



MARKING AND FEEDBACK POLICY

1. Rationale

At Epsom College in Malaysia ("ECiM") we believe that giving and responding to feedback should:

- inform pupil progress (be meaningful);
- have a positive impact on pupil outcomes (be motivational); and
- be a good use of teachers' and pupils' time (be manageable).

2. Principles

All feedback, both written and verbal, must have an impact on the pupil's progress.

The more immediate the feedback the greater the impact. All subject areas have identified a minimum standard in terms of regularity of written feedback, taking into consideration the frequency of lessons, and the nature of the subject i.e. practical/theory based.

Written feedback will include pointing out:

- good attributes that a pupil must continue to use (WWW - '*what went well*');
- literacy errors in line with the literacy marking code – see below; and
- areas for development (this can be highlighted in the text) by asking a question (and/or EBI - '*even better if*')

The work will conclude with a (1)GCSE or A-Level style mark (where appropriate) and a tangible next step to move learning on, such as posing a question that tests, reinforces or extends the pupils' understanding.

Where verbal feedback is given teachers or pupils should record the feedback if it will reinforce the implementation of the next step.

Pupil Response

Following receipt of feedback, pupils must be given sufficient dedicated time to respond:

- Answering the question set, making corrections, redrafting, tackling similar questions, practising a spelling or grammar point.

Rule of Thumb

- Pupils should spend at least as long responding to their feedback as it took for the teacher to mark their work.

3. Quality assurance and professional development

Heads of Department (“HoDs”) and senior leaders will quality assure marking and feedback, and provide appropriate support.

The focus of ‘Book Reviews’ will be to look at how the pupil is making progress. It will focus on the impact that feedback has had on pupil progress, i.e. the actual practice of a pupil improving their work.

In the first half term the HOD/senior leader(s) will prioritise staff needing support (based on Book Reviews) and agree next steps.

Staff who demonstrate good practice in feedback and marking will only require a ‘light touch’/informal check in future.

Other opportunities to share good practice related to feedback will be built into the calendar, but each HoD will timetable these when it is appropriate for their department.

Literacy Marking Codes

| | | | |
|------------|------------------------------|-------------|---------------------------------------|
| T | Tense is incorrect | SP | Spelling error |
| P | Missing punctuation mark | NP// | New paragraph needed |
| WW | Wrong word used | ? | Confused meaning/ does not make sense |
| ^ | Missing word | WO | Word order is inaccurate |
| PR! | Presentation is unacceptable | CL | Capital letter is needed |
| UL | Underline date and title | lc | Lower case is needed |

4. The Quality of work in Pupil Books

Expectations:

- a) Pupil work is neat and well presented.
- b) All work has a title and a date.
- c) The title and date are underlined with a ruler.
- d) Work is completed with a blue or black pen (unless otherwise instructed by a teacher).
- e) All handouts are attached to books or organised in an appropriate file.
- f) All books are free from any graffiti.