



Durham School for Girls Doha

Primary Marking and Feedback Policy

Policy owner	Deputy Head Academics
Applies to	All students, parents and guardians.
Approved by	Principal
Review date	Sep 2027, or earlier when required
Version	Academic year 2026-27

VALUES

قيمي ترسم هويتي

MARK VALUES AND QATARI VALUES ARE AT THE HEART OF A
DURHAM GIRL

Marking and Feedback Policy

Vision

To be the leading school for girls in Qatar, where every student is empowered with confidence for life, underpinned by Qatari culture and Islamic values and enriched by global perspectives.

The purpose:

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the learners. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Procedures:

Durham School Core Principles for Marking and Feedback

At Durham School for Girls, quality feedback and student reflection contribute to learner success. Such feedback should be:

- **Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Marking Expectations for all teachers (non-negotiable)

- Teachers will mark students' work in green ink.
- Students will self-assess and edit their work using purple ink.
- Verbal feedback is denoted by the VF symbol.
- When marking, teachers are embedding the expectations from the DSGD Teaching and Learning framework. (See Teaching and Learning Policy).
- Adequate time should be given to students to respond to feedback they have been given.
- L.O's should be highlighted to show they have achieved the objective. This should be completed by the teacher and not the student.

Marking expectations for subjects

Marking codes should be used across all subjects.

Arabic: All student work is marked, this will be completed either through live marking or marking after the lesson. Marking could consist of giving comments and feedback, peer marking or light-touch marking.

Writing: Hot and Cold writes and short-burst writing should be deep marked against the national curriculum objectives and updated on the child's writing tracker. From this

marking teachers should generate targets for the students. These should be linked to the National Curriculum objectives appropriate for the level at which they are working at. SPaG can be marked through whole class marking. The teacher should look through the children's books when highlighting the L.O and common misconceptions should form the focus for morning work. All independent work should be marked. TAs can assist in the marking of children's work for the children they work with, within the lesson.

Reading:

Carousel: During the carousel the teacher and/or the TA should mark the work of the children they are working with. The member of staff working with the children should be live marking and there should be evidence of how the member of staff have assisted the children to make progress within their books. The children who are working independently should have their work marked within a week of the lesson taking place.

Whole class: For whole class guided reading, the teacher can mark as a whole class but once the lesson is complete the books should be marked to assess against the L.O with a highlighter and corrected for SPaG mistakes. Within a two week cycle there should be evidence of a target set for the children to make progress.

Maths:

Structure: Each Maths lesson should have a focus group, with every group seen at least once per week. Children should be grouped according to ability. If a TA is available they can also work with a focus group. The TA working with the children should follow the same procedure as teachers for evidence of intervention.

Evidence: There must be evidence of this support in books – a VF symbol alone is not sufficient. This could be additional modelling, correction, scaffolding, fluency or challenge.

Next Steps: Across each two-week period, every child must have evidence of targeted intervention or challenge based on what you are seeing in lessons. For lower attainers, this could be additional modelling or fluency; for higher attainers, a reasoning/problem-solving challenge. TA support can also provide evidence of additional intervention. Any additional intervention, question, challenge or support must be clearly labelled "Next Steps".

Overview: Ultimately, the expectation is that we can see a clear cycle:

Assess → Identify Need → Support/Challenge → Next Steps → Progress

Theme: Marking should be completed once a week as a minimum. Art will be marked through a Peer/Self-assessment sheet and success criteria.

Science: Scientific investigations (which take place every ½ term) need to be marked in detail and linked to national curriculum objectives. Floor books are used to evidence learning.

Monitoring & Moderation

Consistency across the school is still important, but this can come from consistently high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each department should be able to determine the policy in their subject areas, responding to the different workload demands of each subject, and drawing on teacher professionalism to create meaningful and manageable approaches.

