير  
في المرة المقبلة

LKS2		
Grammar Skill		Code
Paragraph	فقرة	P
Adjective	نعت/صفة	Adj
Adverb	ظرف	Adv
Expanded Noun Phrase	عجارة اسمية موسعة	ENP
Fronted Adverbial	ظرف ابتدائي	FA
Ambitious Vocabulary	المفردات المنشودة	V
Direct Speech	كلام مباشر	DS
Conjunction	حرف عطف	Con

UKS2		
Grammar Skill		Code
Paragraph	فقرة	P
Adjective	تعريفات	Adj
Adverb	ظرف	Adv
Expanded Noun Phrase	عبارة اسمية موسعة	ENP
Fronted Adverbial	ظرف ابتدائي	FA
Ambitious Vocabulary	المفردات المنشودة	V
Direct Speech	كلام مباشر	DS
Conjunction	حرف عطف	Con
Correct use of suspense	الاستخدام الصحيح للتشويق	Sus
Simile	التشبيه	S
Metaphor	الاستعارة	M
Personification	التجسيد	Par
Relative Clause	الجملة الموصولة	RC

# التصحيح والتغذية الراجعة - Marking and Feedback



			
Meta Thinking Maryam	Linking Liam	Analysing Anna	Creative Curtis
<ul style="list-style-type: none"> <li>❖ <b>Meta-Cognition:</b> Uses a wide range of strategies and transfers knowledge from one idea to another. مبتدأ المعرفة: استخدام مجموعة واسعة من الاستراتيجيات ونقل المعلومات من فكرة لأخرى</li> <li>❖ <b>Strategy Planning:</b> Approaches new learning by attempting to connect them to existing knowledge or concepts. التخطيط الاستراتيجي: تقرب المعلومات الجديدة عن طريق المحاولة بربطها بالمعارف أو المفاهيم الموجودة حالياً.</li> <li>❖ <b>Intellectual Confidence:</b> Articulate and explain personal views based on evidence. الثقة الفكرية: توضيح و شرح الأفكار الشخصية و دعمها بالدلائل.</li> <li>❖ <b>Self-regulation:</b> Monitors, evaluates and self-corrects. التنظيم الذاتي: المراجعة ، التقييم ، والتصحيح الذاتي.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Connection Finding:</b> Joining up all his learning. إيجاد الاتصال: ربط جميع ما تعلمه</li> <li>❖ <b>Generalization:</b> Identifying the big picture and themes in learning. التعميم: تحديد الصورة والسمات العريضة للتعلم</li> <li>❖ <b>Imagination:</b> Being creative and unique. الخيال: أن تكون مبدع و فريد</li> <li>❖ <b>Alternative Perspectives:</b> Seeing learning in a new way. وجهات نظر بديلة: النظر إلى التعلم بطريقة جديدة</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Precision:</b> Being accurate and careful with work produced. الدقة: الدقة والحذر عند إنجاز العمل</li> <li>❖ <b>Critical Thinking:</b> Problem solving in different ways and asking questions. التفكير النقدي: حل المشكلات بعدة طرق و طرح الأسئلة</li> <li>❖ <b>Complex Problem Solving:</b> Identifying the main problem and applying different strategies to solve it. حل المشكلات المعقدة: تحديد المشكلة الأساسية و العمل على حلها بعدة طرق</li> <li>❖ <b>Multi-step Problem Solving:</b> Thinking carefully about the steps needed and the order of the steps to solve a problem. حل المسائل بعدة خطوات: التفكير بعين في الخطوات اللازمة لحل المسائل و وضعها بالتسلسل الصحيح</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Fluent Thinking:</b> The ability to think of new ideas. طلاقة التفكير: القدرة على توليد أفكار جديدة</li> <li>❖ <b>Intellectual Playfulness:</b> This is the ability to recognise rules and bend them to create new ideas. التفكير اليزادي: القدرة على التعرف على القوانين و تطويعها لايتكار أفكار جديدة.</li> <li>❖ <b>Flexible Thinking:</b> The ability to get rid of one idea for a better one or think of multiple solutions. التفكير المرن: القدرة على الانتقال من الفكرة إلى فكرة أفضل أو التفكير في عدة حلول.</li> <li>❖ <b>Originality:</b> The ability to be unique with your thinking. الإبداع: القدرة على التفرد بالتفكير</li> </ul>
			
