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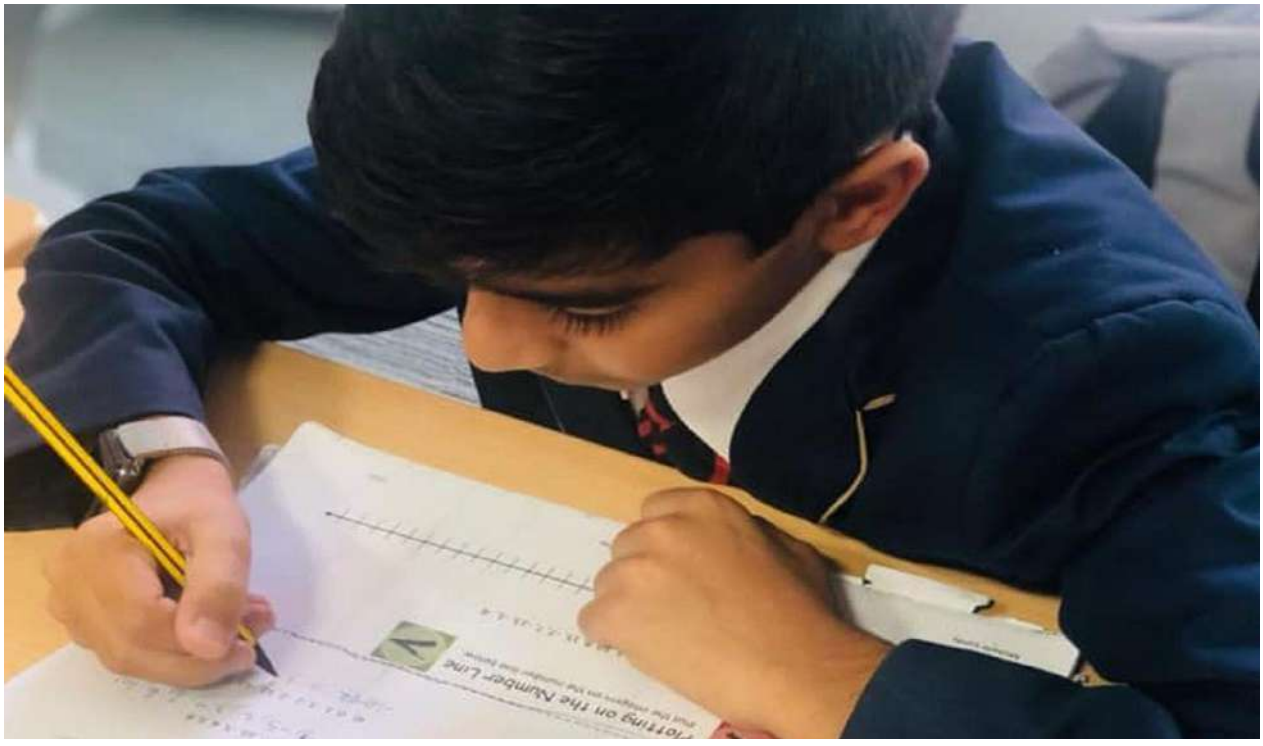
AMERICAN ACADEMY

YAA Marking & Feedback Policy K-12

ACADEMIC YEAR 2026-27



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Yas American Academy Marking and Feedback Policy

1.0 Introduction and Aim

The Education Endowment Foundation (EEF) outlines that effective feedback has a very high impact for a very low cost based on extensive evidence. In addition, evidence suggests that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged students and lower prior attainers than other pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning

Furthermore, the studies have found that on average the provision of high-quality feedback can lead to an improvement of eight additional months' progress over the course of a year.

At Yas American Academy, approximately 75% of the student population speaks English as a second language. Therefore clear, actionable feedback that allows students to understand specific strengths and areas for development is a key teaching and learning tool to maximize the attainment and progress of all students. The EEF outlines that feedback should "redirect or refocus the learner's actions to achieve a goal, by aligning effort and activity with an outcome".

In line with the 2016 report of the Independent Teacher Workload Review Group, marking and feedback at YAA should be:

- **Meaningful**: it develops students' critical thinking and promotes perceptive responses
- **Manageable**: it is driven by professional judgment and where appropriate takes place during lessons and is constructive in nature
- **Motivating**: it provides customized support and challenge for all learners

2.0 Purpose

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Similarly, the marking feedback policy is intended to help support students in taking ownership of their learning as they too are expected to know and use the process for self and peer assessment.

