



1. Policy Statement

It is the policy of the College to give feedback on pupils' work clearly, consistently, relevantly and effectively to enhance pupils' learning. Facilitating the assessment of pupils both formally and informally in order to track pupil progress, inform planning and to give pupils, parents, teachers and the College Leadership Team an overview of cohort performance and trends

2. Aims

It is our aim to ensure that pupils are given feedback on their work regularly and purposefully. Feedback should be informative, recognising pupils' achievements and efforts and, at the same time, identifying areas for improvement. It should form an important element of the whole assessment procedure. Pupils, parents and staff should clearly understand the marking system used within the relevant parts of the College.

3. Practice and Procedure

There is a **Whole College Marking Code** (see Appendix A) which outlines the expectations of symbols to be used during marking so as to ensure consistency.

Departments are encouraged to make small adaptations to the marking code to allow for their own approaches to best practice in the context of their age phases or subjects.

4. Key Principles

Our policy on feedback has at its core a number of principles:

- The purpose of feedback is to further a pupil's learning
- The main focus of feedback should be against the Learning Objective and the Success Criteria
- Feedback should tell pupils how well they are doing, recognising achievement, presentation & effort
- Feedback should take place at the earliest opportunity to have the greatest impact.
- The impact of feedback should be evident longer term and not only on the piece of work that has received feedback.
- Feedback takes many forms other than written comments such as: verbal feedback and modelling (including the use of technology), questioning strategies, use of talk partners, peer assessment, self-assessment and whole class feedback.
- Feedback aims to provide an appropriate level of challenge to pupils to maximise their progress

- When written marking is used (i.e., longer pieces of writing), it should be clear to pupils according to age and ability and should use the agreed marking symbols.
- Pupils must be given appropriate time to respond to feedback to have maximum impact on learning. Pupils will respond in purple pen.
- All written work should be acknowledged by a tick at a minimum
- Presentation must always be of the highest standard at Brighton College Abu Dhabi

4.1 Pre-Prep EYFS

Feedback to pupils in Pre-Prep should be in the moment and mostly verbal. Good effort and learning are recognised in a variety of ways including; verbal praise, Pelican Points and communication with parents. Once marking becomes non-verbal, class teachers use a green/pink pen to mark and pupils' response is always in purple pen.

4.2 Year 1 – Year 6

4.2.1 Feedback

- Class Teachers use a green/pink pen to mark and pupils' response is always in purple pen. Any time a pupil responds to feedback- peer, teacher, whole-class, the response must be written in purple.
- In the Pre Prep and Prep school we use the PRAISE model of feedback. This stands for Pupil Reflection and Instant Support/Extension. The model aims to give impactful feedback and follow it up later that day/the next lesson with an action.
- The primary purpose of feedback is to assess the depth of learning that has to move pupils' learning forward by providing support and extension. Codes are used to reduce the amount of written marking and to focus on the actual actions needed to be completed by the pupil. Pupils respond to the feedback by completing either a support, consolidation or extension task set by the teacher.
- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer

4.2.2 Instant Support/ Extension

In the **PRAISE** model of feedback, pupils will follow up on their lesson with a next step task. This may be to support, consolidate or extend. This may be at the end of a lesson, later in that day or at the start of the next lesson.

- **Support-** A pupil needs additional support or a scaffold based on the lesson. They will get this before the next lesson to ensure they are ready to move on in their learning. The code PS will be seen in the book.

- **Consolidation**- A pupil needs more practice, or the teacher wants to assess if they are able to demonstrate a skill independently. The code PC will be seen in the book.
- **Extension** - A pupil has demonstrated secure understanding during the lesson and so is offered challenge or a new context. The code PE will be seen in the book

5. Forms of marking

At BCAD we recognise that a variety of marking strategies should be used on a daily basis to support the learning of our children. All comments made by staff are expected to be written in a neat legible handwriting style.

Acknowledgement Marking – All written work should be acknowledged by a tick at a minimum and adults could use short phrases to acknowledge an aspect of work or effort – e.g. great story, super handwriting, excellent effort or use a smiley face symbol.

Self Marking – At times, children are given the opportunity to mark, correct and edit their own work. This is usual in response to Success Criteria or actual answers given by the teacher or classroom assistant. This would be suitable for reading comprehension answers and times tables practice.

Paired Marking – Children are asked to mark the work of another class member as part of effective teaching and learning practice. They do this against the ‘Success Criteria’ set out for the lesson. Children will be encouraged to write a ‘constructive comment’ as to how the work could be improved from the end of KS1. Children should do this in pairs so that the author has ownership of the work.

Next step marking is carried out by the teacher or another adult working with the class. It should be of the highest quality and, to be effective, must include two elements:

1. **Positive feedback:** a comment on what the learner has done well, linked to the learning objective and success criteria for that piece of work.
2. **A clear next step:** a specific action that shows the learner how to improve their learning.

