



# ARCADIA GLOBAL SCHOOL

Marking, Feedback and Presentation Policy  
2024-2026

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**A**LTRUISM **R**ESPECT **C**OMPASSION **A**SPIRATION **D**ETERMINATION **I**NTEGRITY **A**DVENTURE  
**G**RIT **L**IFELONG **O**PTIMISM **B**RAVERY **A**LACRITY **L**EARNING



## Rationale

At Arcadia Global School (AGS), we are committed to high-quality teaching and learning to raise standards of achievement and attainment, while broadening experiences for all our students. This policy embeds a consistent approach to marking and feedback in all subjects across the school, ensuring the involvement of pupils in extending their learning.

Marking and feedback are essential components of the learning process, providing students with valuable insights into their progress and areas for improvement. They serve as a dialogue between teachers and students, fostering a deeper understanding of the subject material and promoting self-assessment and reflection. Consistent and effective marking and feedback help to:

- Enhance student learning and academic performance.
- Build student confidence and self-esteem.
- Encourage a growth mindset where mistakes are seen as learning opportunities.
- Inform teachers of instructional planning and identify areas where students may need additional support.

Effective marking allows students to engage with the feedback given by the teacher and to further develop and improve their learning. Most importantly, marking should enable students to act on feedback. Feedback is a positive form of communication, based on learning objectives and success criteria. It could be from teacher to student, classroom coach to student, student to teacher, or student to student. Feedback redirects or refocuses students' actions to achieve a goal. Any comments needing a response must be acted upon by the student and acknowledged by the teacher.

By adopting a standardised approach to marking and feedback, AGS aims to create a cohesive and supportive policy that upholds our core values of altruism, respect, compassion, aspiration, determination, integrity, and adventure. This policy will ensure that all students receive the guidance and encouragement they need to reach their full potential.

This rationale underpins our commitment to high standards of achievement and broadening experiences, ensuring that every student at AGS is actively involved in their learning journey and continuously striving for improvement.

## This policy aims to:

- Develop a consistent approach to marking and feedback across the school.
- Communicate high standards and expectations of presentation and neatness.
- Foster ongoing conversations between students and adults to aid progress.
- Create an ethos where mistakes are celebrated and used as learning opportunities.
- Demonstrate student strengths and how they can improve their work through timely and high-quality feedback.
- Assess student understanding and identify misconceptions.
- Encourage students to critically assess their work and take responsibility for improvements.
- Promote peer assessment to reinforce learning.
- Incorporate AGS values such as altruism, respect, compassion, aspiration, determination, integrity, and adventure into the feedback provided by the teacher.
- Provide training and professional development for teachers and staff to ensure effective implementation of the marking and feedback policy.

## **The principles of marking and feedback**

Marking and feedback should be:

- **Meaningful** - it develops students' critical thinking and promote perceptive responses.
- **Manageable** - it is driven by professional judgement and where appropriate takes place during lessons and is constructive in nature.
- **Motivating** - it provides customised support and challenge for all learners.

## **Marking for Literacy**

**Marking for Literacy** is everyone's responsibility throughout all phases and subjects of the school. The UAE National Agenda directs schools to pay close attention to students' acquisition of higher order reading skills, including inference, interpretation and evaluation of information. Students' reading and literacy skills should be highly developed in every interaction and dialogue with a student.

**Marking for Literacy** across all curriculum areas and phases of the school should be consistent and emphasise the importance of good literacy in all curriculum areas. See Appendix 1 Marking Writing codes.

## **Assessment for Learning**

Before starting a piece of work, students must know what will be assessed. Clear learning outcomes should be set to enable effective assessment by both students and adults. Teachers should engage in ongoing assessments throughout the lessons and will intervene whenever pupils need redirecting, either as individuals or as a group.

## **Marking codes**

Each year group has a marking code displayed in the front of students' books and all staff will ensure that work is marked using this code (See Appendix 1). Teachers will ensure that classroom coaches and cover teachers use this code system correctly. Classroom coaches and cover teachers will initial the work they have marked.

