



LITTLE FLOWER ENGLISH SCHOOL

DUBAI

MARKING POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. ANNIE MATHEW
Role	PRINCIPAL
Date of review	18-03-2026
Date of next review	18-03-2027
Signature	



LFES MARKING POLICY

Aims

- To provide a consistent approach to marking across all stages.
- To provide children with constructive feedback.
- To enable children to identify strengths and information on how to improve their performance.
- To inform the teacher of children's progress and needs for future planning.
- To involve children in part of the process of marking and provide opportunities to review their own work as well as their peer's.

Guidelines for Marking

Every piece of work should be marked or have a teacher's presence on it.

- It should be frequent and regular.
- It should be manageable for teachers and children.
- It should relate to the learning objectives.
- Lessons where children can look at marking and edit their writing should be planned for.
- The plenary should be used for children to check their work against the given success criteria and self evaluate.

Feedback

Feedback should focus on:

Where they are in their learning
Where they need to go
How to get there

Marking should focus on

- Highlighting success.
- Identifying areas for improvement.
- Giving an improvement suggestion e.g. write a prompt that will help the learner make the improvement.
- Giving time for the pupil to read the improvement and make the changes.
- Including success criteria, boxes for children to self-assess.
- Information on how the work was completed should also be noted, e.g. In a group, independently, copied from a whiteboard.
- Bubbles can be added to request more content, eg. I would like to know more about ...

Frequency

Work should be marked as soon as possible after completion.

When possible this should be with the child present.

Long-term projects can be marked when completed.

In all areas, time should be given to children to correct their work as required.

Self-Assessment

Children may use emojis to assess themselves.

😊 - I can do it.

😐 - I can do some of it. I need help.

😞 - I can't do it.

Children may add their own comments too.

Peer assessment

Students may assess their peer's work against rubrics or success criteria provided. All peer assessment must have teacher presence.

Codes generally used in marking

✓	Correct answer
x	Wrong answer
sp	Spelling mistake
G	Grammatical error
P	Punctuation error
^	Missing word
?	Doesn't make sense
/	New line
//	New paragraph
--	Space missing between words
I	Independent work
GW	Group Work
WS	Done with support