Types of next step

Each next step should have one of four purposes:

Purpose	What it does	Example
Remind	Reminds the learner of something they already know but have not applied.	<i>Remember to use a capital letter for names. Correct three in this paragraph.</i>

Support	Gives scaffolding to help the learner with something they found difficult.	<i>Use the number line to check these two calculations again.</i>
Practice	Gives the learner a chance to rehearse and secure a skill.	<i>Write two more sentences using "because".</i>
Extend	Challenges the learner to deepen their understanding or apply the skill in a new way.	<i>Can you add a "which" clause to give your reader more information?</i>

Learners respond to next steps in purple pen.

Frequency of written feedback

Subject	Detailed written next step	Ongoing feedback
English (writing)	Once a week	Verbal feedback in lessons
Maths	Once a week	Verbal feedback in lessons
Science	Once per unit	Books are marked weekly with verbal feedback, which learners respond to in purple pen. Self and peer assessment takes place at the end of each unit.

6. Assessment and Record Keeping

Early Years

Individual staff are required to keep a record of observations, photographs and notes regarding pupils development against the EYFS curriculum standards and Early Learning Goals (DfE 2021); age and stage appropriate. The main way of collating this evidence is on Seesaw, an electronic platform used for communication with parents and pupil engagement. Pupils are assessed against the EYFS statements using a 'Point in Time' assessment system. Pupils are formally assessed throughout the year as well as being assessed in Read Write Inc every six weeks. Data is kept on Go4Schools and is analysed regularly. This analysis forms the dialogue between the teachers and Head of Pre-Prep during Pupil Progress Meetings and is used to identify areas for development. Parents are kept informed about their child's attainment and progress through reports and Parent Teacher Conferences as well as other meetings that may be deemed necessary based on individual pupil needs.

Year 1-6

The annual assessment calendar details when external assessments like CAT4s, GL Assessments, PIRA and internal assessments will take place. Pupil assessment data will be kept on Go4Schools and will be analysed regularly, which are then discussed at Pupil Progress Meetings.

Pupils' assessed pieces of work should be kept enabling moderation, standardisation and demonstration of progress over time. Moderation is scheduled into the quality assurance calendar where curriculum leaders complete work scrutinise and staff meetings where Year groups come together to level work to ensure continuity and to promote professional dialogue over queries.

Senior School

The Senior school calendar shows timings of end of year assessments, trial and end of certification exams. Departmental long term plans will have individual end of topic assessments scheduled throughout the year. Go4Schools allows all high and low stakes assessments to be weighted and collected, giving performance over time data for all students and subgroups.

Pink highlighting and Pink Pen used for corrections

Green highlighter and Green Pen for Pupil responses and reflections

Regular marking: in regular marking (i.e. not formal assessments) the following colours should be used to recognise work that is praiseworthy and indicate areas for improvement.

Marking and grading of pupils' classwork

All teachers are expected to:

1. Mark pupils' work regularly - minimum of 2 written pieces of feedback per half term. Minimum of 2 pieces of teacher marked prep per half term.
2. Provide pupils with feedback on what they have done well and areas for improvement.
3. Ensure that pupils understand what they need to do to improve further.
4. Identify inaccuracies in pupils' work and offer them guidance in how to correct these themselves.
5. Identify, where relevant, errors in spelling, punctuation and grammar.
6. Ensure that pupils understand the criteria against which their work is assessed.
7. Ensure that pupils have the time to read, understand and act on feedback given.
8. Ensure that a proportion of pupil work is graded.
9. Track the attainment of the pupils they teach in order to ensure progression.

Feedback in lessons / pupil books

Offering feedback on marked work allows pupils and teachers to recognize areas of strength and areas for improvement. High quality and immediate verbal feedback during the lesson is often the most valuable feedback. Teachers may use 'verbal feedback'. Through pupils' responses, it should be made clear that verbal feedback has been given.

Feedback for Progress

Marking should include feedback and/or peer and self-assessment and marking should show that pupils have progressed over time. We should aim to provide pupils with two pieces of written feedback per half term. However, dependent on the frequency with which departments see pupils, together with the nature of the subject, this may not be the case. Feedback (as opposed to marking) means that there will not be a mark or comment on every page of the exercise book but on key pieces of work and tests. Feedback, as part of 'quality teaching', should also take issues with literacy (spelling, punctuation and grammar-SPaG) into account so that pupils can focus on this too.

Meaningful feedback

Teachers are encouraged to adjust their approach as necessary, depending on class, subject, age group, and teachers are trusted to use the outcomes in their subsequent planning and teaching. This will allow every teacher to know whether they are getting useful information from their marking and whether pupils are progressing.