## **Types of marking**

### **1. Formative Marking**

The goal of formative marking is to monitor student learning during the lesson to provide ongoing feedback that can be used by teacher to improve their teaching and by students to improve their learning.

More specifically, formative marking:

- Help students identify their strengths, areas for development, and target areas that need work.
- Help teachers recognise where students need support and address problems immediately.

All formative marking comments to students must utilise the different types of marking below. Student work must be marked regularly throughout the week to ensure teachers have the most up-to-date information about a student's progress. Students must be given opportunities to correct any errors, next steps, and challenges identified by the teacher or others in the class.

## **Teacher**

### **1.1: Live Written feedback and concept Marking:**

- Check students' understanding of the lesson content and help to address misconceptions.
- Teachers will check spelling and grammatical errors using the English codes.
- Use highlighters and marking codes.
- Consolidates learning gaps and offers further opportunities given students a challenge activity or next step.
- Students respond to feedback with a purple pen.

### 1.2: Live Verbal Feedback:

- Immediate, interactive feedback allowing students to respond straight away.
- Teachers should write 'VF' as evidence that live verbal feedback has taken place in the left margin in **GREEN Pen**
- Students respond to Verbal feedback with a purple pen.

### 1.3: Deep Marking

- Provide students with written feedback on 'Strengths' and 'Targets' based on a rubric presented to them at the beginning of the lesson or unit of work.
- Highlight aspects of the work that meet the learning objective with a green highlighter.
- Use STAIR feedback
- Use highlighters and marking codes.
- Students respond to feedback with a purple pen.

### Student

#### 1.4: Peer Assessment:

- Students reflect on another's work using "two stars and a wish" and a rubric.

#### 1.5: Self-Assessment:

- Students reflect on their work against the learning objective and use a rubric to assess their own understanding.

See examples of the different types of marking in Appendix 2.

## 2. Summative Marking

Summative marking is the marking that happens in an assessment that (normally) appears at the *end* of a unit/topic/project. Summative assessment summarises the student's performance. Whilst it establishes and evaluates the students' performance against the given criteria, at AGS, it is still an opportunity to provide a reflection point for a student in their learning.

Teachers should use a **GREEN Pen** to mark student work. Teachers should provide summative feedback by giving students (as appropriate): a mark/grade/percentage following an assessed piece of work; a clear indication of strength; and a clear target.

Following summative feedback, students must mark students work using 'STAIR.

## 3. Expectations by Stage

### 3.1 Foundation Stage

- Feedback to students in the Foundation Stage should be in the moment and mostly verbal.
- Teachers should use formative marking in relevant subjects (Maths, Communication, Literacy, and Language) and use the marking symbols displayed in the front of the books. Formative marking should be completed x 1 per week for each child.
- Student's work is annotated where necessary, giving the context to learning/ or recording the 'voice of the child' which supports teachers in the assessment of the student's overall understanding and attainment.
- Good effort and work are recognised in various ways, including verbal praise, brilliant blue praise stickers and stamps, and communication with parents. Students in FS2 should make corrections using a purple pen.
- Teachers will model letter and number formation in yellow pen.
- Books to be sent home at the end of each term to allow parents to monitor their child's progress.

### 3.2 Key Stage One & Key Stage Two

Feedback to students in Key Stage One and Key Stage Two should be in the moment, with teachers using formative marking and marking codes to provide feedback. The expectations of marking are outlined in the table below:

