



**DUBAI  
BRITISH  
SCHOOL**  
EMIRATES HILLS

# Primary Marking Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Primary	
Date of review	August 2023
Date of next review	August 2024

## 1. AIM

To ensure that all students have their work marked in such a way that it improves learning, challenges pupils, develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked in all Key Stages.

## 2. OBJECTIVES

- To enable written and verbal feedback to be an effective tool for promoting learning for all DBS students.
- To develop an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.
- To prompt all students to respond to the written feedback given by the teacher.
- To enable students to reflect upon and take ownership over their own learning and progress.

## 3. RATIONALE

Dubai British School recognises that teachers' marking of students' work and students' assessment of their own progress and attainment are central functions in the learning process. The focus of written and verbal feedback is on helping students obtain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. It is then essential that the student is positively prompted to improve their learning. The marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Marking is most effective when the student knows:

- the purpose of the task
- how far they have moved towards achieving this
- how to move closer towards the goal of their learning

**Marking and the implementation of this policy is the responsibility of all teachers.**

## 4. EXPECTATIONS

Teachers are expected to ensure that:

- The marking of children's work, either written or verbal, should be regular and frequent
- The marking criteria should be displayed in each classroom and in the front of pupils' books
- Whenever appropriate/possible, teachers should provide individual verbal feedback to children
- Teachers should look for strengths before giving areas for development when marking work
- Marking should be linked to learning objectives/targets
- Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children; entries into the WOW book are encouraged
- Parents should have the school's marking procedures explained clearly to them
- Marking should show differentiation between groups and/or pupils
- Marking should take place in expected colours (see pens)

## 5. MARKING PROCEDURE

- Children's work should be corrected as soon as possible after completion, and where possible, in the presence of the child
- Marking will be in green pen and will be according to the symbols
- When marked work is returned to the children there should be verbal feedback either individually or as a class. (In the introduction of next lesson reflect on outcomes of previous lesson).

## 6. MONITORING AND EVALUATION

The Headteacher, Deputy and all Middle Leaders will review the quality of marking as part of their ongoing role when appraising books. Feedback will be given to teachers as appropriate.

The desired outcomes are improvements in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment and progress
- Pupil voice
- Consistency in teacher's marking across the primary Key Stages
- Awareness on the part of the pupils of what is expected of them

## Planning for marking:

Always build in time during **registration or at the beginning of the lesson** for children to read and respond to the marking.

## Sharing marking:

As well as ensuring that children mark their own & other work (Peer/ Self-assessment), consider how the **Learning Assistant** can share marking within the lesson – and after school.

At DBS we aim to provide marking which is relevant, purposeful and allows the pupil an opportunity to reflect and progress. This can be seen through the following styles of marking.

## English, Wow and Science

**Diagnostic comment –**

**Teacher: star and a target**

**Child response: Blue Pen response**

**Self-assessment - Self: star and a target**

**Peer assessment - Peer: Star and a target**

**Presentation – Teacher: Specific (standards for Literacy)**

## Maths

**Diagnostic comment –**

**Teacher: check, consolidate, challenge**

**Child response: Blue Pen response**

**Self-assessment - Self: check, consolidate, challenge**

**Peer assessment - Peer: check, consolidate, challenge**

**Presentation – Teacher: Specific (standards for Maths)**

**Marking: For every piece of learning**

## Pens



**Blue Pen** – **Child** response/ self-assessment



**Red Pen** – **Peer** marking



**Green Pen** – **Adult** marking

## Codes

**A** = Aided work (KS1 & KS2 which needs to be initiated by the adult)

**I** = Independent work (FS only)

**'Supply'** = On all work marked by a supply teacher

**'ST'** = On all worked marked by a student/trainee teacher



= **Ticks** for correct answers (Maths and Literacy)



= **Dots** for mistakes (Maths specific)



= **Star** for something done well (WALT specific)

→ = **Target** – something for the pupil to work on immediately or at the beginning of next lesson. The purpose is to elicit a response, the pupil **MUST** be able to respond.

~ = check for sense (verbal guidance may also be given)

△ = Missing punctuation

// = new paragraph

sp = check spelling

○ = capital letter

^ = missing word/add a word to improve

## KS1 Maths

. = check

C = consolidate

→ = challenge

## Maths Marking – Specific Guidance

### 1. Diagnostic Marking

 **'Check'** – for **misconceptions** and **errors**

 **'Consolidate'** – for **incomplete** or **minimal** completion of task

 **'Challenge'** – for those who have met the **WALT** and are **ready to fly!**

## 2. Self-assessment

In order that pupils become better learners it is important that they sit at the heart of the assessment process. To do so, they need to have the **skills** and **language** to be able to assess their own learning. **These can be scaffolded onto slides or WALTs.**



I have rounded to the nearest multiple of 10.



Now I want to learn how to round to the nearest 100!

## 3. Peer-assessment

Pupils will often develop their own knowledge and understanding from evaluating and commenting on the learning of their peers. In addition, receiving focused and task appropriate comments from their peers is a powerful way of creating a culture of reflection in the class.



You can measure in mm



Challenge Now record the same length in cm!

## English Marking: *Specific Guidance*

### 1. Diagnostic Marking

Diagnostic marking is focused on areas where children can demonstrate a quick and powerful improvement. Such marking asks children to either consolidate. **Always give a star then a target.**



Question: **Can you describe how this person is a good friend?**



Directive: **Describe something that happened which showed they were a good friend**



Unfinished sentence: **He showed me he was a good friend when...**

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★ **I have used a question mark**

➔ **I need to use an adjective**

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★ **You are writing on the line**

➔ **Write a sentence using 'and'.**

### Sensitive Marking

DBS is an inclusive school which provides equal opportunities for all pupils. This policy supports the use of 'sensitive marking' for our SEND pupils where teacher discretion will be used to mark and feedback on pupils learning to ensure a positive and encouraging approach is maintained.

N.B – Please note that all self and peers will need to be guided and scaffolded by the teacher at the beginning and throughout the year, depending on the activity. This can be done through the use of slides

showing options for a target. For example, giving two or three choices of a target modelled on the board.

## Presentation Guidelines for English, Wow, Science and Maths Books

Please see **presentation of work policy**

**The below marking symbols is for teachers to print and use in class.**

Note that not all spelling mistakes should be corrected, key words or persistent mistakes will be noted. Further verbal discussion can be had with pupils.

## DBS Marking Symbols

☆	Positive comment
→	Next steps
✓	correct
•	Mistake
A	Aided
I	Independent (FS only)
V	Verbal feedback
___sp	Spelling mistake
○	Change to or from a capital letter
//	New paragraph
~~~~~	Does not make sense
^	Missing word
△	Missing punctuation
<u>supply</u>	On all work marked by supply