

RAHA INTERNATIONAL SCHOOL

GARDENS CAMPUS

POLICIES

Policy title	Marking Policy
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Approving Committee	Name	Signature
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Aims

- To ensure that all students have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self/peer assessment.
- To observe greater consistency in the way that students' work is marked across the school.

RIS believes that marking/responding to students' work:

- is an interactive process between the student and the teacher and forms an integral part of student learning resulting in a dialogue that positively impacts on progress
- develops students as learners by involving them in processes of questioning and self-reflection about their work
- helps students to learn how to structure their work by ensuring first that they understand the purpose of the task, the means of approaching it and the criteria against which it will be judged
- provides a mechanism of feeding back to the students about the standard of their work, how this relates to their potential and determining how students are to take their learning forward
- allows the teacher to make a personal and individual response to the work of a student, offering formative comments about the quality of work submitted, advice about future learning, guidance on how to improve and targeted questions which help them to improve.
- keeps the teacher and student informed about a student's current standard of work and assists in tracking student progress over time and planning future lesson content.
- ensures a consistency of approach to literacy and its development.

Guidelines – Early Years

		EY1	EY2	G1
Student Books		Mathematics Language/UOI RWI handwriting booklets (based on student readiness and pencil grip)	Mathematics Language Writing and Poetry UOI RWI handwriting booklets	Mathematics Language RWI handwriting booklets UOI Reflection book
Book Entries	<ol style="list-style-type: none"> All work dated Title or Learning intention One line space between date, title/Learning Intention (LI) and start of writing. All writing in sharp lead pencil. Any papers which are pasted into the books must be neatly inserted. 	Maths, Language, UOI <ul style="list-style-type: none"> Date stamped by teacher One digit or symbol per square (Maths - end of year goal) Skip lines (Maths) and where needed in Language. 	Maths, Language, UOI <ul style="list-style-type: none"> Date written by students Maths - Short date (22.09.22) Language – long date (12th September 2022) One digit or symbol per square (Maths) Skip lines (Maths) and where needed in Language 	Maths, Language, UOI <ul style="list-style-type: none"> Date written by students Maths - Short date (22.09.22) Language – long date (12th September 2022) One digit or symbol per square (Maths) Skip lines (Maths) and where needed in Language.
Marking and Feedback	<ol style="list-style-type: none"> Evidence of marking and feedback on all pieces of work in workbooks. Feedback and marking relates to the Learning Intentions. (LI) 	<ul style="list-style-type: none"> Verbal feedback relating to LI <p>MARKING KEY VF = Verbal Feedback (from adult)</p>	<ul style="list-style-type: none"> Use green highlighter to show areas of work that meet or exceed LI Use pink highlighter to show areas for growth in relation to LI Next step should be written if not able to give verbal feedback. <p>MARKING KEY VF = Verbal Feedback SA = Self assessment (in different colour to main work) and intialed by teacher. PA = Peer assessment (in different colour to main work) and intialed by teacher.</p>	<ul style="list-style-type: none"> Use green highlighter to show areas of work that meet or exceed LI Use pink highlighter to show areas for growth in relation to LI Next step should be written if not able to give verbal feedback. <p>MARKING KEY VF = Verbal feedback SA = Self assessment (in different colour to main work) and intialed by teacher. PA = Peer assessment (in different colour to main work) and intialed by teacher.</p>
Toddle	<p>One learning engagement or reflection per subject area built into the weekly planner on Teams to demonstrate student learning. Minimum expectation 3 per week eg language/uoi, math/uoi, MEX, celebrations of learning). Mixture of individual and small group photos. Specialist teachers will also post once on alternating weeks alternating subjects. Schedule to be sent by VK</p> <p>Reporting, planning, and portfolio platform</p> <p>Portfolio Toddleapp</p> <p>EY – weekly update to parents on Toddle</p>	<p>Voice or note feedback should be posted for students.</p>	<p>Voice or note feedback should be posted for students.</p>	<p>Voice or note feedback should be posted for students.</p>