Marking & Feedback expectations for a half-term					
Style of Marking					
Subject	Live-Written feedback and concept Marking:	Live verbal Feedback	Deep marking	Peer Assess	Self-Assess
English	2 x per week	2 x per week	1x every unit/ 3 weeks	Alternate weeks	Alternate weeks
Maths	2 x per week	2 x per week	1x every unit/ 3 weeks	Alternate weeks	Alternate weeks
Science	1 x per week	1 x per week	1x every unit/ 3 weeks	Alternate weeks	Alternate weeks
Global Explorers	1x every 4 weeks	1x every 4 weeks	1 x per topic	1x every 4 weeks	1x every 4 weeks
MSCs	1x every 4 weeks	1x every 4 weeks	1 x per unit	1x every 4 weeks	1x every 4 weeks
Posana	1x every 4 weeks	1x every 4 weeks	1 x per unit	1x every 4 weeks	1x every 4 weeks
QUEST	1x every 4 weeks	1x every 4 weeks	1 x per topic	1x every 4 weeks	1x every 4 weeks
MfL	1x every 4 weeks	1x every 4 weeks	1 x per unit	1x every 4 weeks	1x every 4 weeks
Arabic	1x every 4 weeks	1x every 4 weeks	1 x per term	1x every 4 weeks	1x every 4 weeks
Islamic	1x every 4 weeks	1x every 4 weeks	1 x per term	1x every 4 weeks	1x every 4 weeks
Music	1x every 4 weeks	1x every 4 weeks	1 x per topic	1x every 4 weeks	1x every 4 weeks
ART	1x every 4 weeks	1x every 4 weeks	1 x per topic	1x every 4 weeks	1x every 4 weeks
STREAM	1x every 4 weeks	1x every 4 weeks	1 x per topic	1x every 4 weeks	1x every 4 weeks
Computing	1x every 4 weeks	1x every 4 weeks	1 x per topic	1x every 4 weeks	1x every 4 weeks
Junior MBA	1x every 4 weeks	1x every 4 weeks	1 x per term	1x every 4 weeks	1x every 4 weeks

- Books to be sent home at the end of each term to allow parents to monitor their child's progress.

### 3.3 Key Stage 3

#### Live Written Feedback and Concept Checking – **GREEN** Pen

This marking checks student understanding of the lesson content and helps to address misconceptions in the moment. Teachers will check for:

- 1) Student understanding and misconceptions.
- 2) Spelling or grammatical errors using the literacy codes above.

This provides a teacher with formative information on student understanding and misconceptions, to inform the direction of a lesson, intervention and/or future planning. This helps drive whole school literacy. Teachers should live complete concept marking in green pen.

#### Live Verbal Feedback – **GREEN** Pen

Live Verbal Feedback gives students the opportunity to receive verbal feedback from their teacher. It should take place during lessons alongside Live Written Feedback and Concept Checking.

- 1) Teachers should write 'VF' as evidence that live verbal feedback has taken place in the left margin in **GREEN Pen**.
- 2) Students should act on their verbal feedback using a **PURPLE Pen**.

### **STUDENT**

#### 1.3: Self-Assessment – **PURPLE** Pen

The aim of self-assessment is to empower students and engage them with success criteria, as well as challenging them to critically reflect on their own strengths and targets. Students should complete peer-assessment using a **PURPLE Pen**. Teachers should monitor and quality assure self-assessment.

#### 1.4: Peer-Assessment – **PURPLE** Pen

The aim of peer-assessment is to empower students and engage them with success criteria, as well as challenging them to critically reflect on their understanding of what is required in order to identify strengths and targets for a peer. Students should complete peer-assessment using a **PURPLE Pen**. Teachers should monitor and quality assure peer-assessment.

**Table 1 - Frequency of marking by subject**

**Year 7-13**

X = to be completed

	Live Marking		Live Marking		STAIR Feedback	
	Written Feedback & Concept Checking	Verbal Feedback	Self-Assessment	Peer-Assessment	Formative Strength Target AIRTIME	Summative Strength Target AIRTIME
Every 4 Lessons	X	X				
At least 1x half term			X	X		
At least 2x half term					X	X

For example, in Term 1A, in a book we would expect to see (as a minimum): Consistent cycle of live marking (Written Feedback & Concept Checking, Verbal Feedback) according to the above table.

- X1 Self-Assessment
- X1 Peer
- X1 STAIR Formative
- X1 STAIR Summative
  
- Books to be sent home at the end of each term to allow parents to monitor their child’s progress.

