



مدرسة التفاحة العالمية
The Apple International School

Marking and Feedback Policy

This policy referred as 'Making Marking Matter' has been produced for Apple International School, when 'The School' is referred to in this policy it is solely Apple International School that is being referred to.

Policy Adopted	2016
Review Cycle	One year
Last Review	June 2026
Next Review	June 2027

Vision

At AIS, effective feedback given to pupils through marking and reviewing work provides clear and constructive steps for every pupil to ensure they are able to make progress. Our learners are reflective and are consistently guided to maximise their full potential.

Principles

Marking and feedback:

- Gives learners opportunities to become aware of and reflect on their learning needs.
- Gives clear strategies for improvement.
- Relates to learning intentions and success criteria which are shared with learners every lesson,
- Involves all adults working with pupils in the classroom.
- Gives recognition and appropriate praise for achievement.
- Allows learners to reflect and respond to marking and feedback.
- Sets a consistent standard across the whole school.
- Responds to individual learning needs.
- Informs future planning and target setting.
- Is a manageable process for teachers.

- Is perceived by learners as a positive process.
- Encourages all pupils to respond and show development wherever possible.

Aims:

The main aims of this policy are:

- To ensure and promote a consistent and coherent whole-school approach to diagnostic marking and feedback.
- To establish clear expectations for marking and feedback across AIS.
- To raise the level of pupil attainment and progress across the school.

Marking and feedback:

There are two types of marking at AIS:

1. Quality Teacher Marking:

S “Strength” or “Star” - positive comment which relates to the learning objectives /success criteria

S – “Strength” or “Star” second positive comment which relates to the learning objective / success criteria

W – “Wish” or “What next” one area where the success criteria was not met / or a suggestion /question to encourage further thinking

2. Quality Student Marking – Peer marking and Self-assessment

This allows students to gain a better understanding of where they are, where they need to be and what they need to do to get there.

The Non-negotiables

- Error Correction Code as per subject
- Index page to be filled by students and acknowledged by teacher
- Target Sheet every Term
- Learning Objectives

- Diagnostic remark – two stars & a wish
- Success Criteria
- Parents' feedback
- DIRT, WWW, Even Better If
- Signature & date
- Use black ink to mark

All staff at AIS will adhere to this marking policy at all times. The use of this will be frequently monitored and evaluated. It is essential that our pupils consistently and continuously understand where they are with their learning and that any errors are rectified swiftly. Pupils must always work with an understanding of where/how they went wrong and actively know how they have been able to put it right.

To support the Making Marking Matter policy, the following templates will be used:

Appendix 1

Notebook Correction Guidelines

***List of things that need to be attached to your notebook.**

Each notebook should have the following in the beginning:

- ECC
- Target setting sheet filled based on CAT4 (will be provided soon)
- Index (with columns for date, topic/ concept, teacher's signature)
- Notebook rubric (will be provided)
- Formulae table, VCOP etc. if applicable

Error Correction:

- 1-Error Correction Code. (Should be pasted before index)
2. Diagnostic Remarks i.e. minimum one star one wish/ maximum two star one wish.
3. Use black pen and signature and date should be at the right-hand side corner at the bottom of the page.

Student Book should have:

1. Index page needs to be filled by the students.
2. Target sheet to be attached at the end of every unit in the student's notebook.
3. Learning Objectives and Success Criteria should be on every worksheet and every notebook work.
(Font size: Comic Sans 14 inside a dialog box if printed)
- 4 Parental Feedback form will be attached at the end of every unit.(written feedback is fine)

5. Self-check with blue pencil colour and Peer check will be with Purple colour.
6. The target form will be attached at the end of every term.
7. WWW and EBI after self-correction/peer correction/ end of assessments

***Avoid using the following:**

1. Big and too small tick marks.
2. Bunch of ticks at random.
3. Comments like 'good', 'neat' etc.
4. Correction with red/green ink.
5. Loads of work that is not checked.

Please Note:

- Notebooks to be corrected frequently.
- Index to be signed by the teacher
- Self and Peer correction to be entertained with teacher review, signature and feedback.
- ECC to be followed while marking.

Appendix 2



The Apple International School Work Scrutiny Checklist

Criteria	Yes	No	Remarks if any
Is the standard of work appropriate to pupil ability?			
Is there evidence of shared learning objective?			
Is subject specific diagnostic feedback given to students(Marking makes explicit what the pupils have done well & areas of improvement)			
Is there evidence of pupil responding to the feedback?			
Is there evidence of differentiation including extension of work?			
Is Peer Assessment & Self-assessment visible(Pupils know how to improve their work and are consistently involved in marking or evaluating their own learning and/or the learning of others)			
Is error code used while marking?			
Is there evidence of Parental involvement in child's learning?			
Is there evidence of Success Criteria at the end of every chapter?			
Is marking and feedback frequent and of a consistently high quality?			
Is there evidence of homework being set and marked regularly?			

Are individual learning targets set?			
Strengths			
Areas for Development			

Inspected by _____
signature _____

Teacher's