Motivating feedback

An important element of marking and feedback is to recognise pupil efforts and achievement, and to celebrate progress. Feedback should help to motivate pupils to make progress their learning - sometimes short, challenging comments are highly effective in motivating pupils to think about their next step in learning.

In marking and feedback scrutiny, we would expect to see examples of the following types of marking, all of which offer specific targets for improvement for pupils to put into action.

Type of marking	What?	When to use
Quick 'tick and flick' PLUS target	Summative assessment: Teacher scans for correct answers and offers a target area to focus on	checking class notes; marking a test
Colour-coding	Highlight areas worthy of praise in pink and areas for improvement in pink too; pupils then identify their own specific targets.	Class-work, as part of the drafting process, preparing for revision
Focused marking	Mark work only for a particular skill – this can be specified by the pupil or by you.	As part of a drafting process, to show that a target has been actioned
Peer-assessment	Pupils assess each other's work and offer targets for improvement	in-class exercises; initial assessment before pupil re-drafts and submits a final version to be marked by teacher
Self-assessment/reflection	Pupils assess their own work against marking criteria (threshold statements if you use them) and recognize strengths and targets. They can then re-draft the work, so teacher can mark the final piece.	in-class exercises; initial assessment before pupil re-drafts and submits a final version to be marked by teacher
Live assessment and verbal feedback	In the lesson, teacher circulates and shares immediate feedback/corrections/suggestions – these can be written or verbal	Extended writing tasks; during practical lessons
Whole-class feedback	Teacher marks the books /work of class then provides a list of feedback items (and some exemplar work to assess as a class) to share with the whole class. The pupils then assess own work against this list, and correct mistakes.	After an assessment or building up to an assessment – during drafting stage(s)

Comment-only feedback	Formative feedback that identifies strengths and weaknesses/areas for improvement. You might be familiar with WWW & EBI (What went well & Even better if...) or 2 stars and a wish.	During a drafting process, for short or extended pieces.
Dialogue marking	Creating a dialogue: Teacher comment is responded to by pupil then teacher comments again to verify the target has been met. This dialogue might draw on your department's threshold statements or GCSE mark schemes – where relevant.	<i>Less frequently:</i> More important pieces of work, such as end-of-unit assessments. *You might decide to have an actual dialogue instead!
Feedback for literacy (whole school development plan)	Teacher corrects spelling, grammar, punctuation and expression errors using the code below. Pupils practice corrections.	Smaller exercises/pieces of writing or discrete exercises designed just to focus on literacy within your subject curriculum.
Deep marking	Teachers might use more specific criteria – such as adapted KS3/GCSE/ A level Threshold statements. Beforehand, share marking criteria and criteria for what makes a high-quality performance. Praise and specific targets for improvement will be offered so pupils understand the next steps for their learning and progression. There should be Dedicated Improvement and Reflection Time built in to teaching time to ensure pupils act on targets. Pupils should respond to your targets and comments and show they understand their next steps – and, ideally, act on them as soon as possible.	Used for summative assessments at the end of topic or end of half term.

Marking of Formal Summative Assessments:

A letter Grade for KS3 / KS5 and 9-1 for KS4

Comments:

Teacher comments will identify errors and indicate areas for improvement. Praise for the pupil's strengths (WWW/what went well) and a specific target for improvement (EBI/even better if). Comments such as 'good work' are unhelpful unless the teacher specifies what quality has made the work 'good'. Similarly, 'more detail needed' needs to be qualified with examples of the kind of detail required.

Response:

When returning any significant marked or formally assessed work, please dedicate up to 15 minutes for pupils to offer a reflection or a response to your comments and act on feedback/correct mistakes/practise spellings/ re-draft a paragraph based on your marking. Acting on feedback in a timely manner should be an expectation for all our pupils. Teachers will then check this has been acted upon.

Time frame:

Work should be marked and returned in a timely manner, so pupils can begin actioning targets and making progress. Pupils can only expect a timely return of marking if they submit work on time! - so if a pupil consistently fails to submit work on time, please follow the sanction policy and keep HMM/DHMM and Form Tutors informed.

7. Staffing and Resources

Responsibility for the implementation of this policy rests with the College Leadership Team, class and subject teachers and TLAs.

8. Associated Documents

Assessment and Reporting Policy

9. Monitoring and Review

This policy is to be reviewed and checked annually by the Head Master.

10. Approved by

Head Master on behalf of the College:



On behalf of the Governors:



Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Merging of separate school policies Renamed Assessment and Reporting Policy	SM/JA/SJ	September 2022
2.0	Removal of Pre-Prep-specific content Restoration of reference to marking (supplemented by separate school guidance documents).	SM/JA/SJ/JW	January 2024

3.0	Change in signatures	DHAs	October 2025
4.0	Change in signatures	RDO	October 2026

Appendix A – Whole College Marking Codes

Pupils can expect all teachers to use similar marking codes on their work to indicate where and how their work can be improved. It is essential that pupils undertake review of their work regularly in order to develop independence and rigour in their learning

In Pre Prep and Prep, we use the terms ‘Green for Greatness’ and ‘Pink for Think’. Marking consists of a range of codes to support children recognising their achievements and progress, as well as identifying their next steps.