#### 4. Feedback

Students in Primary will receive 'STAIR Feedback' when students receive **Live Written feedback and concept Marking** or **Deep Marking**. This will be at least twice in a half term. Students in Secondary will receive 'STAIR Feedback' twice per half term, once formatively and once summatively.

Students will be given:

- **Strengths** - what has the student completed successfully in the piece of work.
- **Targets** - this must be a specific improvement linked to the skill or content of the work.

Following this feedback, students must be given the opportunity to act on their suggested targets:

- **AIR (Act, Improve, Reflect) Time** - this is lesson time dedicated to students acting on their feedback, improving their work and reflecting on how they have made progress.

Students should use a **PURPLE Pen** to complete the 'AIRTIME' task.

Students must be given the opportunity to act on the feedback given by the teacher. This can be built into lesson time or be completed in the morning from 7.15-7.30am.

#### 5. Presentation

*Books do not lie. The standards at which a student's book is set at can often reveal a huge amount about them as a learner: their engagement with the subject, ATL and even their organisational thinking. Whilst it is the student's responsibility to ensure their book is well maintained and presented, it is a teacher's responsibility to hold them to account.*

**Students must keep to the CLEAN presentation standards. All students must have access to CLEAN standards in their learning environment.**

**CLEAN** stands for:

Careful Handwriting

Lines are drawn with a ruler and in pencil.

Errors are crossed through with a straight line.

Always write the date in full (not in Maths) and the title/learning objective

Never write in pen unless directed to. Feedback to be responded to in purple pen.

Expectations for high-quality presentation of work are to be modelled progressively and consistently across the school. Expectations include:



### **Implementation and monitoring**

Teachers, classroom coaches, and senior leaders are responsible for implementing this policy. Monitoring and evaluating will be conducted regularly to ensure consistency and effectiveness. This will be monitored through:

- Book dives
- Learning walks
- Learning audits
- Learning visits
- Student Voice
- Staff feedback
- Moderation across year groups and phases

### **Professional development**

Staff will receive professional development sessions on a termly basis to understand and effectively implement the policy. Staff will moderate their marking and feedback with their year group team and phase within the school.

### **Support for students**

Students needing additional help will receive support through the marking and feedback process. Inclusion teachers will mark student work in blue pen. Parents will be informed of the policy and will be involved in supporting their child's learning through feedback. Parents will be invited into the school to attend student-led conferences and books will be sent home on a termly basis to celebrate the progress their child has made through their notebooks and workbooks.

### **Examples and templates**

- Marking Codes and Symbols: Detailed list of marking codes and symbols used (Appendix 1)
- Feedback Examples: Examples of effective feedback comments related to learning objectives (Appendix 2)



## FS Marking Codes

### Marking Symbols

	All correct, I have achieved the learning objective!
	Incorrect answer- Check this
VF	I have received verbal feedback
	Take this step to improve my learning

### Brilliant Blue Praise Stickers & Stamps

	Reaching for the Stars, Well done for challenging your thinking
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### Teacher Codes

G	I was guided here
I	Wahoo! I worked independently

### FS Marking Colours

	Brilliant Blue- I have achieved above and beyond the Learning Objective
	Good to be Green- I have achieved the Learning Objective
	Pink to Think- I need to think how to improve this part of my work



## Key Stage 1 Marking Codes

Marking Symbols	
	All correct, I have achieved the learning objective!
	Incorrect answer- Check this
VF	I have received verbal feedback
	Let's stretch my brain with a challenge
	Take this step to improve my learning

Codes I use to help me reflect upon my learning	
SA	Self Assessed with a
PA	Peer Assessed with my peer's comments
	Wahoo- Time to make edits and improvements!