The Feedback and Marking Policy is closely connected with the policies on Teaching and Learning, Planning and Assessment, Equal Opportunities, and Inclusion Policy. A common policy for feedback and marking work ensures continuity throughout the school and familiarity for students as they progress through the grade levels.

Please consider the following definitions and principles:

- **Marking** = the routine activity of reading, checking, monitoring, (when appropriate) correcting, and (where appropriate) giving a mark to students' written work.
- **Feedback** = providing more detailed guidance to the learner to help them improve their knowledge, understanding, and skills

3.0 Exercise Book Work Expectations

Below is the minimum amount of work (based on lesson notetaking, activities, and assessments) that is expected to be written into students' exercise books on average each week. Student

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bookwork can be comprised of a variety of sources such as writing or working directly into the book, using a worksheet, photos of practical activity, or self-assessment/peer assessment from a presentation they did, etc. In the MS/HS, summative assessments may be typed but must also be neatly stuck into students' exercise books.

Grade Level	Math	ELA	Science/Humanities
KG1-2	2	2	1
G1-5	3	3	2
G6-8	4	4	4
G9-12	5	5	5

3.1 Teachers Responsibility

KG-Grade 5

- Learning Objective and Success Criteria Template to be used for all pieces of work.
- Work should be marked against the learning objective and success criteria.
- Margins are to be used for teacher comments only.
- Worksheets must be trimmed and stuck in books, so the paper doesn't hang out and external sources are not present i.e. Twinkl, and Sparklebox.
- Front of books to be labeled with first and family name and class.
- Teacher marking/comments should be specific and written neatly in green or pink and will follow the format of "Two stars and a wish". Green is used for positive feedback linked to Learning Objectives and Success Criteria, while pink is used for constructive next steps or a question to challenge students further.
  EG. A super use of adjectives to describe your character. Well done on using correct punctuation throughout the narrative. Next time, try to include some adverbs in your writing. What could you use to enhance the….
- There is an expectation that one piece of work per subject will have a deep dive correction using green/pink, another piece of work can be self/peer assessed and the final piece can have verbal feedback from the teacher. Teachers should initial this page. Teacher judgment will decide which piece of work needs the deep dive and this may differ per student, per class.
- Any formative and summative assessment must have written feedback, i.e.. Green and pink comments.

Grade 6 - 12

- Teachers instruct students to write the date and title for all pieces of work.
- Worksheets must be trimmed and stuck in books, so the paper doesn't hang out.
- Front of books to be labeled with first and family name and class.
- Teacher marking and feedback comments should be specific and written neatly in green and will follow the format "open-ended questioning" for students to respond to in purple. Green is used for positive feedback linked to Learning Objectives and Success Criteria.
  EG. A super use of adjectives to describe your character. Well done on using correct punctuation throughout the narrative. Where would you use adverbs in your writing and what could you use to enhance the…
- There is an expectation that one piece of formative and one piece of summative work per term will receive teacher feedback using green pen. Other work can be self/peer assessed by the student or given teacher verbal feedback.
- Teachers are to provide 1 DIRT lesson immediately following written feedback. Students are to respond to feedback in purple pen

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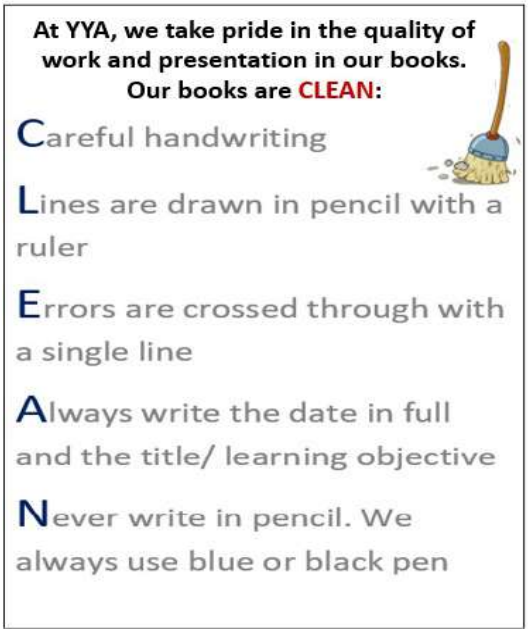
- Any formative and summative assessment must have written feedback included.

