



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL

GEMS
EDUCATION

POLICY ON CORRECTION

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Aim

- To set guidelines for the acceptable presentation of students' work.
- For students to take pride in the work they present in all class.
- To foster student's organizational skills.

Outcomes

- Students will take pride in the presentation of their book work and will be proud of their work all times.
- Well-presented books with legible handwriting to help students to work toward achieving expected academic outcomes.

Rationale

- A teacher's marking accords status to the work of the student.
- Students should feel both what they write and how they write/present it is important and has purpose.
- The student's ability to assess themselves is developed through marking and this is then seen to be an important part of the teaching learning process.

Implementation

- Teachers define clear standards of setting out work in notebooks. Expectations explained to students on first day of the year and revisited each term.
- If students are required to present notes in a different format for a different purpose or if it needs to be subjected specific, they are taught the expectations. For example, a subject may prefer to have a line down the middle of the page rather than margin.
- Evidence of teacher sighting (diagnostic comments/initials/stickers/stamp etc).
- Correct only with red pen.
- Feedback should align with curriculum intent. Responses should wherever possible be constructive, acknowledging what has been achieved as well as highlighting areas of improvement.
- Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Pupils will need to be aware what aspects are being made a focus.
- Neat notebook work and presentation is celebrated and recognized through positive feedback: teacher comments in notebook and stickers.
- Accurate checking is expected. The use of correct punctuation must be checked. Write focused and diagnostic remarks.
- Corrections must take place regularly and be returned promptly to be effective.
- A specific comment on learning needs to be made at the end of a piece of work. The aim should be to summarize achievement and to set a further target.

- If a grade, mark or level is included as a part of the marking, students must clearly understand what that implies.

Correction Policy

English

Notebook/Textbook/Worksheets/Projects/Tasks	Correction	Diagnostic remarks
<p><u>Literature</u> Class work/Homework a) Vocabulary(Meanings) b) Frame sentences c) Reference to context d) Answer the following questions e) HOTS /Critical Thinking f) Real Life Application/Cross Curricular g) Research work h) Projects- Classwork/Homework i) Reading Skills- Classwork j) Listening Skills- Classwork k) Speaking Skills- Classwork</p>	<p>a) Peer/Self b) Teacher c) Teacher d) Teacher/Peer /Self e) Teacher f) Teacher g) Individual/Group/Peer/Teacher h) Peer/Teacher i) Peer /Self j) Peer /Self k) Teacher evaluates <i>Tasks that are peer or self-corrected are checked by teacher who in turn writes 'Seen'.</i></p>	<p>A diagnostic comment is written whenever required keeping in mind the overall quality of work submitted.</p> <p>A few specific questions in between too would have a comment if the teacher finds the answers need more relevant points or examples to be stated.</p>
<p><u>Grammar</u> a) Definitions/Rules b) Exercises done in the books in class. c) MCB/ Workbook- Exercises d) Practice Worksheets</p>	<p>Answers are discussed in class. All exercises are peer or self - corrected.</p>	<p>Teacher does an overall check and writes 'Seen'.</p>
<p><u>Writing Tasks</u> a) Rules-Classwork b) Format-Classwork c) Sample-Classwork d) Homework- Independent writing e) AFL f) AOL</p>	<p>a) Peer/Self b) Peer/Self c) Teacher/Peer/Self d) Teacher e) Peer/Teacher f) Teacher</p>	<p>For tasks a, b and c the teacher does an overall check and writes 'Seen'.</p> <p>For task d, teacher corrects the task and gives a feedback to help motivate, guide and appreciate.</p>