Teacher Codes	
G	I was guided here
I	Wahoo! I worked independently

KS1 Marking Colours	
	Brilliant Blue- I have achieved above and beyond the Learning Objective
	Good to be Green- I have achieved the Learning Objective
	Pink to Think- I need to think how to improve this part



## Key Stage 2 Marking Codes

Marking Symbols	
✓	All correct, I have achieved the learning objective!
●	Incorrect answer- Check this
VF	I have received verbal feedback
(C)	Let's stretch my brain with a challenge
⌋	Take this step to improve my learning

Codes I use to help me reflect upon my learning	
SA	Self Assessed with my reflective comment
PA by:	Peer Assessed with my peer's comment
	Wahoo- Time to make edits and improvements!

Teacher Codes	
G	I was guided here
I	Wahoo! I worked independently

KS2 Marking Colours	
	Brilliant Blue- I have achieved above and beyond the Learning Objective
	Good to be Green- I have achieved the Learning Objective
	Pink to Think- I need to think how to improve this part



## Key Stage 2 Marking Codes

Marking Symbols	
	All correct, I have achieved the learning objective!
	Incorrect answer- Check this
VF	I have received verbal feedback
	Let's stretch my brain with a challenge
	Take this step to improve my learning
SP	Check spelling
	Missing punctuation
CL	Capital letters
	Missing finger space
//	New Paragraph
?	Does this make sense?
	Check your sentence structure and grammar here

Codes I use to help me reflect upon my learning	
SA	Self Assessed with my reflective comment
PA by:	Peer Assessed with my peer's comment
	Wahoo- Time to make edits and improvements!

KS2 Marking Colours	
	Brilliant Blue- I have achieved above and beyond the Learning Objective
	Good to be Green- I have achieved the Learning Objective
	Pink to Think- I need to think how to improve this part.

Teacher Codes	
G	I was guided here
I	Wahoo! I worked independently



## Marking Codes رموز التصحيح

When looking at your marked work, if you spot these symbols make the necessary changes!

Marking Colours		
فَكَزْ مَرَّةً أُخْرَى أَحْتَاجُ إِلَى التَّفْكِيرِ فِي هَذَا الْجُزْءِ	هَذَا جَيِّدٌ لَقَدْ حَقَّقْتَ الْهَدَفَ التَّعْلِيمِيَّ	هَذَا رَائِعٌ! لَقَدْ حَقَّقْتَ مَا وَرَاءَ الْهَدَفِ التَّعْلِيمِيَّ
<b>Pink to Think</b>	<b>Good to be Green</b>	<b>Brilliant Blue</b>
I need to think how to improve this part.	I have achieved the learning objective.	I have achieved above and beyond the learning objective.

Codes I use to help me reflect upon my learning الرموز التي أستخدمها لمساعدتي في التفكير في تعلمي	
<b>SA</b>	Self Assessed التقييم الذاتي
<b>PA</b>	Peer Assessed تقييم الزملاء
<b>G</b>	Group work عمل جماعي
<b>I</b>	Independent work عمل فردي
<b>VF</b>	Verbal feedback التغذية الشفوية



## Key Stage 2 Marquage d'Erreurs

Les Symboles de Marquage	
✓	C'est tout bon! J'ai accompli l'objectif de l'apprentissage!
●	La réponse est incorrecte – à vérifier
VF	J'ai reçu ma rétroaction verbale
Ⓢ	Je me mets au défi!
⚡	Je prends cette étape pour m'améliorer
SP	Je vérifie mon orthographe
○	Où est ma ponctuation?
CL	Où est ma lettre majuscule?
┌	J'ai oublié mon espace de doigt
//	Nouveau paragraphe
?	Qu'est-ce que ça veut dire?
〰	Je dois vérifier la structure et la grammaire ici.

Symboles je peux utiliser pour m'aider à réfléchir sur mon apprentissage.	
SA	Auto-évalué avec de la commentaire
PA by:	Évaluation par les pairs avec de la commentaire
	À modifié pour un écrit final

KS2 Couleur Pour Corriger	
	Brillant Bleu – J'ai travaillé et accompli au-delà de mon objectif de l'apprentissage.
	Clair Comme le Vert - J'ai travaillé et accompli mon objectif de l'apprentissage.
	Pause avec une Rose – Je dois réfléchir et améliorer cette partie.

