BRIGHTON COLLEGE
DUBAI

Marking and Feedback Policy

Please see Brighton College Dubai Policies and Guidelines

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 is 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 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.

4.1 Pre-Prep (FS1-Year 2)

Feedback in Pre-Prep is given in the moment and is mostly verbal. Effort and achievement are recognised in a range of ways: verbal praise, Pelican Points, stamps, certificates and communication with parents. Pupils respond to feedback by making corrections in purple pen.

As with Prep, teachers mark using green pen and children respond and edit/proofread in purple pen.

4.2 Year 3 – Year 6

4.2.1 Feedback

- Class Teachers use a green 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 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 taken place to inform next steps and 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 on 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.

4.3 Senior

As pupils progress through the school the marking and feedback will begin to reflect the demands of the examinations they will be required to take.

4.3.1 Senior Key Principles

- Responding to children's work involves both verbal and written feedback.
- Feedback on children's work should be regular and frequent.
- Whenever possible and appropriate, teachers should provide individual feedback to children.
- Pupils should be given clear advice as to how they can improve.
- Work must be marked punctually, to allow pupils to make improvements as quickly as possible.
- Teachers will focus on strengths and actions when marking, actions should be given using imperative verbs and focus specifically on the actions pupils need to improve.
- Work is marked according to the subject specific criteria and rubrics. These are developed from the eventual examination rubric that the pupil would follow if they took the subject through to GCSE.
- Multiple opportunities to standardise work are utilised by Senior School teachers – this is done internally and externally, within and across year groups and within and across subjects.
- Teachers regularly use peer and self-assessment to help children critically evaluate their work and that of others, in line with well-established assessment for learning principles.
- Teachers' marking shows high standards of spelling, grammar, handwriting and general presentation.
- Regular departmental book looks help monitor standard of work and ensure standardised approach to marking and feedback
- Pen colour:

Colour	Meaning
Green	Teacher marking
Red	Peer or self-assessment of work
Purple	Pupil improvement following feedback (either from teacher, self or peer)
Blue/Black pen or pencil	Written work

4.3.2 Feedback on Good Work

Within the classroom, the teacher uses a range of rewards to celebrate work which is at and above the expected standard for each pupil and continually encourage high standards. As an extension of this philosophy, the College provides further special rewards for outstanding work or work which is demonstrating a development of understanding, knowledge or skills above the expected standard. The Senior School seeks out opportunities to reward children for their personal endeavours. Special rewards for good work include, but are not limited to the following:

- Head Master's Awards are presented for outstanding pieces of work. These are defined as being pieces of work that demonstrate high ability and are of a standard well above their peer group and the age-related expectations for the year.
- Work that demonstrates great improvement or substantial effort in comparison with previous work is shared with the Deputy Head Academic and a note is sent home to the parents and the effort is recorded and shared with tutor and Housemaster/Mistress.

4.3.3 Feedback on Poorly Produced Work

- Expectations and feedback will take into account a child's current level, their previous learning history, any additional needs and support they are receiving, so as to ensure that receiving feedback is a positive learning experience for the child
- If a teacher does identify that work is below the expected level for a particular child or is incomplete, then they will bring it to the attention of the child, who should be given appropriate opportunities and support in and outside the classroom to raise their performance.
- If poor work persists, then the subject teacher should raise the matter directly with the pupils' tutor and Housemaster/mistress. The tutor or housemaster will then take action to help the pupil to raise their performance/complete the work set, involving the Senior Leadership Team and inclusion team where appropriate.

6. Assessment and Record Keeping

Early Years – Individual staff are required to keep a record of pupils' progress and development against the EYFS curriculum standards and Early Learning Goals (DofE 2021); age and stage appropriate. The main way of collating this evidence is on Seesaw, an electronic platform used for communication with parents and a way of recording pupil progress. Pupils are assessed against the EYFS statements using a 'Point in time' assessment system. Pupils

are formally assessed four times a year as well as being assessed in Read Write Inc every six weeks. Data is kept on our Go4Schools markbooks and is analysed regularly and summative assessment is recorded on our EYFS Data tracker. This analysis forms the dialogue 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.

Prep School - The Prep annual assessment calendar details when external assessments like CAT4s, GL Assessments, NFER and internal assessments will take place. Pupil assessment data will be kept on Go4Schools and will be analysed regularly. Classes will keep a record of the class achievements throughout the year in mark books on Go4Schools and will complete the Story of My Class document which are then discussed at Pupil Progress Meetings.

Moderation is scheduled into the quality assurance calendar where curriculum leaders complete work scrutinies and staff meetings where Year groups come together to level work to ensure continuity and to promote professional dialogue over queries.

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, Recording 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:



Simon Crane, Head Master

Chair on behalf of the Governors:



Craig Lamshed, Board Member

Change History Record

Version No.	Description of Change	Owner	Date of Issue
1.0	Changes to marking and feedback procedures in Prep School (FS1-Yr6)	Katy Cooke	24/6/2021
2.0	Changes to marking and feedback procedures in Senior School	Jane Clewlow	22/6/2021
3.0	Changes to Prep feedback and quality assurance procedures.	Ben Tabner Sarah Brannon	21/6/2022
4.0	Changes to marking and feedback procedures in Senior School	Jane Clewlow	09/09/2022
5.0	Change to wording for Go4Schools	Jane Clewlow	07/6/2023

6.0	General Updates	Jane Clewlow	05/10/2023
7.0	General Updates	Jane Clewlow	23/09/2024
8.0	General Updates	Jane Clewlow	08/05/25
9.0	Addition made to Senior Key Principles	Sarah Gannon	21/09/25
10.0	Additions to Pre-Prep General Updates	Charlotte Loach Sarah Brannon	26/10/26 26/10/26

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.

Prep



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Marking Codes

SYMBOL	Means
Sp (in the margin, word circled)	Spelling mistake. If your teacher hasn't corrected it, you must use a dictionary to help you to find the correct spelling and correct it.
?	What do you mean? Explain or check its meaning.
Nice	Vocabulary: wrong word or choose a better word
/	New line needed
//	New paragraph needed
^	Omission: a word/letter/number is missing
london is a city **P** written in margin	Wrong case (upper/lower) or wrong/missing punctuation
Gr written in margin	Grammar is incorrect. For example "we was going," "I seen him," and "I could of done it"
✓	This is correct/good
✓✓	Striking or imaginative writing
Strength:	This is where your teacher tells you what you have done well
Action:	This is where your teacher tells you what you need to do to improve
Response:	This is where you complete the action given to you by your teacher

I write the DATE and TITLE at the top of my work. I UNDERLINE these with a ruler.

I write in BLUE or BLACK pen.I use PENCIL for drawings.
My teacher marks in GREEN pen.I self and peer assess in RED pen
I respond to feedback in PURPLE pen.

Brighton College Dubai Policies and Guidelines

Policy Statement

Brighton College Dubai policies have been developed by the College Leadership Team (CLT) with input and guidance from the Brighton College network, including Brighton College UK.

Policies reflect current best practice.

At the time of writing, policies aligned with the following:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Standards for British Schools Overseas (DfE)
- COBIS Accreditation and Compliance
- Bloom Education and Bloom Holding policies where applicable

Should any regulations change or develop further, the policies will be reviewed to ensure continued alignment.

Policy Structure

Policies will show the date of writing and reviews on them. Version control will also be in place. Should there be an error or inaccurate fact in any policy, a CLT member should be notified.

Policy Development

Policies will continue to be developed as strategic priorities are set.