



## Marking and Feedback Policy

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Please see [Brighton College Dubai Policies and Guidelines](#)

### 1. Policy Statement

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It is the policy of the College to give feedback on pupils' work clearly, consistently, relevantly and effectively to enhance pupils' learning. Facilitating the assessment of pupils both formally and informally in order to track pupil progress, inform planning and to give pupils, parents, teachers and the College Leadership Team an overview of cohort performance and trends.

### 2. Aims

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It is our aim to ensure that pupils are given feedback on their work regularly and purposefully. Feedback should be informative, recognising pupils' achievements and efforts and, at the same time, identifying areas for improvement. It should form an important element of the whole assessment procedure. Pupils, parents and staff should clearly understand the marking system used within the relevant parts of the College.

### 3. Practice and Procedure

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There is a **Whole College Marking Code** ([see Appendix A](#)) which outlines the expectations of symbols to be used during marking so ensure consistency.

Departments are encouraged to make small adaptations to the marking code to allow for their own approaches to best practice in the context of their age phases or subjects.



### 3.1 Pre-Prep (FS1-Year 1)

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Feedback to pupils in Foundation Stage should be in the moment and mostly verbal. Good effort and work are recognised in a variety of ways including; verbal praise, Pelican Points, stamps, certificates, and communication with parents. Pupils should make corrections using a purple pen.

### 3.2 Year 2 – Year 6

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#### 3.2.1 Feedback

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- Class Teachers use a green pen to mark and pupils' response is always in purple pen. Any time a pupil responds to feedback- peer, teacher, whole-class, the response must be written in purple.
- In the Prep school we use the PRAISE model of feedback. This stands for Pupil Reflection and Instant Support/ Extension. The model aims to give feedback and follow it up later that day/ the next lesson with an action.
- The primary purpose of feedback is to assess the depth of learning that has taken place to inform next steps and to offer feedback to move learning forward.
- The audience for the marking is the children and so codes are used to reduce the amount of written marking and to focus on the action of the feedback.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.

#### 3.2.2 Instant Support/ Extension

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In the PRAISE model of feedback, pupils will follow up on their lesson with a next step task. This will be to support, consolidate or extend. This may be at the end of a lesson, later in that day or at the start of the next lesson.

- Support- A pupil needs additional support or a scaffold based on the lesson. They will get this before the next lesson to ensure they are ready to move on in their learning. The code PS will be seen in the book.
- Consolidation- A child needs more practice, or the teacher wants to assess if they are able to demonstrate a skill independently. The code PC will be seen in the book.
- Extension - A child has demonstrated secure understanding during the lesson and so is offered challenge or a new context. The code PE will be seen in the book.



### 3.2.3 Prep - Key Principles

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Our policy on feedback has at its core a number of principles:

1. The purpose of feedback is to further pupil's learning.
2. The main focus of feedback should be against the LO and the Success Criteria.
3. Feedback should take place at the earliest opportunity to have the greatest impact.
4. The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
5. Feedback takes many forms other than written comments such as: verbal feedback and modelling (including the use of technology), questioning strategies, use of talk partners, peer assessment, self assessment and whole class feedback.
6. Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress
7. When written marking is used (I.e., longer pieces of writing), it should be clear to pupils according to age and ability and should use the agreed marking symbols.
8. Children must be given appropriate time to respond to feedback to have maximum impact on learning.

### 3.3 Senior

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As pupils progress through the school the marking and feedback will begin to reflect the demands of the eventual examinations they will be required to take.

#### 3.3.1 Senior Key points

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- Responding to children's work involves both verbal and written feedback.
- Feedback on children's work, either verbal or written, should be regular and frequent.
- Whenever possible and appropriate, teachers should provide individual feedback to children.
- Pupils' should be given clear advice as to how they can improve.
- Work must be marked punctually, to allow pupils to make improvements as quickly as possible
- Teachers will focus on strengths and actions when marking, actions should be given using imperative verbs and focus specifically on the actions pupils need to improve
- Teachers provide positive public feedback to children who try hard, regardless of their level of attainment and being mindful of pupils' differing interests and abilities.