3.2 Students Responsibility

- MS/HS Students are to have the 'CLEAN' standards template stuck into the inlet of their books *(Appendix A, also right)*
- Success Criteria will be highlighted to illustrate the areas that students have achieved successfully.
- In math books, use one number/symbol to one square.
- Use a ruler to draw lines when labeling diagrams.
- Allow student agency to use erasers within reason.
- **In elementary**, purple pen will be used for students to make any corrections to their work. This can be completed on "Fix it Friday" or "Mend it Mornings". (or whenever it is appropriate to do so). For self/peer assessment, students, where capable, may write a comment in green/pink and initial their comments.
- **In secondary**, students will use purple pen to respond to teachers' feedback.
- Students are to write in blue or black pen only, pencil is only permitted for diagrams and drawings.



4.0. Marking and Feedback Expectations

- Marking and Feedback by the teacher should be in green pen.
- Student notebooks must be updated with marking and feedback every 3-4 weeks by the teacher.
- Marking must include the YAA marking symbols where appropriate.
- It is the teacher's responsibility to meet with parents if they have concerns regarding the quality and/or quantity of students' work produced.
- No percentage or alphabetical gradings are required, apart from formative and summative assessments.
- Marking and Feedback formal moderation will be conducted by MLT and SLT every 4 weeks.
- The regularity and quality of marking and feedback will be reviewed by MLT and SLT during learning walks and formal observations.

5.0 Formats of Marking and Feedback

5.1 5.1 Live marking

At YAA we acknowledge that some of the most valuable feedback students receive is given by teachers during the course of a lesson. Live marking is when a teacher circulates the classroom during a student activity and provides instant feedback 'live' during the lesson detailing;

- Corrections using the YAA marking symbols *(Appendix B, and below)*
- Brief annotated feedback on specifically, what has gone well and what could be even better.

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- Stretching these identified who require further challenge.
- Literacy strengths/areas to develop.

5.1.2 Marking Symbols

Symbol	Description	Elementary	Secondary
	Spelling mistakes – sight words or words which have been copied incorrectly from the board or walls.	X	X
VF	Verbal feedback/ conferencing	X	X
P	Punctuation – write above where it is missing.	X	X
SPaG	Spelling and Grammer	X	X
Green	**Green for Go!** Highlight the success criteria student has been working on. i.e.. Bronze/silver/gold. Provide two stars in teacher feedback.	X	
Pink	**Pink for Think!** What could be improved in their work? Linked to targets.	X	
Purple Power	Children use a purple pen/pencil to show they have responded and made amendments to feedback	X	X
a	Capital letters	X	X
And	Make lower case	X	X
^	Missing word or phrase	X	X
//	New paragraph	X	X

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5.2 Marking in Inclusion

At Yas American Academy, we recognise that marking and feedback must be adapted to meet the needs of Students of Determination and those with Additional Learning Needs (ALN). Our approach is designed to ensure feedback is meaningful, manageable, and motivating, while also appropriate to each learner's stage of development and cognitive processing abilities.

Rationale

Traditional feedback focused solely on curriculum standards or GPA can be demotivating for students whose progress may not always align with age-related expectations. To foster self-esteem and perseverance, feedback for students with ALN must be personalised, accessible, and reflective of the goals set in their Documented Learning Plans (DLPs). By adapting marking approaches, we ensure students' efforts and successes are recognised in a way that builds confidence and encourages continued progress.

Approach to Feedback

Bi-weekly progress reports will be created for students with a DLP. These will monitor and evidence progress towards their SMART targets and will be shared with parents to ensure regular communication and accountability. Feedback methods will be adapted to support understanding. Examples include:

- Use of dual coding (icons, symbols, and visuals) to aid comprehension.
- Pink for Think and Green for Go strategies to reduce cognitive load and provide clear direction for improvement and success.
- Simplified written comments or verbal conferencing where appropriate.

Teachers will ensure feedback is accessible by considering the student's processing abilities, language needs, and attention span.

