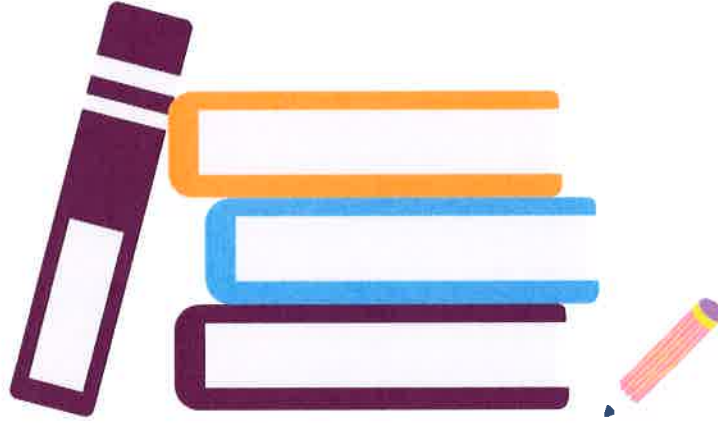




مدرستنا الثانوية الإنجليزية، الشارقة (فرع البنين)  
Our Own English High School, Sharjah  
Boys' Branch

# Marking of Students' Work Policy



**Date of adoption: July 2014**

**Date reviewed: April 2022**

**Date of next review: April 2024**

**Verified & Signed**

  
**Principal & CEO**



### **Introduction:**

At OOEHS, the Marking policy is part of a set of policies on assessment, record keeping and reporting. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to enable pupils to become reflective learners and increase pupil independence in learning.

### **Aims and Objectives:**

- To enable students to demonstrate what they know, understand and can apply in their work
- To help students reflect on the next steps to improving their work
- To enable teachers to plan work that reflects the needs of the students
- To provide consistent and supportive feedback(online/onsite) making sure that students know where they are
- To provide regular information to parents that enables them to support students' learning
- To provide the SLT and SMT with information that allows them to make judgements about the effectiveness of teaching- learning across the school

The main purpose of effective assessment at OOEHS Sharjah Boys' is to value students' work, allow them to be creative and produce their best work, link objectives and outcomes to provide information, improve teaching and learning and acknowledge achievement. Students will receive regular oral and written feedback to motivate and stimulate them, whilst ensuring that they are making progress. Targets are shared regularly with all stakeholders. Records of targets and achievements of the same are featured in the notebook.

### **ROLE OF THE SUPERVISOR**

- Ensure that schemes of work are designed to allow for the assessment of learning
- Manage and measure the ongoing impact of marking and feedback on learning
- Monitor the use and impact of Assessment for Learning in the department
- Support teachers by providing an appropriate means of assessment to be used
- Ensure marking and feedback take place in conjunction with the timeframe outlined in this policy, monitor the standard and consistency of marking
- Ensuring and validating the subject content and marking in the notebooks



## **ROLE OF TEACHERS**

- Ensure that the marking has a positive impact on learning
- Mark students work once in two days in Kindergarten, a week in grades 1 and 2 and once every two weeks in grades 3, 4, middle school, secondary and senior school.
- Learning intentions must be stated clearly in the form of a target tracker in every notebook
- Use an appropriate method of feedback to students on the standard of work being marked- whether the work meets the expectations or below expectations. This could be done by using the abbreviations EE(Exceeds Expectations), ME( Meets Expectations) and WE( Working towards Expectations) in the target tracker.
- Provide feedback/diagnostic comments to allow students to target specific areas of their work that need improvement
- When a student submits his work, he needs to be given an indication of the level or grade of achievement and what he should aspire for.
- Continue to embed tech-aided formative assessments in making student learning 'visible' by revealing student learning through diverse media- text, images, graphs, charts, audio, video and more, facilitating feedback.
- Teachers have a choice of employing and varying synchronous or asynchronous activities and marking students accordingly.

## **NATURE OF FEEDBACK**

Positive and constructive feedback to students is very important as it tells them how well they have done and will help them identify their areas of improvement. This can be in a written format on the work produced. The comments must be diagnostic in nature, highlighting steps to improve.

## **MAINTAINENCE AND UPKEEP OF NOTEBOOKS**

- Notebook should be covered neatly with a brown cover and labelled. (up to grade X)
- An index page must be maintained with the teacher's signature. (late submission can be mentioned here)
- Dates should be written by the students. If not, the teacher should write the date with a green pen. (instead of just putting a question mark)
- Teachers should sign and put the date of correction at the end of each lesson.
- The emphasis should be on neat work.
- Follow up on incomplete work.



- Punctuation marks- Use of capital letters, full stop, comma, question mark etc, must be emphasized.
- Spelling mistakes and grammatical errors to be highlighted and corrected.
- Diagrams should be drawn neatly and labelled with straight lines or arrows on either side of the diagram.
- Statements must be written stepwise and working should be shown systematically in Math.
- Home work/ Class work/ Revision work/ Tests should be specified at the top of the page
- White ink should not be used

### **METHODOLOGY:**

#### **What the student will do-**

- Write the learning intentions at the start of every work
- Mention whether they have achieved the same or not
- Add a comment to tell about the next steps they will take to improve
- Read any comments that the teacher has made and follow up on the same

**Self- Assessment (SA):** Students must be trained to assess their own work and realize their own mistakes and set targets for self- improvement. When children mark their own work, it helps them understand how their work might be improved.

**Peer Assessment (PA):** The peer- assessment must be carried out in order to help students read a piece of work and assess the same of their peers against the set rubrics and targets.

#### **What the teacher will do-**

**Teacher Assessment (TA)-** The teacher assessment and feedback will clearly specify areas where the child needs to improve and how they can achieve the targets set. TA should be done in green with signature and date. Teachers also provide feedback to assignments which are uploaded on PCR



### MARKING ABBREVIATION GUIDE

<b>WWW</b>	WHAT WENT WELL
<b>EBI</b>	EVEN BETTER IF
<b>PA</b>	PEER ASSESSMENT
<b>SA</b>	SELF ASSESSMENT
<b>PC</b>	PEER CORRECTION
<b>SC</b>	SELF CORRECTION
<b>ME</b>	MEETING EXPECTATION
<b>WE</b>	WORKING TOWARDS EXPECTATION
<b>EE</b>	EXCEEDING EXPECTATION

### EFFORT GRADES

<b>A</b>	EXCELLENT EFFORT
<b>B</b>	GOOD EFFORT
<b>C</b>	SATISFACTORY EFFORT
<b>D</b>	MORE EFFORT/ SUPPORT REQUIRED
<b>E</b>	LITTLE EVIDENCE OF EFFORT/ DO THIS PIECE OF WORK AGAIN