



TBAC Marking and Presentation Policy

Review Date:	Meeting Annually in June
Type of Policy:	Statutory
Effective date of Policy:	June 2025
Circulation:	External, Website

PURPOSE

The aim of the policy is to enable pupils to become reflective, helping them to close the gap between current and desired performance. Marking and feedback should be constructive to every child, focusing on success and improvement needs against learning intentions. Marking is a dialogue between teacher and student. Effective marking is to get students to engage with the feedback given by the teacher and then act to further develop and improve their learning. Consequently, marked work is not just an indicator of student progress, but also an engine driving student progress. Constructive feedback leads to enhanced learning by the student, making the student's exercise book a record of his/her learning and progress.

The policy also ensures:

- Promotion of consistent and coherent whole-school approach to marking and feedback.
- Establishment of clear expectations for marking and feedback across the schools.
- Raising the level of pupil attainment and progress across the schools.

Through effective marking, students:

- Can identify their current level of working.
- Can understand what they need to do, to progress.
- Derive a sense of satisfaction and reward from their hard work.
- Build confidence in the subject.
- Identify misconceptions, gaps in knowledge, vocabulary issues, or mistakes to be rectified.

Through effective constructive feedback:

- Areas of strength and weakness will be made clear.
- Actionable suggestions for improvement are provided.
- Students are encouraged to reflect on their learning.
- Students are guided towards achieving their learning goals.

Effective feedback must answer three major questions:

- Where am I going? (What are my goals?)
- How am I getting there? (What progress is being made toward the goal?)
- Where to next? (What activities need to be undertaken to make better progress?)

Good feedback is:

- Timely & Consistent
- Specific & Accurate
- Focused on learning goals
- Constructive and supportive
- Actionable and achievable

FOCUSED MARKING in Phase 1 (KG section)

- Date and WALT (We Are Learning Today) must be stuck neatly into every book for each piece of work.
- Verbal praise should be applied where appropriate to encourage confidence and self-esteem.
- Teacher and LSA marking should be done in black, blue, or red pen:
 - Black pen – general marking and acknowledgement.
 - Blue pen – written feedback or next steps.
 - Red pen – corrections or emphasis on areas to improve.
- Pink highlighter – to highlight where children have met the WALT.
- Green highlighter – to highlight growth or challenge areas (next steps).
- Each piece of work must have an acknowledged WALT (tick, stamp, or written note).
- Written observations should describe the learning behaviour or achievement shown.

- Children should begin to annotate or label their work/pictures with teacher support.
- Teacher handwriting must be neat and legible, modelling correct formation and presentation.
- Marking symbols should be introduced gradually, aligned with the child's readiness and stage of development.
- Marking must be completed before the next use of the book to avoid misconceptions.
- At the bottom of each task, the teacher/LSA must indicate the level of support:
 - S – Supported work
 - I – Independent work

FS2 Marking Symbols:

Symbol	Meaning	Purpose
	Great effort	Positive reinforcement
	Achieved WALT	Success acknowledgment
	Next step / try again	Encourages persistence
	Work in progress	Task ongoing
	Verbal feedback given	Indicates oral feedback
	Supported work	Adult assistance
	Independent work	Completed independently

Year 1 Marking Symbols

Symbol	Meaning	Purpose
✓	Correct / achieved WALT	Shows understanding
✗	Incorrect / needs correction	Indicates misconception
▲	Challenge / next step	Encourages deeper thinking
VF	Verbal feedback	Shows teacher interaction
SP	Spelling error	Highlight specific error
P	Punctuation error	Missing/incorrect punctuation
C	Capital letter needed	Grammar reinforcement
WW	Wrong word	Vocabulary improvement
^	Omission	Missing word or letter
S	Supported work	Adult assisted
I	Independent work	Child completed alone

FOCUSED MARKING in Phase 2-4 (Primary and Secondary sections):

