PPS MARKING AND FEEDBACK POLICY 2026-2027

Phoenix Private School, Doha – For Students and Staff

Effective Date: August 2026

Approved By: Principal & Governing Body

Next Review Date: August 2027

Mission, Vision, and Values

Mission:

To develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.

Vision:

To prepare a generation of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Values:

- Perseverance
- Honesty
- Originality
- Enrichment
- Nurturing
- Inspiration
- eXcited to learn

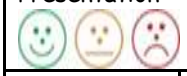
Aims of the Marking and Feedback Policy

The aim of this policy is to ensure clear understanding of the procedure of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming efficient learners. The Key Stage Leaders and Principal will do regular checks of exercise books for each class to ensure the policy is being followed and the pupils are receiving high quality feedback to help them improve. Written feedback will be kept as a record of quality of marking and next steps for the teacher to improve upon.

Non-negotiable Procedures for Marking:

1. All teachers should mark the exercise books or booklets in pen (any colour other than red).
2. All work should be marked, including homework either by the Teacher, self or peer marking.
3. All student marking (self- and peer-) in blue pen.
4. Students should write in black pen/pencil
5. Constructive written feedback is required on a weekly basis.
6. Highlighters or pens will be used in marking, green for Go and pink for think.
7. The Ofsted guidance to effective marking should be understood and adhered to at all times (See Appendix 2)

- The Success Criteria should be written or typed and glued into the children's exercise books or booklets for every dedicated piece of writing.
- The success criteria should be referred to or highlighted to show the pupils' progress for that specific criteria (either self, peer or teacher assessed).

Date:		
LO. To form verbs by adding the suffix –ed and –ing		LR. 1.2 , 4.2
Success Criteria	**Pupil**	**Teacher**
I can add –ed and –ing to words ending in 'y'		
I can add –er and –ing to words ending in –e		
I can add –ed and –ing to words ending in a vowel and one consonant		
Presentation 	Understanding 	Work completed
Level of support	Independently some support Full support	
Teacher Comments		
Student Comments		

Effective feedback must follow:

Constructive written feedback is required on a weekly basis. If writing a comment in a pupil's work, the comment should show specific information linked to the progress or learning shown in the exercise book and **should rarely just show a 'well done' comment on its own or .**
There are three types of feedback options:

1. Specific **Achievement feedback** identifies specific aspects of successful attainment and or progress.
   E.g: You used a wide range of adjectives to describe the character, which really brought your writing to life.
2. Specific **Improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved. Clear targets related to the learning objective and success criteria should be included. Eg: You correctly identified the steps for solving the word problem but made a calculation error in step 3. Go back and check your subtraction
3. Specific **Extension feedback** identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.
   E.g: You explained the life cycle of a frog clearly. Can you now compare it to the life cycle of another amphibian and identify key similarities and differences?

Pupil Participation in Feedback:

- Time must be allocated for students to read and respond to teacher feedback.
- All pupils must initial any comments made by the teacher to show that they have read them and as an agreement that they will action the next steps in achieving better results in the future.
- Alternatively a teacher can ask a child to answer a question or write feedback to reflect on their work or their teacher's comment by simply writing **COMMENT:**

  E.g: I checked my work and found that I subtracted 16 instead of 18. I fixed it and now the answer is correct.

Self-assessment

- Students will be encouraged to assess their achievement using criteria (e.g. writing criteria) or answer sheets.
- Students will be encouraged to practice integrity and honesty while self-marking/ self-assessing.
- Students will be encouraged to indicate their level of independence using the following key phases:

I did it The work was completed independently

E.g: I met all the writing targets today.

I am almost there The work was completed with some support of an adult or a peer

E.g: I answered the first three questions on my own, but I needed help with the last two

I am on the way The work was completed with lots of adult or peer support

Eg: I copied the diagram from my partner because I wasn't sure. Next time, I want to try it myself.

Ofsted criteria linked to effective marking (Appendix 2)

Outstanding

- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Good

- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.

Unsatisfactory

- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.