Primary
Marking Policy

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Primary Marking Policy

At Gulf English School, the marking policy forms part of a set of policies on assessment and reporting. Marking is an important aspect 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 encourage a positive self-image for pupils and to increase pupil independence in learning. The policy also explicitly supports the school's vision of promoting equal opportunities by ensuring that all students, regardless of background or ability, receive consistent and meaningful feedback that fosters an inclusive learning environment.

It is essential that pupils consistently understand where they are with their learning and that any errors are rectified swiftly. Pupils must work with an understanding of where and how they went wrong and actively know how to make corrections and improvements.

Teachers will facilitate this understanding through strategies such as guided feedback sessions, modelled corrections, structured conferencing and the use of specific marking techniques like colour-coded highlighting, success criteria checklists and scaffolded written comments.

Effective Marking:

- Identifies achievements and the next steps in learning
- Relates directly to learning objectives and success criteria
- Gives students specific praise for the success of their work, showing it is valued
- Provides students with clear strategies on how they can improve their work
- Is read by pupils, allowing time for them to respond and improve their work
- Remains manageable for the teaching team
- Supports teachers in evaluating teaching and informing future planning
- Uses consistent codes and procedures across the school
- Acts as a tool for teacher assessment
- Helps parents understand the strengths and areas to develop in their child's work

Adherence and Monitoring

All staff at GES will adhere to this marking policy at all times. Marking will be monitored at any time as part of ongoing quality assurance, including book monitoring, lesson observations, drop-ins and learning walks.

Marking and Feedback

All types of marking can be undertaken by the teacher or the students.

There is a 3-school day turnaround for marking.

Marking should primarily focus on the quality of work related to the learning objective and success criteria.

Comments on the presentation are to be included as additional comments and not part of EBI (Even Better If). Presentation in books should be reinforced regularly during lessons.

Presentation in books for every lesson is to include:

We follow DUMTUM

- Date
- Underline
- Miss a line
- Title (Learning Objective)
- Underline
- Miss a line

Books should be presented to a high standard at all times. Books should be kept neat, tidy and free from damage or defacement to reflect pride in their work.

Only handwriting pens or pencils are to be used, unless otherwise directed by the teacher. There must not be graffiti, doodling or unnecessary drawings on or inside the exercise books.

Feedback Mechanisms

Feedback to students will be delivered through a combination of verbal and written methods. This includes:

- Verbal feedback during lessons (VF).
- Written feedback in exercise books using WWW, EBI and NS codes.
- Live marking (LM) where real-time feedback is provided during lessons.
- QR code audio feedback for extended writing or project work.

This multimodal approach ensures students receive immediate, actionable guidance that supports varied learning preferences and reinforces understanding.

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Types of Marking

Marking for SPaG

A certain level of marking for spelling, punctuation and grammar (SPaG) should be considered each time work is marked.

It is not necessary to correct every error in every piece of writing. Instead, teachers may choose to:

- •   Write the correct spelling of a word or two at the bottom of the page for students to rewrite.
- •   Encourage students to check through their work and highlight or correct obvious spelling, punctuation or grammatical mistakes.

Acknowledgement Marking

Acknowledgement marking checks that the work has been completed and that there are no obvious mistakes. Every piece of work that is not focus marked must be acknowledgement marked with a tick.

 Where appropriate, acknowledgement marking can be completed by students. Students will self- or peer-mark in red. If they self-mark, they must include the code SM. If they peer-mark, they must include the code PM.

If an area of concern is identified through acknowledgement marking, the teacher should either focus mark for the individual student or address it with a group or the whole class in the next lesson.

Positive comments such as 'Well done!' or 'Good work!' must always be accompanied by a reason linked to the learning objective.

Focus Marking

Focus marking should use the WWW (What Went Well) and EBI (Even Better If) framework.

- ● WWW - Strength from the work in relation to the learning objective/success criteria.
- ● EBI - Improvement from the work in relation to the learning objective/success criteria.
- ● Response: Students respond to the feedback and work on the targets or activities set by the teacher.

Mark to the learning objective/success criteria.

A certain level of marking for SPaG (spelling, grammar and punctuation) to be included every time you mark (regardless of the subject). This shouldn't be the focus of the marking, unless it is the objective.

Live Marking

Live marking can form part of your feedback process. Live marking allows for real-time correction and guidance, helping students understand and address mistakes instantly.