Hard Working Hannah	Agile Anita	Empathetic Edgar	Realising Raif
<ul style="list-style-type: none"> <li>❖ <b>Works Hard:</b> Uses her best effort and tries her best. Asks questions to get better and is focused. العمل الجاد: تبذل أقصى مجهودها وتحاول بكل السبل، تطرح الأسئلة لتصل على أفضل النتائج وهو المطلوب.</li> <li>❖ <b>Practice:</b> Keeps working on a skill using repetition so you become very confident. التدريب: مواصلة العمل على المهارات باستخدام التكرار حتى تصبح متمكناً ووثقاً.</li> <li>❖ <b>Persevere:</b> Does not give up – keep trying until you achieve your target. المثابرة: لا تستسلم – تكرر المحاولة حتى تحقق أهدافك</li> <li>❖ <b>Resilience:</b> Remains confident and optimistic. She also helps others stay focused. المرونة: تبقى وثقة ومتفائلة ، وتساعد الغير على التركيز</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Enquiring:</b> Be curious and ask questions to learn more. الاستفسار: كن فضولياً و ارح الأسئلة للتعلم أكثر.</li> <li>❖ <b>Creative and Enterprising:</b> Being inventive and innovative to think of new unique ideas. الإبداع والمغامرة: كن خلاقاً ومبتكراً بأفكار فريدة.</li> <li>❖ <b>Risk-taking:</b> Trying new things and knowing that sometimes it might not work out. المخاطرة: تجربة أشياء جديدة و معرفة أنها لن تنجح في بعض الأحيان.</li> <li>❖ <b>Open-minded:</b> Willing to listen to others and is open to change her ideas and opinions. عقل متفتح: الالتزام بالاستماع للآخرين واستعدادها للتغيير في أفكارها أو آرائها.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Collaboration:</b> The ability to work well within your team, listen and do your 'fair share'. التعاون: القدرة على العمل بكفاءة ضمن فريقك. الأصغاء و قم بالتعاون العادل.</li> <li>❖ <b>Empathy:</b> The ability to care about others and the world and be sensitive to other people's feelings. التعاطف: القدرة على الاهتمام بالآخرين ، و مراعاة مشاعرهم</li> <li>❖ <b>Morals:</b> Knows the difference between right and wrong and can act on his morals confidently. الاخلاق: معرفة التفريق بين الخطأ والصواب والعمل بثقة و باخلاق عالية.</li> <li>❖ <b>Adaptable:</b> Willing to listen to others and is open to change his ideas if he thinks their idea is better. القدرة على التكيف: القدرة على الاستماع للآخرين وعدم التعتن بالفكر وتغييرها إن كان هناك أفكار أفضل.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Automaticity:</b> Developing speed when answering known problems. تلقائياً: تطوير مبدأ السرعة عند إجابة الأسئلة المعروفة</li> <li>❖ <b>Speed:</b> Being able to work quickly and effectively. السرعة: المقدرة على العمل بسرعة و فاعلية</li> <li>❖ <b>Accuracy:</b> Getting better at answering correctly and focusing on key information. الدقة: القدرة على تحسين الإجابة الصحيحة والتركيز على المعلومات الهامة</li> <li>❖ <b>Realising:</b> Understanding the main idea of difficult or new information. الإدراك: فهم الفكرة الأساسية لكل المعلومات الصعبة والجديدة</li> </ul>

**Appendix 3 Secondary Marking Symbols.**

✓	Good work
✓✓	Excellent work
O	Incorrect Answer
V	Inaccurate/unsatisfactory vocabulary choice – choose another word
P	Punctuation error here
Sp	Spelling error here
G	Grammar error here
C	A capitalised letter is required
?	Express this more clearly; explain – I (the teacher) do not understand what you are trying to say.
//	Start a new paragraph
Eg	Give an example here
^	Add a word, a paragraph, a top (word/information missing)

#### Appendix 4

**Closing the gap marking 'Think Pink':** Closing the gap comments take 3 forms:

- **A reminder prompt** – reminding the children of the learning intention. (e.g. “Remember you need to use a variety of conjunctions, such as also, as well as, however etc.” or “Remember to multiply by 10 move all the digits 1 place to the left”)
- **A scaffold prompt** – providing examples of what they need to do to progress. (e.g. “Describe the expression on the dog’s face” or “you can multiply by 10, try this: - Q,  $23 \times 100 =$  )
  - **An example prompt** – giving exact words, sentences or processes (e.g. Add an adverb to one of your sentences, like this one, “He ran frantically around in circles looking for the rabbit.” or ‘304-297 use a number line;

#### Appendix 5– frequency of in depth marking

Foundation Stage	3 observations 1 individual, 1 group, 1 whole class on Tapestry.		
Primary	English, maths and science At least once a week.	MOE/ Islamic at least 1 x week	Humanities 1x 2 weeks.
Secondary	Departments should agree at what points in a scheme of learning all department members will put in in-depth feedback, relative to the scheme of assessment and as per the departmental assessment plan. <b>Core Subjects</b> <b>Focused in-depth Feedback in all subjects. Twice per half term.</b> Non-Core: Once per half-term		

#### Appendix 6

**Some examples of assessment for learning strategies – see assessment policy/ teaching checklist.**






- Use of short exit ticket/low stakes quiz that is marked to assess learning.
- Use of Mini-white boards with key questions linked to learning objective.
- Connect-Extend-Challenge. This routine helps students make connections. Ask students these three questions: How are the ideas and information presented connected to what you know and have studied? What new ideas extended or pushed your thinking in new directions? What is still challenging or confusing for you? What questions, wonderings, or puzzles do you have?
- Small student group sizes: If you have a very small set then daily marking/feedback is manageable.
- Targeted questioning of all students.
- Monitor the quality of marking within each Curriculum Area through effective line management meetings.

## Appendix 7

### Remote learning feedback strategies.

- on-screen marking
- voice notes
- written marking photographed and uploaded
- written comments, including response tasks
- modelled responses onscreen or video (clarifying misconceptions of modelling next steps)

### Appendix 8 – secondary written feedback template:

SID Formative Marking and Feedback							
Date:				Topic:			
Task:							
High Performance Learning							
Advanced Cognitive Performance Characteristics (ACPs)				Values Attitudes and Attributes (VAAs)			
 MATHS THINKING	 LINKING	 ANALYSING	 CREATING	 REALISING	 EMPATHETIC	 AGILE	 HARD WORKING
Strengths							
Improvements							
DIRT - Do Now							

**Appendix 9 – Literacy Marking Codes**

<b>LITERACY MARKING CODES</b>	
SP	<b>Spelling mistake</b> <b>Write out correctly x3</b>
C	<b>Capital Letter Missing</b>
P	<b>Punctuation Missing/Inaccurate</b>
?	<b>Unclear expression</b> <b>Rewrite the phrase on a separate line.</b>
^	<b>Missing word</b>
//	<b>New paragraph required</b>
G	<b>Incorrect grammar</b>
T	<b>Wrong verb tense</b>
POW	<b>Presentation of work is poor.</b> <b>Redo work to correct standard.</b>



