



Class:	
Went	Where you have demonstrated good understanding and progress. I understand molecules, morden periodic table, conversion of mass. ✓
Better	What you need to do to make further progress. I need to understand formulaes, metal oxides, and mendeleev periodic table. ✓
Do	Have another go at a question that you did not do well on. Then, choose a textbook question that will support your learning. How can you improve your test score next time? Think about your revision strategies - what works well?

Secondary School Feedback and Marking Policy

Maadi British International School Mission Statement

'Learning for Life...'

Maadi British International School provides students with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community.

At MBIS we are committed to providing a happy, positive learning environment where students, teenagers and adults are:

- *Successful learners*
- *Confident, cooperative and responsible leaders*
- *Flexible and resilient*
- *Honest and trustworthy*
- *Responsible, caring global citizens*

Rationale

Marking and verbal feedback are an integral part of the learning and assessment processes. The provision of effective marking and feedback to students enable them to assess their progress and understand how to improve.

Why do we mark?

- To guide, motivate and facilitate improvement
- To provide an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a student's understanding or ability to do something

Effective marking should:

1. Be related to the explicit learning of the lesson (key question) and/or the student's personal targets.
2. Recognise, encourage, and reward the student's effort and progress.
3. Encourage the student to strive to improve.
4. Provide clear information to the student about his/her work.
5. Inform the teacher's learning-focused planning and target setting.
6. Provide opportunities for a student to assess their own work.
7. Be manageable for teacher

Procedures

1. The **key question and success criteria** are displayed on the board and shared with the student, providing the focus of the feedback. Teacher feedback is focused on the key question.
2. Students write the date and key question in their book where possible, or if printed, it can be stuck in at the beginning of the lesson.
3. Oral feedback (indicated by **VF** for verbal feedback) and immediate 'impact marking' is consistently given during a task so that misconceptions are addressed as they arise
4. Agreed symbols (see table below – Secondary Marking Code – Appendix 1) are used for both impact marking (at the point of learning) and secondary marking (teacher marking after the student has completed the task)
5. Students may mark their own learning or others' learning as this promotes progress, highlights one's own common errors and helps students understand 'what went well', and 'even better if'.
6. All teacher marking should be in green pen
7. The teacher should plan the activity for the next learning episode's reflection time – (see below)
8. Students should reflect and feedback on the marking using a red pen.
9. Frequent deep marking is expected in all subjects at the Secondary level. This will vary in terms of time, due to the different number of lessons each subject has a week, but it is expected that at least one piece of work every two weeks is marked according to progression levels. All work, including peer, verbal or self-marking should be acknowledged (examples of appropriate written feedback are provided in Appendix 2)

At MBIS, we expect students to:

- Regularly read and respond to the comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler.
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Students should not use felt tip pens in workbooks.
- Use pencil for drawings or diagrams.
- Students should usually be expected to record the KQ and date at the beginning of each piece of recorded learning. Younger students and those with specific needs will be supported to establish these routines

Feedback and Marking Strategies at MBIS

Marking will take many forms, for which teachers will use their professional judgement. Deep marking should be in the form of What Went Well (WWW) and Even Better If (EBI). Teachers' comments should:

- Be specific, accurate and clear and focused on the key question
- Compare what the learner is doing correctly now with what mistakes have been made before
- Be focused on next steps. Teacher will provide specific guidance on how to improve
- We recognise that feedback and marking must be age appropriate.
- Targeted towards student progression levels to aid understanding.
- Correct simple mistakes while focusing on asking questions when misunderstandings are made as there is a distinct difference (EEF, 2016)
- Teachers will prepare students by discussing why feedback is important and how it can help lead to development and progress
- Teachers and students are encouraged to regularly reflect on the helpful questions about feedback and reflection, found in Appendix 3.
- Follow the five strategies of formative assessment (below)

Figure 2: The five key strategies of formative assessment (Wiliam, 2018)

Where the learner is going		Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

Feedback does not always have to be written.

Types of feedback:

- Written feedback
- Verbal feedback – range of questioning
- Informal feedback (checking in and discussing how students are progressing using grading/focusing on specific pieces of work)
- Formal feedback – discussion in class / written feedback
- Peer feedback – students making suggestions based on their peers' work (peer conferences -implemented through modelling and feedback)
- Self feedback – (allowing time for self-reflection and written responses)

Reflection time

At MBIS we view reflection time as key to supporting progress. We expect students to review and reflect on learning.