Mathematics

Teacher Correction	Self/Peer correction	Correction Expectations
Primary/Middle School		
<ul style="list-style-type: none"> • Class work (Few Exercises) • HOTS - Discussed in class. • IBT/TIMSS • Real Life situation/Applications - Discussed in class. • Projects • Research Works 	<ul style="list-style-type: none"> • Class work (Few Exercises) • Cross Curricular Links • Class test • Worksheets • Homework 	<ul style="list-style-type: none"> • Diagnostic comment is given at the end of every alternate lesson on the concepts/skills learnt. • Diagnostic comments to be written based on the performance. (class test/activity test) • Tasks that are peer or self -corrected need to be counter signed or marked by writing 'Seen'.
Senior School		
<ul style="list-style-type: none"> • HOTS (Discussed in Class) • Class work (few exercises) • Questions relating Real life situations (Discussed in Class) • Research Work • Extra Questions of all levels including Board questions (Discussed in Class) • Class test/Unit test • Project Work • Activity • Record work • Concept mapping 	<ul style="list-style-type: none"> • Class work (few exercises) • Cross Curricular Links • Worksheets • Classwork • Homework • AFL(short test) 	<ul style="list-style-type: none"> • Diagnostic comment is given at the end of the lesson on the skills learnt. (self- assessment form) • Diagnostic comments to be written based on the performance. (class test/activity test) • Tasks that are peer or self -corrected need to be counter signed by writing 'Seen'.

Science

Teacher Discussion and Correction	Self/Peer correction	Correction Expectations
Primary/Middle School		
<ul style="list-style-type: none"> • HOTS • Questions related to Real life situations • Questions related to TIMSS • Research Work and National Agenda • Question Answers 	<ul style="list-style-type: none"> • Cross Curricular Links • Worksheets – CW /HW • Lab activity sheet • AFL 	<ul style="list-style-type: none"> • Diagnostic comment is given at the end of the lesson on the skills learnt. • <i>Repeated errors will be corrected by teachers for all written work</i> • Tasks that are peer or self -corrected need to be counter signed by writing 'Seen'.
Senior School		
<ul style="list-style-type: none"> • HOTS (Discussed in Class) • Questions related to Real life situations (Discussed in Class) • Research Work • Extra Questions of all levels including Board questions (Discussed in Class) • Class test/Unit test • Project Work • Activity • Record work • Concept mapping 	<ul style="list-style-type: none"> • Cross Curricular Links • Worksheets • Classwork • Homework • AFL(short test) 	<ul style="list-style-type: none"> • Diagnostic comment is given at the end of the lesson on the skills learnt. (self- assessment form) • Tasks that are peer or self -corrected need to be counter signed by writing 'Seen'.

Social Science

Teacher Correction	Self/Peer correction	Correction Expectations
Middle School		
<p>Class Work:</p> <ul style="list-style-type: none"> • Diagrams pertaining to specific chapters • Map Work • HOTS • Questions related to Real life situations <p>Home Work – Will be given after discussion in class</p> <ul style="list-style-type: none"> • Question Answers • Give Reasons/Differentiate between • HOTS & Application based questions • Research work and National Agenda 	<ul style="list-style-type: none"> • Objective type of questions in the Note book, Text book and work sheets • MCQ Class tests • Cross Curricular links 	<ul style="list-style-type: none"> • Diagnostic comments to be written for every alternate lesson. • Repeated errors – will be directed • Diagnostic comments will be provided where ever required. • Tasks that are peer or self -corrected in the note book will be counter signed or by writing 'Seen'.
Senior School- Social Science/Humanities		
<p>Class Work:</p> <ul style="list-style-type: none"> • Diagrams pertaining to specific chapters • Map Work • HOTS • Questions relating Real life situations • Mind mapping • Self-assessment/Class test <p>Home Work:</p> <ul style="list-style-type: none"> • Text book questions • Question bank questions • Previous board papers • Project work • Practical Journals • Give Reasons/Differentiate between • HOTS & Application based questions • Research work and National Agenda 	<ul style="list-style-type: none"> • Objective type of questions in the Note book, Text book and work sheets • MCQ Class tests • AFLs conducted • Cross Curricular links 	<ul style="list-style-type: none"> • Instructions not followed will be pointed out. • Diagnostic comments will be provided where ever required. • Tasks that are peer or self -corrected in the note book will be counter signed or by writing 'Seen'.