Symboles pour prof	G	On m'a guidé jusqu'ici
	I	Wahoo! J'ai travaillé indépendamment!

### Key Stage 3

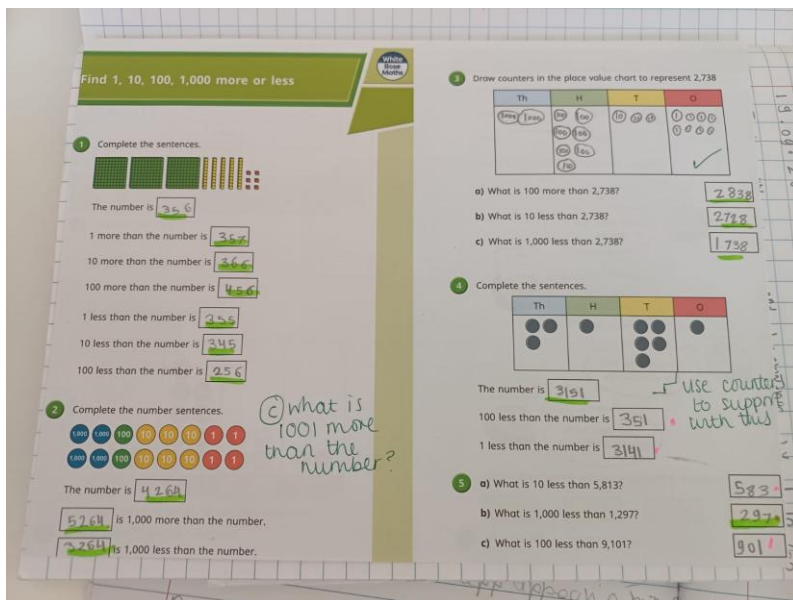
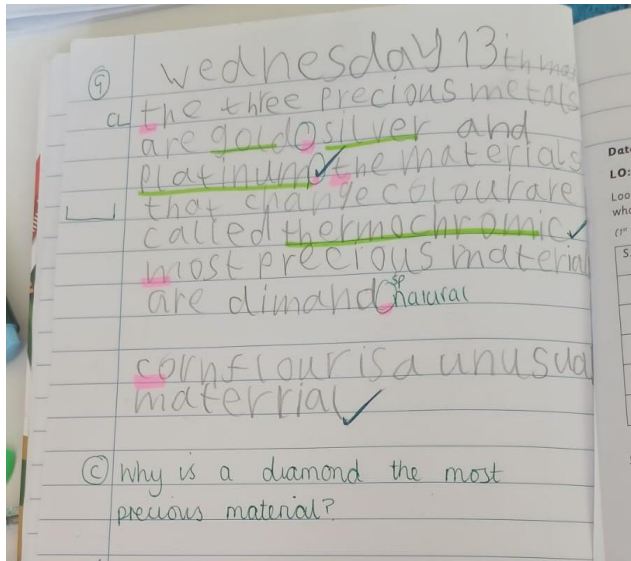
Marking Symbols	
✓	All correct, I have achieved the learning objective!
●	Incorrect answer- Check this
VF	I have received verbal feedback
Ⓢ	Let's stretch my brain with a challenge
⚡	Take this step to improve my learning
SP	Check spelling
○	Missing punctuation
CL	Capital letters
┌	Missing finger space
//	New Paragraph
?	Does this make sense?
〰	Check your sentence structure and grammar here