- Work is marked according to the subject specific criteria and rubrics. These are developed from the eventual examination rubric that the pupil would follow if they took the subject through to GCSE.
- Teachers regularly use peer and self-assessment to help children critically evaluate their work and that of others, in line with well-established assessment for learning principles.
- Teachers' marking shows high standards of spelling, grammar, handwriting and general presentation.
- Pen colour:

<b>Colour Pen/Highlighter</b>	<b>Meaning</b>
Green	Teacher marking
Red or pink	Peer or self-assessment of work
Purple	Pupil improvement following feedback (either from teacher, self or peer)
Blue/Black pen or pencil	Written work

### 3.3.2 Feedback on Good Work

Within the classroom, the teacher uses a range of rewards to celebrate good work and encourage high standards. As an extension of this philosophy, the College provides further special rewards for outstanding work or work which is persistently good. The Senior School seeks out opportunities to reward children for their personal endeavours. For instance, if a pupil who usually struggles to present work well, creates a piece of work which exceeds their usual standards (even if it doesn't compare well with peers' work, in terms of attainment), then they would receive acknowledgement and rewards. Special rewards for good work include, but are not limited to the following:

- Head Master's Awards are presented for outstanding pieces of work. These are defined as being pieces of work that demonstrate high ability and are of a standard well above their peer group and the age-related expectations for the year.
- Work that demonstrates great improvement or substantial effort in comparison with previous work is shared with the Deputy Head Academic and a note is sent home to the parents and the effort is recorded and shared with tutor and Housemaster/Mistress.



### 3.3.3 Feedback on Poorly Produced Work

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- Teachers make a judgement about whether class or prep work is considered below the expected standard, based on their understanding of the child, supported by assessment data. For instance, a child with dyspraxia, would not necessarily be expected to present work to the same standard as other pupils in the class. Likewise, gender, date of birth, family background, developmental stage, ability, special educational needs and a host of other factors will result in pupils producing work of differing standards; both in quantity and quality. Clearly, poor work does not necessarily indicate a child who is of lower ability. Indeed, a child on the G&T Register may be underperforming.
- If a teacher does identify that work is below the expected level for a particular child or is incomplete, then they will bring it to the attention of the child, who should be given appropriate opportunities and support in and outside the classroom to raise their performance.
- If poor work persists, then the subject teacher should raise the matter directly with the pupils' tutor and Housemaster. The tutor or housemaster may then take action to help the student raise their performance/complete the work set.
- Consistently poor standards of work may be linked to different factors, such as home life, behaviour or special educational needs.
- If the class teacher has identified patterns of poor work, which haven't improved as a result of usual classroom intervention or working with the Housemaster and tutor, then they should contact the Deputy Head Academic providing a detailed account of the measures taken so far.
- If there is a pattern of poor work across the Deputy Head will call a case conference, involving relevant staff, to identify the types of poor work, potential causes and propose action points. The minutes of the case conference are recorded, and next steps discussed. Next steps would involve liaison with parents and may involve liaison with other staff (e.g. the Inclusion Department).

## 4. Assessment and Record Keeping

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### Early Years

Individual staff are required to keep a record of observations, photographs and notes regarding pupils development against the EYFS curriculum standards and Early Learning Goals (DfE 2021); age and stage appropriate. The primary way of collating this evidence is on Seesaw, an electronic platform used for communication with parents and pupil engagement. Pupils are assessed against the EYFS statements using a 'Point in Time' assessment system. Pupils are formally assessed 4 times a year as well as being assessed in Read Write Inc every six weeks. Data is kept on O-Track and is analysed regularly. This analysis forms the dialogue between the teachers and Head of Pre-Prep during Pupil Progress Meeting and is used to identify areas



for development. Parents are kept informed about their child's attainment and progress through reports and Parent Teacher Conferences as well as other meetings that may be deemed necessary based on individual pupil needs.

