Approved by: Principal	Date: 30 January 2026

Last reviewed on:	Date: 26 January 2026

Next review due:	Date: 22 June 2026

#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	21 June 24

ICS Vision
The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

ICS Mission
Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competencies in our global minded, future leaders.

Purpose
The purpose of this policy is to ensure that marking and feedback provided to students are consistent, clear, constructive, and promote learning progress. It aims to support teachers in delivering effective feedback that informs students and parents about academic performance and areas for improvement.

General Guidelines

- All work must be marked regularly, in line with the set marking schedule (at least once a week for core subjects and once every two weeks for non-core subjects).
- Feedback must be clear, constructive, and linked to lesson objectives and success criteria.

- Marking should highlight strengths, areas for improvement, and next steps for students.
- Feedback must be accessible to all students, encouraging self-reflection and independence in learning.

Types of Marking

a) Formative Marking

Formative marking provides ongoing feedback during the learning process to guide improvement and progression. It should:

- Be descriptive, focusing on what the student has done well and what needs improvement.
- Be linked to specific learning goals or criteria.
- Encourage student reflection by asking questions or providing tasks for further practice.

Examples:

- "You have used excellent vocabulary in your description. Can you add more detail to the last paragraph?"
- "Great understanding of fractions. Next, try solving this more complex fraction problem."

b) Summative Marking

Summative marking is used at the end of a unit, project, or assessment period to evaluate student learning against set standards. It should:

- Be aligned with assessment rubrics or criteria.
- Provide a clear grade or score, supported by brief constructive comments.
- Reflect mastery of content and key skills.

Examples:

- "You achieved 80% in this math test. Your understanding of algebra is strong, but you need to work on word problems involving equations."

c) Peer and Self-Assessment

- Peer and self-assessment should be encouraged to foster student ownership of learning.
- Teachers should provide students with clear rubrics or guidelines for peer/self-assessment tasks.
- Peer and self-assessments should be followed by teacher review to ensure accuracy and provide additional feedback.

Examples:

- "Mark your own work using the checklist. Did you include a clear topic sentence in every paragraph?"

Subject-Specific Marking

a) English, Humanities, and Social Studies

- Teachers should focus on content, structure, and the correct use of language.
- Provide feedback on ideas, critical thinking, and argumentation.
- Mark spelling, punctuation, and grammar errors in extended writing pieces, but not every mistake should be marked unless it impacts meaning.

b) Mathematics and Science

- Feedback should focus on the accuracy of calculations, problem-solving techniques, and understanding of concepts.
- In cases of incorrect answers, provide clear steps or hints for reworking the problem.
- Teachers should highlight key concepts that need further practice.

c) Art, Music, and PE

- Provide feedback that focuses on creativity, effort, and skill development.
- Marking should encourage improvement in technique and expression.

d) Islamic Studies, Arabic, and Moral Education

- Feedback should focus on content comprehension, use of the target language, and application of values/teachings.
- Teachers should mark language use, grammar, and accuracy, particularly in writing tasks.

Frequency of Marking

- **Core subjects (Math, English, Science, Arabic)**: At least once a week.
- **Non-core subjects**: Once every two weeks.
- **Project-based or long-term work**: Interim feedback should be provided at key stages of the project, with summative feedback at completion.

Expectations for Teacher Feedback

- **Timeliness**: Marked work should be returned to students within one week for immediate feedback.
- **Consistency**: All teachers must adhere to the school-wide marking schedule.
- **Positivity**: Feedback must highlight strengths and build student confidence, focusing on how students can improve.

- **Personalization**: Feedback should reflect individual student progress and next steps.

Student Involvement

- Students should respond to feedback by correcting mistakes or completing follow-up tasks.
- Teachers should provide opportunities for students to engage in self-assessment and set personal learning goals.

Parental Involvement

- Marked work and teacher feedback should be shared with parents during termly report periods or when necessary, especially for students who are underperforming.
- Teachers may include specific notes in homework journals or on digital platforms for continuous communication with parents.

Monitoring and Review

- Heads of department and senior leadership will conduct regular book reviews and lesson observations to ensure marking is consistent and impactful.
- Teachers will receive ongoing professional development on effective marking strategies.

Review Date: This policy will be reviewed annually to ensure continued alignment with best practices in education and assessment.

Linked Policies

This Marking and Feedback Policy is interconnected with several other ICS and ADEK policies, which collectively ensure a comprehensive approach to student education and school operations. These linked policies include:

- Assessment Policy
- Academic Support Policy
- Student at Risk Policy
- Curriculum Policy