5.3 Student Self-assessment

Self-assessment aims to empower students and engage them with success criteria, as well as challenge them to critically reflect on their strengths and targets. Students can be provided with their assessment rubric or a RAG reflection scale to self-assess difficulty or effort and asked to self-assess where they believe their current work is. This enables students to take more agency and ownership of their learning whilst understanding the success criteria.

6.0 Feedback

6.1 Formative Feedback

Feedback should be both verbal and written (annotated in student notebooks, worksheets, and assessments). Formative feedback is designed to support students and involves;

- Annotations
- Marking symbols
- Questions
- Summary of improvements required.
- No percentage or alphabetical grades are required.

Feedback is specific information given to the learner about their performance relative to learning goals. Research suggests that it should:

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- Be specific, accurate, and clear (e.g., "It was good because you..." rather than just "correct")
- Compare what a learner is doing right now with what they have done wrong before (e.g., "I can see you were focused on improving X as it is much better than last time's Y...")
- Encourage and support further effort and be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.
- Ask students questions in your feedback, which they can then respond to underneath e.g. "How could you use verbs to change the effect of this sentence?" "How might you avoid starting each sentence with 'I' or 'The'?" "What vocabulary could you use here instead?"

6.2 Reporting for Inclusion

- In addition to whole-school reporting cycles (MAP, GPA, or curriculum standards), students with DLPs will receive a **report addendum** that specifically outlines their progress against personalised targets.
- This ensures that progress is measured against individual starting points and abilities, rather than only against standardised benchmarks which may not reflect true growth.
- The addendum provides families with a clear picture of the student's development, celebrates achievements that may otherwise go unrecognised, and avoids repeated negative comparisons to age-related expectations that could impact motivation.

6.3 Directed improvement and reflection time (DIRT)

Once feedback has been given, students need to be enabled to respond, and all teachers should dedicate 30-50 minutes of a lesson per unit for students to respond and action feedback. Of course, our curriculum time is limited, and we all must teach lots of content. But without giving up time for DIRT we are picking up errors/omissions/misconceptions, commenting on them, but not allowing pupils to address them; we have flagged up a learning gap but not allowed pupils to bridge it. Closing this gap in learning needs to be prioritized.

Effective use of DIRT to develop more disciplined learners:

- **Reflect critically** – we expect students to spend time reflecting on their feedback. This is most effective when done individually, in silence.

- **Developing techniques** – although DIRT is about independent reflection, teacher guidance is crucial. We model and scaffold to exemplify the feedback we have given and show students how to improve.

- **Crafting and improving -** As well as encouraging students to critically reflect on their feedback, DIRT can also be effectively used for crafting and improving work. This allows students to immediately apply their feedback and put the techniques into practice.

6.4 Summative feedback

Summative marking is the marking that happens in an assessment that appears at the end of a unit. A summative assessment is a grade that summarizes the student's performance against an assessment rubric and criteria.

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Summative assessments involve both a marked grade and summary feedback relating to the success criteria. **Summative assessments must be accompanied by an assessment rubric which is handed to the student before issuing any assignment**.

7.0 Moderation

Moderation is designed to share best practices whilst ensuring that marking and feedback is robust, reliable, and consistent across the school and within departments. Moderation will be conducted internally with the department and externally by SLT.

SLT and all Middle Leaders will **review the quality of marking when appraising books every 4 weeks.** Bookmarking and feedback scrutinies are recorded digitally and formulate a part of staff's performance management.

8.0 Marking and Feedback Samples

Below are some examples of marking and feedback strategies across core and non-core subjects to provide further guidance and ideas.

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Appendix D: Student Progress Self-Tracker

To be cut out and stuck into the inside cover of all students' notebooks / folders.

YAA Student Progress Sheet

"The real spirit behind progress is the 'human' spirit, we are only able to progress with intellect and capabilities through endeavour" - HH Sheikh Zayed bin Sultan Al Nahyan

Term	What is my target grade for this subject?	What is my MAP score for this subject (if applicable)	What is my target MAP score?	What are my areas of strength for this term?	What do I need to improve further?
Term 1.0 (Sep – Oct)					
Term 1.5 (Oct – Dec)					
Term 2.0 (Jan – Feb)					
Term 2.5 (Feb – April)					
Term 3.0 (April – June)					

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