### Prep School

Individual staff are required to keep a record of each pupil's marks and/or progress towards a learning objective in their planners/mark books. There is a timetable of assessments to be completed each term which include the CAT4 test, , RWI assessments, WhiteRose Maths assessments. Data from these will be kept on OTrack and will be analysed regularly. Classes will keep a record of the class achievements throughout the year and will complete the Story of My Class document.

### Senior School

Individual staff are required to keep a record of each pupil's marks and/or progress towards a learning objective in their planners/mark books. This may be electronic or in paper form. Pupils' assessed pieces of work should be kept to enable standardisation and demonstration of progress over time.

## 5. Staffing and Resources

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Responsibility for the implementation of this policy rests with the College Leadership Team, class and subject teachers and TLAs.

## 6. Associated Documents

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Assessment, Recording and Reporting Policy

## 7. Monitoring and Review

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This policy is to be reviewed and checked annually by the Head Master.



## 8. Approved by

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Head Master on behalf of the College:

Simon Crane, Head Master

Chair on behalf of the Governors:

Nilay Ozral, Board Member

## Change History Record

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Version No.	Description of Change	Owner	Date of Issue
1.0	Changes to marking and feedback procedures in Prep School (FS1-Yr6)	Katy Cooke	24/6/2021
2.0	Changes to marking and feedback procedures in Senior School	Jane Clewlow	22/6/2021
3.0	Changes to Prep feedback procedures.	Ben Tabner	21/6/2022
4.0	Changes to marking and feedback procedures in Senior School	Jane Clewlow	09/09/2022

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## Appendix A – Whole College Marking Codes

Pupils can expect all teachers to use similar marking codes on their work to indicate where and how their work can be improved. It is essential that pupils undertake review of their work regularly in order to develop independence and rigour in their learning.



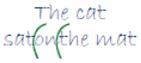
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### Our Marking Codes

My Teacher marks in **GREEN** pen  
I respond in **PURPLE** pen

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 Good, Correct, Accurate	 Incorrect, Error, Look Again	<b>SP</b> Spelling
 Unclear	 Wavy Line: Spacing Issues	<b>VF</b> Individual or Whole class verbal feedback given to the pupil

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**PURPLE Pen:**  
**P**resentation  
**U**nderstanding  
**R**esilience  
**P**resent it differently  
**L**earn from my mistakes  
**E**dit and Improve

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Presentation must always be of the highest standard at Brighton College Dubai - we follow a cursive handwriting scheme throughout the college.



Senior



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## Marking Codes

SYMBOL	Means
<b>Sp</b> (in the margin, word circled)	Spelling mistake. If your teacher hasn't corrected it, you must use a dictionary to help you to find the correct spelling and correct it.
<b>?</b>	What do you mean? Explain or check its meaning.
<b>Nice</b>	Vocabulary: wrong word or choose a better word
<b>/</b>	New line needed
<b>//</b>	New paragraph needed
<b>^</b>	Omission: a word/letter/number is missing
<b>london is a city</b> <b>P</b> written in margin	Wrong case (upper/lower) or wrong/missing punctuation
<b>Gr</b> written in margin	Grammar is incorrect. For example "we was going," "I seen him," and "I could of done it"
<b>✓</b>	This is correct/good
<b>✓✓</b>	Striking or imaginative writing
<b>Strength:</b>	This is where your teacher tells you what you have done well
<b>Action:</b>	This is where your teacher tells you what you need to do to improve
<b>Response:</b>	This is where you complete the action given to you by your teacher

I write the DATE and TITLE at the top of my work. I UNDERLINE these with a ruler.

I write in BLUE or BLACK pen. I use PENCIL for drawings.  
My teacher marks in GREEN pen. I self and peer assess in RED pen  
I respond to feedback in PURPLE pen.

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## Brighton College Dubai Policies and Guidelines

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### Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- The College's Academic Plan written for KHDA approval
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

### Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

### Policy Development

Policies will continue to be developed as strategic priorities are set.