RECORDING OF STUDENT WORK AND PROGRESS

Student Books	<p>Mathematics</p> <p>Thinking diary – blank</p> <p>UOI</p> <p>Language</p> <p>Spelling / Word Work in certain grades</p>
Book Entries	<ul style="list-style-type: none"> ● All work dated (developmentally appropriate, either full or short date) <i>Monday, June 20 or 20/6</i> ● Title or Learning Intention written by students (End of Grade Two and above) ● One line space between date, title/LI and start of writing. ● When a piece of work is finished, rule a line beneath it. ● Mathematics Grid Books: One digit or symbol per square (words can span squares). ● Student written work is in sharp HB pencil, navy blue pen or black pen.
Marking and Feedback	<ul style="list-style-type: none"> ● Evidence of marking and feedback in workbooks once per week using these guidelines. ● Feedback and marking is related to the Learning Intention. ● Use green highlighter to show areas of work that meet or exceed Learning Intention. ● Use pink highlighter to show areas for growth in relation to Learning Intention. When verbal feedback is not possible, next step should be written. ● Longer, written feedback related to Learning Intention where appropriate. <p style="text-align: center;">Marking Key</p> <ul style="list-style-type: none"> ● VF = Verbal Feedback (from adult) ● SA = Self assessment (in a different colour than main work) ● PA = Peer assessment (in a different colour than main work)

Guidelines – Primary

Guidelines – MYP/DP

Essential Agreements:

1. Students will experience **ongoing formative and summative assessments**. Teachers will evaluate student work and provide prompt and meaningful feedback against criteria strands (MYP) or descriptors (DP). In general, feedback should be given as soon as possible and at a maximum, within three working weeks. Students should have the opportunity to engage with learning outcomes and receive formative feedback **prior to summative assessment tasks**. Feedback should be:
 - a. *Timely*: Student can reflect and act while learning is relevant
 - b. *Task-specific and Goal-referenced*: Feedback moves the student's learning toward specific learning outcomes using language from the task-specific rubric
 - c. *Actionable and Attainable*: Student knows what to do next to improve performance or proficiency
 - d. *Positive, User-friendly and Specific to the Student*: Feedback identifies what the student did well and uses understandable language and respectful tone to promote a growth mindset
 - e. *Ongoing*: Feedback reinforces the idea that learning does not end when the final draft is submitted.

Assessment in MYP

- Appropriately employs formative assessments that reflect what has been taught (i.e., concept questions, quizzes, running records, writing portfolios, laboratory reports, exit cards)
- Gathers and examines data about student ability and achievement to inform, modify, and adjust instruction
- Examines individual student progress and appropriately utilises results to differentiate instruction and/or provide further student support and follow-up
- Provides timely feedback on assessments to students that supports them in adjusting their learning strategies and refining their knowledge and understanding

Returning Student Work

In order to improve student learning through assessment, students should receive feedback on their work in a timely manner. **Students should have a clear understanding of how a level was determined and receive feedback on how to improve through written or verbal comments.**

Summative assessment tasks must be returned to students within two weeks and the grades put on Managebac during this time. Any delay should be discussed with the Head of Department and MYP Coordinator, and communicated to both students and parents with a clear alternative date

Assessment in DP

Assessments must be returned to students within two-weeks of the submission date. In exceptional cases where standardisation may not be possible within two weeks, three weeks marking time is allowed. This extension should be communicated to students through Managebac.

Marking must be positive, giving students credit for what they have done, rather than taking marks away for missing content. Feedback should address what students need to focus on to improve their grade and should not include generic platitudes –for example “good work”, “keep trying” etc. Comments can either be made on the work itself, rather than on Managebac, but it must be clearly stated on Managebac where the feedback can be found if this is the case.

All grades/totals should be within the IB framework. For example, if a percentage is given for a task, the equivalent IB mark should be clearly stated.

It is a requirement from the IB that teachers standardise their marking of assessments with other colleagues, which must take place before grades are returned to students. For reporting purposes, teachers must use their professional judgment, particularly in Grade 11 when there is less data available.

Revision Log

Date	Changes	Reviewed By
Sep 2022	New	Carol Pratt
Aug 2024	Policy Review	Carol Pratt

