



Maria International School of Bucharest
Resilience Respect Compassion Integrity Responsibility

Marking and Feedback Policy



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Our Mission

We provide a learning experience and environment at Maria International that fosters creativity and excellence. Whilst providing supportive, stimulating and relevant lessons and resources within the context of the British style international curriculum.

Our school will be a caring place where adults and children are valued equally. Our aim is to create an environment where children and the whole school community will be inspired to be resilient, respectful, compassionate and act with integrity.

Our children will learn to respect themselves and others in an atmosphere of high expectations where they are nurtured and have the courage to make mistakes

We will strive to create opportunities for students to have a well-rounded school and learning experience, where they can develop critical thinking skills and work in collaboration with others.

Our Values

Resilience - We will handle adversity and problems with a mentality that enables us to keep going and do better.

Respect - We treat others with dignity, empathy and equality through our words and actions.

Compassion - We are kind, caring and will help everyone to be the best they can be.

Integrity - We are open, honest and act with good morals and ethics in all situations.

Responsibility - We ensure our own work, learning and duties are completed in a timely manner and to a high standard

Introduction

We at Maria International believe that effective marking and feedback is essential to student growth and progression. It plays an important part of teacher planning, teaching and learning as such there are expectations of every teacher to mark the work of their students to see common misconceptions and help guide the student towards true understanding rather than just surface-level knowledge.

Whilst marking is seen as a priority we also want to balance the professional and personal lives of our staff so we aim to make marking and feedback manageable yet effective so that staff



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have more time to prepare engaging and relevant lessons, and more importantly communicate with students on a verbal basis to help students get more personal feedback.

At Maria International, we aim to mark positively when possible to enhance pupil self-esteem, confidence and enable students to be resilient with feedback to try and improve further.

Effective marking at Maria International should:

- Evaluate and assess student's learning
- Tell students what they are doing well
- Highlight areas students should improve by posing them questions to guide them
- Be written in language that is easy to read and understand
- Help parent's/guardian's understand the strengths and areas to develop in their child's work
- Be consistent across the school
- Inform class teaching and planning
- Be used in conjunction with verbal feedback

Marking however should not do the work for the students or be degrading or demeaning.

If parent's/guardian's have any questions regarding the marking and feedback that their child has received they should contact the class teacher as soon as possible.

Marking and Feedback Used at Maria International

WWW, EBI and Next Steps

The main method we use for marking and feedback involves the terms 'What Went Well' (**WWW**), 'Even Better If' (**EBI**) and 'Next Steps', we have tried to incorporate these key vocabulary into our vocabularies as well both for staff and students. This method provides quick and easy to read feedback on works that help guide the student to the next stage or area of improvement with context and puts an emphasis on valuable explanations of the good and bad so students have a greater understanding of the work they have completed.

The template we use looks like this:



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WWW	EBI
Next Steps	

When being completed the WWW and EBI sections should be written with short but informative bullet points that highlight what the student did well or could be better. The next steps should be written as questions that help guide the students to the ways the students could improve. The comments should be objective and relate back to the topics learnt in the lesson, not be subjective comments.

When completed an effective example of the feedback should look similar (but not identical) to:

WWW	EBI
<ul style="list-style-type: none"> - Correct use of nouns - You sometimes used commas and full stops correctly (see my highlights) - Showed a range of adjectives used correctly and in the right tense 	<ul style="list-style-type: none"> - When using proper nouns make sure they are written correctly, with a capital letter - Use commas and full stops more consistently
Next Steps	
<ul style="list-style-type: none"> - Why do we use commas and full stops? Read your passage aloud and make a note of when you pause or stop. - Go back and read your notes from the last lesson on nouns, look at the key characteristics of Proper Nouns. 	



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Verbal Feedback

The WWW, EBI and Next Steps marking and feedback strategy can only be fully effective when used in conjunction with verbal feedback conducted in class. When the student receives their feedback they will be consulted with to further explain the points that were written and provide resources to act on the feedback. The teacher will not, however, give students the direct answer or solution when possible.

Through discussion and verbal feedback, the teacher is able to see how deeply the student is understanding the task and topics being taught and provide more personalised instruction, examples and feedback to help the student progress.

Verbal feedback has been shown to be effective in helping students of all ages to progress, especially those in the younger year groups such as EYFS, KS1 and for some EAL and AEN students where reading and language can be a barrier to learning.

Self-Marking and Peer Marking

At times throughout a topic students are encouraged to take ownership of their learning and self-mark their work, this will be done after the students have been educated on how to do this. This marking will be done with criteria or answers being given to students so that they can mark correctly. It is also important for students to regularly critically reflect on the work to judge what went well, how it could be even better and what they should do to help them improve.

Alongside self-marking, we at Maria International also like to have the students peer mark and collaborate on marking on feedback as this gives students the opportunity to see and hear how and why different methods of work have been carried out. This, like self-marking, will be done with criteria or answers being given by the teacher.

Classroom Routines

We place an emphasis on verbal feedback in lessons at Maria International. In lessons, staff should be circulating the room and talking with students about the work and how they are completing the tasks they have been given, whilst quickly looking at books. If a teacher sees that there are common misconceptions shared by the class, which the teacher has discovered through conversation and book checks then the teacher will bring the class' attention back to the teacher to help examine and explain the misconception.