In all subjects, teachers must plan for a formal reflection time (DIRT) at the beginning of each lesson or where appropriate. This time could be teacher-led, individual or peer-focused.

Monitoring of the Policy

Frequent quality assurance checks are made by SLT in Secondary to ensure that the marking policy is adhered to.

As well as this, the SLT monitor the effectiveness of the Feedback and Marking Policy each academic year.

Date of policy: September 2022

Reviewed: August 2025

Next Review: August 2026

This policy will be reviewed annually.

Appendix 1: Secondary Marking Code



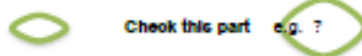
Marking Code for Years 7-13

You may find some of these marks in your books. This is what they mean:

General

✓	Correct
X	Look again. Can you see what is wrong?
C	This needs correcting, can you try it again?
*	Addition to text. You can add text at the end of your work using this symbol
?	Not clear

Sometimes your teacher will draw a circle around something in your work. This means that you need to look at it carefully to see how you can improve it. They might put one of the letters above in the margin to give you a hint about what may be wrong.



The task

Your teacher might write these letters in your book to show who you completed your task with, to comment on what went well, and to give suggestions for improvement:

T	You completed the work with some help from a teacher.
G	You worked with a group to complete this work.
I	You completed this work independently.
WWW	What went well...
EBI	Even better if...

For written work or English lessons:

P	Is your punctuation correct? Write in the margin.
W	Is this the right word, can you think of a better one?
Sp	Can you check the spelling of this word? Write in the margin.
//	Do you need a new paragraph?
A	Have you missed a word?
ROS	Run-on-sentence. You need to divide them or insert a conjunction!

Appendix 2: Examples of written feedback

Questions linked to Bloom's Taxonomy:

- How would you generalize_____?
- How would you express _____?
- What can you infer from _____?
- What did you observe_____?
- How would you demonstrate _____?
- How would you present _____?
- How would you change _____?
- How would you modify _____?
- How can you sort the parts _____?
- What can you infer_____?
- What ideas validate _____?
- How would you explain _____?
- What criteria would you use to assess _____?
- What data were used to evaluate _____?
- How could you verify _____?
- What information would you use to prioritize _____?
- What alternative would you suggest for _____?
- What changes would you make to revise_____?
- How would you generate a plan to _____?
- What could you invent_____?

General questions:

- Can you re-write paragraph two with more detail and description? Use your plan to help you.
- You wrote a good introductory paragraph to your newspaper report. Can you think of a different headline?
- What was your objective for this writing? Highlight your most effective words/sentence How quickly

- What is the most interesting fact that you have learned from this research? What would you like to find out next about ____?
- How did you know that _____?
- Why do you think _____?
- What could you do to be sure that your results would always be the same?
- A great conclusion! What do you think makes it so good?
- Which is your favourite sentence? Why?
- Have you used any imaginative vocabulary? Write the words here.
- Can you make up your own example of _____?
- What is the most interesting fact that you have learned from this research? What would you like to find out next about _____?
- What could you do differently next time to help you achieve your target?
- Can you solve these?
- Here's the bonus question _____

Student Self-Evaluation Prompts

Self-evaluation is rooted in good practice. To encourage students to evaluate their learning they may need prompts. For example:

- I have learned to _____
- I found out that _____
- I have got better at _____ because I can now _____
- My _____ is improving because _____
- I enjoyed this work because _____

- My work is good because _____ but I could make it even better by _____
- I'm proud of this work because _____
- I get mixed up when I try to _____ I need help with this.
- I found this hard because I don't know how to _____
- I needed to use _____ to help me.
- I found this work hard. It would help me if _____

CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?	How _____? Describe _____? What is _____?		
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

Appendix 3: Helpful everyday questions

Helpful everyday questions (From Shirley Clarke, 1998)

For Teachers:

- *Do I vary my marking style?*
- *Do I over-use the same comment? E.g. 'use capital letters' from September to March.*
- *Do I model expectations?*
- *Do I use positive statements?*
- *Do I indicate future needs?*
- *Do I set targets and help children to know what they need to do next?*
- *Do I encourage pupils to self-assess their work?*
- *Are their planned opportunities for peer-assessment?*
- *Do I involve children, parents/carers and peers in the marking process?*

For children:

- *Do you know your next steps / targets?*
- *Why do your teachers mark your work?*
- *What sort of things make the teacher think your work is good?*
- *How do you know if your teacher thinks that your work could be improved?*
- *What sort of marking do you find helpful?*