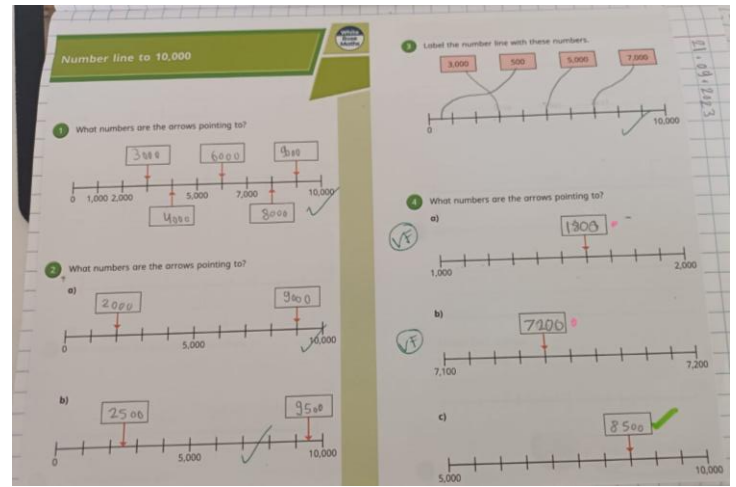
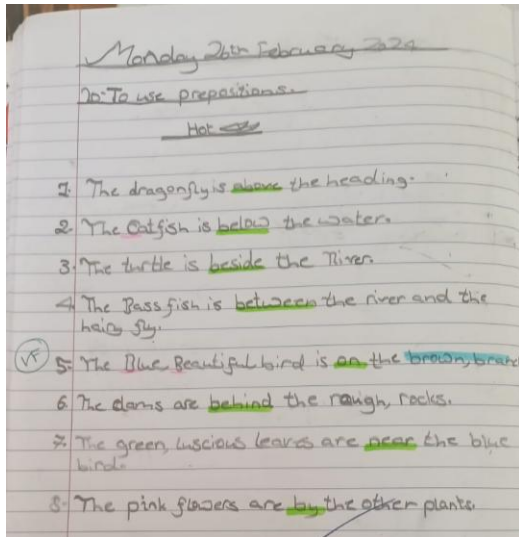
## Appendix 2

### Examples of marking

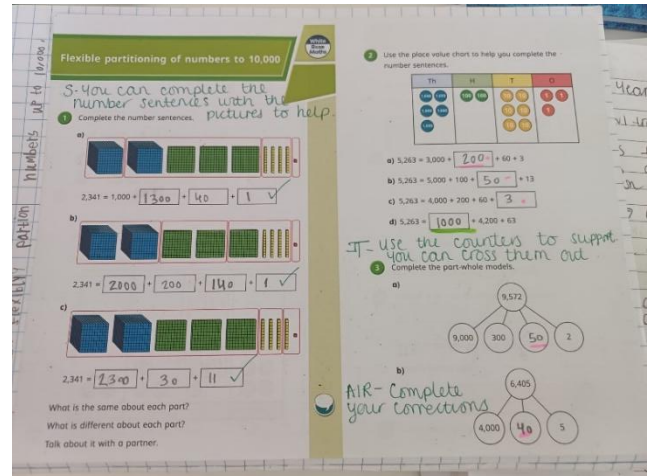
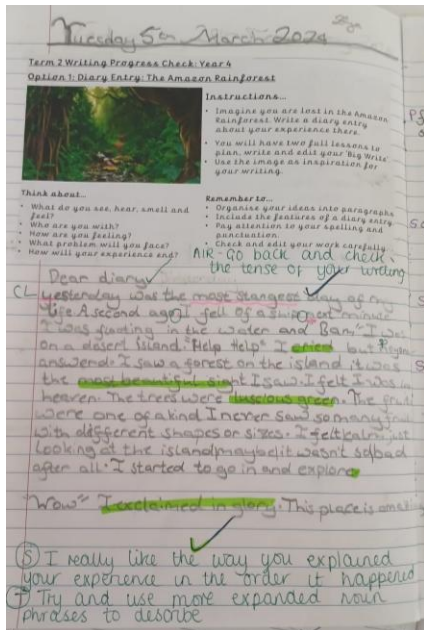
- Live-Written feedback and concept Marking:



- Live Verbal Feedback



- Deep marking



- Peer Assessment:
- Self-Assessment:

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