- Monitoring will take place through the regular school self-evaluation activities within year groups such as marking and feedback reviews, learning observations, learning walks, pupil discussions etc. Teachers should be able to respond to, "Show me how your marking has had an impact on this child's learning and progress" with reference to their marking and its outcome. This will be in conjunction with HOD, which will lead this in their subject area.
- Before report writing HOD will have planned moderation to ensure the accuracy of teacher assessment.

- Marking and feedback will be one of the key areas of focus for year groups and subject area reviews. In particular the consistent application of the policy and looking at how the marking and feedback has supported progress will be reviewed.
- Subject Leaders will review marking as part of their remit in supporting effective learning in their subject.
- The focus on monitoring will be on the impact of marking.

Marking code sheet should be printed and stuck on the inside cover of children's exercise books. Children should be aware of these codes and understand them.

Work completed with:

TA	Teaching Assistant
T	Teacher
I	Independent
G	Guided



Teachers mark in green. ✍️

Students mark and make corrections in purple. ✍️

● Think again

✓ Correct

VF Verbal Feedback

FS Finger Space

○ Capital letter

A a

?

Something doesn't make sense.

Check again.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

S Spelling

If underlined; re-write 3 times.

W Was

W as

W as

W as

P

Punctuation is incorrect.

! , ? " " ' .

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

LO: Achieved

LO: Partially achieved

LO: Needs further work

P - Presentation

E - Effort

U - Understanding.





Work completed with:

TA	Teaching Assistant
T	Teacher
I	Independent
G	Guided

Teachers mark in green.

Students mark and make corrections in purple.

● Think again

✓ Correct

VF Verbal Feedback

○ Capital letter

// New Paragraph

? Something doesn't

^ Add an interesting word if in-between words or improve word choice if underneath a word.

Spelling

If underlined; re-write 3 times.

P

Punctuation is incorrect or missing.

. ! " " ; : - ? didn't

G

Grammar is incorrect.

Read aloud and correct.

LO: Achieved

LO: Partially achieved

LO: Needs further work

P - Presentation

E - Effort

U - Understanding.

Once a week is as a minimum, this will increase as feedback on the effectiveness of the initiative is given.

Responsibilities:

Students

- Engage actively with feedback provided, both verbal and written, to improve their work.
- Respond to teacher comments by making necessary corrections, improvements, or reflections as required.
- Ask for clarification when feedback is unclear or not understood.
- Take ownership of their learning by using feedback to set personal academic targets.

Teachers

- Provide timely, specific, and actionable feedback that helps students make progress.
- Use a range of feedback methods (verbal, written, peer, self-assessment) suited to the task and learner.
- Ensure consistency in marking in line with departmental and whole-school policies.
- Create opportunities in lessons for students to act on feedback. There should be evidence of students acting upon the feedback given.
- Maintain accurate and up-to-date records of marking and feedback given.
- Collaborate with colleagues to moderate and standardise marking where appropriate.

Heads of Department (HoDs)

- Ensure departmental marking policies are aligned with the whole-school policy and are effectively implemented.
- Monitor the quality and consistency of marking and feedback across the department through regular work scrutiny, Learning Visits and moderation of marking.
- Provide training and support to teachers within the department to develop effective feedback practices.
- Lead on moderation activities and promote the sharing of best practice.

Senior Leadership Team (SLT)

- Oversee the implementation of the policy across the school and ensure it supports whole-school teaching and learning priorities.
- Monitor marking and feedback through learning walks, book looks, student voice, and data analysis.
- Provide CPD (Continuing Professional Development) opportunities to enhance feedback and assessment strategies.
- Evaluate the impact of feedback practices on student progress and adjust policy as needed.

Parents

- Support their child in engaging with and acting upon teacher feedback.
- Regularly review their child's work and school reports to understand progress and areas for improvement.
- Communicate with teachers when they have questions or concerns about the feedback provided.
- Attend parent-teacher meetings and use the feedback discussed to support learning at home.