To help the students remember the verbal feedback, staff will write a quick note of the verbal feedback on a post-it note for the student to copy into their book at the top of their page. This method enables the student to continue their work and implement the feedback at their pace in



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the lesson, without forgetting or losing the feedback they were given.

Marking in Early Years Foundation Stage

Maria International Early Years Foundation Stage teachers use a range of age-appropriate marking and feedback strategies to ensure that our youngest students still have the full capacity to grow and excel from an early age. The main focus of our feedback and marking in EYFS centres around positive comments and rewards based incentives to encourage the development of positive skills. During and after any marking and feedback situations our EYFS students are spoken to and it is explained to them verbally and visually what they did well and how they could do better, including routes and approaches they can take to implement those improvements.

After the students have been educated on how the feedback and marking works in EYFs and Maria International they are encouraged to self and peer assess work and activities that are completed in school.

Marking In Key Stage 1

English

English lessons in KS1 focus primarily on the areas of handwriting, spelling and checking that the student was able to meet or approach the lesson's objectives. Depending on the lesson objective a small comment is usually provided with supplementary learner stickers provided.

In longer writing pieces and handwriting practices we use the WWW, EBI and Next Steps template seen in this policy, this is completed with the student present so that an open dialogue is provided verbally to help students understand better how to improve and what their strengths were in the marked piece of work.

Maths

Marking and feedback in KS1 Maths lessons consist of corrections and comments. As Maths at this stage is heavily fact and skills-based we need to ensure that students demonstrate accurate work and correct mistakes as soon as possible to provide them with a solid foundation to take them through their Maths education in later years. As in English lessons, comments and supplementary learner stickers are provided to students to help highlight areas of growth and development as well as areas of strengths.

An overall WWW, EBI and Next Steps feedback are provided at least once a term, usually at the end of term and midway through the term to provide clear guideposts to help the student positively progress on their Maths learning journey.



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Science

The KS1 Science curriculum follows the topic of the books and the marking and feedback is completed based on demonstration of understanding related to the criteria given in the book. This is usually done through basic correction and discussion.

An overall WWW, EBI and Next Steps feedback are provided at least once a term, usually at the end of term and midway through the term to provide clear guideposts to help the student positively progress on their Maths learning journey in Science.

Topic

In KS1 topic a variety of subjects are taught including Geography and History. These subjects have related worksheets and projects that are corrected periodically. The marking and feedback in Topic involves a mix of discussion and the WWW, EBI and Next Steps format demonstrated in this policy

Marking in Key Stage 2

English

In Key Stage 2 English, there are a variety of activities that need to be marked and assessed. Larger writing pieces will include peer editing and self-editing in the drafting stage and will utilize our WWW, EBI and Next Steps feedback as seen in this policy.

As spellings is an area where it can only be right or wrong, these will be marked with ticks and crosses but students are expected to write in their own corrections and reflect on strategies they could use to help them improve their spelling accuracy in the future.

Math

Maths assessments in Key Stage 2 assessments use our WWW, EBI and Next Steps feedback format in order for students to highlight areas that they did well and why they did well in those areas whilst also highlighting key areas and skills that they need to develop, whilst not providing the student's answers but rather guiding them to resources and activities that can help reinforce the skills they need to develop.

The math practice books that are used in KS2 are be marked using ticks and circled incorrect or incomplete answers, however, at least once a term we use our WWW, EBI and Next Steps feedback in the practice books.

Science

Key Stage 2 Science at least once a term use the Mixed Questions at the end of each unit to utilize our WWW, EBI and Next Steps feedback format to enable the student to take ownership of their learning journey and personalise their approach to improving in Science.



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Further, once per term one other piece of work will utilize our WWW, EBI and Next Steps feedback and workbooks will be self-assessed or teacher assessed with ticks and circles

Topics

Like KS1, KS2 Topic consists of multiple subjects. We want to help students to develop cross-curricular skills that can help them not just in the areas studied in the Topic subjects but also across other subjects throughout the school. We use two pieces of work outside of their activity books to use the WWW, EBI and Next Steps feedback in their writing books and highlight skills that students have demonstrated a positive understanding of and also areas and skills they need to develop.

The workbooks that students complete will be self, or peer assessed and also some teacher assessment is provided with ticks, circles for incorrect answers and, small comments from teachers as appropriate.

German

In German, we want our students to not just develop fluency in the language but also a positive understanding of how German works to help them one day develop proficiency in other Germanic languages. To aid students in their understanding at least two larger pieces of work will use the WWW, EBI and Next steps feedback in their writing books whilst regularly incorporating verbal feedback and discussion to help the student progress.

Moderation

Opportunities for marking to be completed with or by other teachers is given as necessary to develop a consistent style of marking throughout the school. Staff will also have a selection of their books checked once every full term to check for consistency and quality of marking and feedback.

The leadership team at Maria International will also discuss samples of work with class teachers to monitor the quality of their marking and feedback. Staff will be given support throughout this process to help them meet the marking and feedback expectations.



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Review and Evaluation

This policy is to be renewed, evaluated and appropriately updated annually by the Maria International leadership team and Head Teacher.

Date of next review: 30/05/2022

Prepared/Updated by: Liam Johnstone **Date:** 17/11/2021

Approved by: Nicholette Vicol

Date: 12/03/21

This policy is to be reviewed **annually** and updated as and when relevant changes occur.