For live marking to be meaningful, it is unrealistic to expect that you would be able to give relevant feedback to more than approximately 6 students during a lesson.

Live marking is recorded as LM and is also evidenced by the use of an arrow to distinguish between what the student was writing before the feedback and after.

Colours for Marking

- Green must be used for acknowledgement marking and strength (WWW) marking.
- Purple can be used for improvement (EBI and NS) marking.
- Please note: you CAN use green pen for acknowledgement, strength and improvement marking - as long as the WWW, EBI and NS codes are used.
- If using highlighters:
  - Green for strength and purple for improvement.
- Red is used by the students to mark, respond and show development from the feedback.
- Marking codes must be used.
- Red pen is to be used by the teacher when marking Kuwait Social Studies booklets.

Student's response to the comments

Students should be given time to read and respond to the feedback provided.

Students should be encouraged to ask for clarification if they do not understand a comment and must be clear about what they need to do next.

Students are expected to respond either by correcting mistakes or by writing a reply.

Subject-Specific Marking Guidelines

English	Writing pieces to be focus marked. QR code marking - at least two pieces per topic. One of those needs to be comprehensive feedback on the focus genre for the topic.
Guided Reading	Mostly acknowledgement marking, with focus marking as needed depending on the objective.
SPAG	Mostly acknowledgement marking, with focus marking as needed depending on the objective.
Mathematics	A mixture of acknowledgement and focus marking.
Topic	Acknowledgement marking or focus marking, depending on the objective. QR code marking can also be beneficial for Topic work.

GES Marking Codes

Correction codes are to be used in the margin or as part of the correction. Only codes that are relevant to the year group need to be used.

Correction Codes	
O	Circling to indicate an error (accompanied by a code)
CL	Capital letter needed
FS	Full stop needed
S	Finger space
P	Punctuation error
SP	Spelling error
GR	Grammar error
?	Something doesn't make sense, read the work carefully to check for mistakes
●	Think again
//	Paragraph error
^	Word missing
✓✓	Exceptional

Please use feedback codes at the end.

Feedback Codes	
WWW	What Went Well
EBI	Even Better If - letting the students know how the work could have been improved. No action needed by the student.
NS	Next Step - letting the student know that they need to go back and fix something in the work or to complete the additional work that has been laid out. Action needed by the student.
VF	Verbal Feedback
LM	Live Marking
I	Independent
TS	Teacher Support
TA	Teaching Assistant Support
SM	Self-Marked
PM	Peer Marked

Instructions for students when they receive their work back:

- Read the feedback carefully.
- Respond where required.
- Complete any literacy corrections that need to be made.
- Complete any next steps.

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How to use the QR codes for teachers:

1. Click on this link - https://qwiqr.education/
2. Sign up/Register - you must use your school email address.
3. After you register there are two options - 'buy' or 'print'. Select the print section.
4. It will generate QR codes for you - 35 separate codes in one sheet.
5. Once generated, you must download it in order to print them off.
6. You can only use the code once as they are not reusable. Once you record your feedback it will be attached to that code.
7. The QR codes are also sent to your email address.
8. You should print on plain paper and check the alignment. You may need to alter the printing scale in order to print correctly.
9. Cut and stick the individual QR codes on the piece of work you want to provide feedback on.
10. Once you scan the code with your phone, it will give you an option to take a picture, video or record a voice note. ONLY use the voice note functionality.
11. You should always select a voice note. Please record in a quiet room as everything gets picked up on the recording.
12. Record your feedback by starting with mentioning the LO and date.
13. Once you record your voice note, listen back to the recording to make sure background noise is not impacting the recording.
14. When you are satisfied with the recording select save and it will automatically attach the voice note with the QR code you have stuck on the students work.
15. Remember, parents also listen to the recordings as the books are sent home.
16. Set a rule, where the books must come back the next day for example. This will ensure that books are not misplaced.

How to use the QR codes for parents or students:

1. Scan the QR code from their phone.
2. Press play to listen to the audio.

This marking policy underpins Gulf English School's commitment to delivering high-quality, consistent feedback that promotes pupil achievement, independence and self-reflection. By aligning feedback with learning objectives, using structured techniques and supporting an inclusive learning environment, we aim to ensure that all students are empowered to succeed.

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