‘Green for Greatness’

Positive and constructive feedback should be written, underlined, or highlighted in green. This could include reference to the child meeting a personal target (for example, remembering to use capital letters) or aligned with the success criteria for the lesson. Small green ticks can also be used to denote a particularly good use of vocabulary (e.g. adjectives) or aspect of punctuation (e.g. using full stops correctly.)

‘Pink for Think’

Next steps for learning or an aspect of the child’s work that you would like them to review should be written, underlined or highlighted in pink (e.g. underlining a number reversal or incorrect symbol in a number sentence.)

To denote an area for development in written activities, the following symbols will be written in the margin for children to quickly recognise ways in which they can improve their work and understand what they need to think about in their next piece of learning.

‘Purple Polishing’

Marking and feedback may also provide opportunities for ‘Purple Polishing’. This is when pupils are given opportunities to respond and engage with their feedback through editing, making corrections and

trying a further challenge. There should be an opportunity to evaluate learning (which is different to marking) where children are given time to reflect. Follow up tasks should be used to indicate how a child can go back over the piece of work that has just been marked to correct or improve it themselves using their purple 'polishing' pen.



Senior School

Green pen used by pupils for peer and self-reflection.

Pink pen used by staff for teacher feedback.

Code	Indication
V	Verbal Feedback Given
SP	Spelling incorrect
^	Omission: you have left out a keyword
R	Ruler
P	Pencil
C	Capital Letter
BOD	Benefit of Doubt: you were at risk of losing this mark
NR	Not Relevant: does not contribute to your answer
DNA	Do Not Accept: this detracts from the actual answer – if you would have got the mark, you have now lost it.
CON	Contradiction: this contradicts something you have already said, and may lose you a mark.
ECF	Error Carried Forwards: You got something



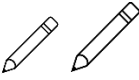
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	wrong, and have been penalised once, but now you're doing the right thing with the wrong number
TE	Transcription error: you have made a mistake writing something down

KS2

Code	Indication
.	Incorrect, Error, Look again
	Evidence of meeting the learning objective
C	Capital letters
SP	Spelling
\	Missing word
?	Unclear/Check this sentence makes sense
P	Missing Punctuation
//	New Paragraph
/	New Line
 	A next step comment will be written next to the arrow
VF	Individual or whole class verbal feedback given to pupil

EYFS Assessment

Emergent writing	I can use circles in my code.		
	I can use crosses in my code.		
	I can use humps in my code.		
	I can talk about my code.		
Single letters and sounds	I can write sounds that I have learned in my code.		
	I can form lower case letters correctly in my code.		
	I can write initial sounds in my code.		
	I can write final sounds in my code.		
	I can write middle sounds in my code.		
Word building	I can write words by listening to the sounds and writing them.		
	I can use special friends in my code.		
	I can write red words that I know in my code.		
	I can write longer words in my code.		
Phrases	I can write two words in my code.		
	I can write three words in my code.		



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A sentence	I can write a short sentence in my code.		
	I can write a short sentence with finger spaces in my code.		
	I can write a short sentence with a capital letter and a full stop in my code.		
Sentences /connective	I can write two sentences in my code.	 2	
	I can use a connective in my code.		



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PRAISE Poster

 **Improvement Iguana**

PRAISE

Pupil Reflection and Instant Support/Extension

Feedback - Moving learners forward at
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Before, after or during lessons the PRAISE model is used for feedback. It stands for Pupil Response and Instant Support or Extension

PUPIL RESPONSE

Pupils will respond to all forms of feedback given, verbal, peer, class, written in their **Purple** pen.

INSTANT SUPPORT/EXTENSION

Your teacher will provide you with instant feedback which will determine your next steps as a learner. The below codes will be written in your book in **Green** pen.

PS = Support PS = Consolidate PE = Extension



PRAISE

PS = SUPPORT	PC = CONSOLIDATE	PE = EXTENSION
		
Nesting	Flying	Soaring



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Child Friendly Marking Codes Pre Prep & Prep



Improvement
Iguana



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Our Marking Codes

My teacher marks in **GREEN/PINK** pen
'GREEN FOR GREATNESS'
'PINK FOR THINK'
I respond in **PURPLE** pen

 Incorrect, error look again	 Evidence of meeting the learning objectives	Aa Capital letters
SP Spelling	 New line	 Missing word
 Unclear/check this this sentence makes sense	P Missing punctuation	  Next step

Presentation must always be of the highest standard at
Brighton College, Abu Dhabi.