In Focused Marking, teachers will complete the SID for the pupils' work, as shown below:

S	Strength	Strength(s) of students' work, in relation to the learning, intentions/success. (In Pink).
I	Improvement	Improvement in work, in relation to the learning intentions/success (In Green).
D	Development	Pupils respond to the feedback and work on the targets set by the teacher. (In Purple)

- Classwork of each subject must be focus marked every week for core subjects in Primary and at least once every 3 lessons in Secondary (Core Subjects); once a week (Non-Core Subjects).
- When marking, teachers must refer to the learning objective and age-related expectations.
- Focus marking must be dated with teacher initials.
- Focus marking must only be completed by the subject teacher and NOT by the support staff.
- The marking key provided must be used.
- Pupils will respond in Purple to show the development from the feedback.
- Teacher marks in pink pen, and for second-round marking, in green to check development of student understanding in purple.

All teachers must ensure that learners are given time for reflection (acting on feedback) at least once a week. This must be built into the lesson planning process and can include:

- Connecting feedback with prior learning
- Reading Time
- Pairing Up
- Correction Time – Addressing misconceptions
- Re-drafting Time – Improving on work

To support the Marking and Feedback Policy, teachers use the SID template.

SID Marking Template			
Strength(s) (Teacher)			
Improvement(s) (Teacher)			
Development(s) Pupil			
Teacher signature	First Round Check (in pink)	Second Round Check (in green)	Final comments
	Date	Date	

Code	Explanation
	For Strength(s)
	For Growth
✓	Good work
✓✓	Excellent work
X	To be corrected
<u>Underline</u>	Incorrect spelling
Inverted V	Word to be inserted
┌	Your next step in.....now have a go at
Sp	Spelling correction required
P	Punctuation correction required
//	New paragraph
?	This sentence or word doesn't make sense
~	Poor sentence construction or grammatical error
	Blue or Black pen denotes student's work.
	Pink pen denotes that the work has been marked by the Teacher (first round)
	Green pen denotes that the work has been marked by a Teacher (second round)
	Orange pen denotes that the student's work has been checked by HOS / HOD.
	The Purple Pen Policy Purple denotes that the student has acted on the Teacher's feedback and responds in purple-coloured pen. Teachers should check the work done and acknowledge with a signature and date. This way, feedback will lead to student improvement and progress over time.

SELF AND PEER MARKING

Where appropriate, learners should be peer and self-assessed. However, the teacher should moderate this marking and evidence of such must be clear.

Marking Symbols	
I	Independent Work
T	Supported by the Teacher
TA	Supported by the Teaching Assistant
VF	Verbal Feedback
PA	Peer-Assessed
SA	Self-Assessed
Arabic Phrases	<ul style="list-style-type: none"> Baraka Allah Fik ya Batal – Well done, Champion Ahsenta (Masculine) / Ahsanti (Feminine) – Bravo Jayid Jedan – Very Good Musharaka Jayida – Good participation

Work Examples

Unit: 7 Travelling rhymes
Topic: future tense

Do: To use a correct form of future tense.
 → Research" *2
 SP- space

Research Work

Q. What is future tense?
 A. Future tense describes ^{the} actions that will happen. "sentences" *1

Q. Write ^{three} 3 sentences using future tense. P.S.P

- I will finish my homework tomorrow.
- They are going to visit Paris the next weekend.
- She will be travelling to New York tomorrow. P

Pair work

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Please read the sentences below and write them in the appropriate tenses.

1. By this time next year, I _____ (travel) to Europe.
2. We _____ (build) a new house next summer.
3. By the time you arrive, I _____ (finish) cooking dinner.
4. They _____ (start) their new job in September.
5. In five years, she _____ (graduate) from university.
6. By the end of the week, he _____ (complete) his project.
7. Tomorrow, we _____ (visit) the museum downtown.

Now complete this task

*2 Re-write "research" (x5)

*1 Re-write sentences here (x5)

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