

ENGLISH

Marking and Feedback Framework

In English, we believe assessment should support learning—not just measure it. We use marking and feedback to help students reflect, grow, and become more confident, independent learners.

We aim to:

- Provide meaningful, useful feedback to help students make progress.
- Prepare students for formal exams (IGCSE and IB) through authentic tasks and realistic marking.
- Encourage students to take ownership of their learning through peer- and self-assessment.
- Use regular verbal feedback and review activities to reinforce key knowledge and skills.

How students know what they are doing well and what they need to do to improve:

- We use a combination of detailed written feedback and classroom activities throughout the year.
- Key checkpoint assessments take place, at least once per term, for all years. These are major pieces of work that build on and embed IGCSE and IB skills. We monitor and evaluate student progress through our tracking system.

Student feedback includes	What it means
What Went Well (WWW)	Highlights the strengths. Depending on the task, this might be PETAL structure, depth of analysis, inferring meaning, clarity of writing.
Even Better If (EBI)	Specific suggestions about how to improve; actionable tasks that students can complete.
SPaG Check	Some spelling, punctuation, and grammar errors are identified.
Improvement Time (DIRT)	Dedicated class time where students respond to their EBIs and correct SPaG issues.

KS3 Reading Journal homework

- Reading Journals help KS3 students develop independent reading habits and reflect on their thinking.
- Every two weeks, teachers give brief WWW & EBI comments and an effort grade (A–D).
- Feedback is recorded in the department's tracking spreadsheet.
- Students receive a Reading Journal Guide with instructions and grading criteria.

Assessment criteria used to support the feedback:

Our experienced English teachers work together regularly to ensure feedback is accurate, consistent, and supports student progress. They use standardisation and moderation of assessed work, share effective practices, and base all marking on the following official criteria:

- **KS3:** ISB English Assessment Grid
- **KS4:** IGCSE Marking Criteria
- **KS5:** IB English A: Language and Literature Marking Criteria

Students will have access to the criteria, so that they know how they are performing and what they need to do to improve.

Our assessment and feedback approaches:

We don't just assess at the end—we build it into everyday learning. Teachers have the option to use a variety of methods some of which are outlined below.

Method	What it looks like
Peer & Self-Assessment	Students review their own or others' work to reflect and learn from each other.
Verbal Feedback	Teachers give spoken advice during lessons to guide learning in real time.
Retrieval Practice	Quick reviews or starter quizzes to reinforce learning.
Multiple Choice Quizzes (MCQs)	Used with tools like Bloocket, Quizlet, Educake, or MS Forms.
Whole-Class Feedback	Common strengths and areas to improve are shared and discussed with the whole class.

Quality assurance of the marking and feedback:

We take several steps to ensure high standards across key stages:

What we do	What this means for students
Moderation	Students receive fair and consistent marking, no matter who marks their work
Book Looks	Students' books are regularly checked to ensure work is well-presented and they're making good progress.
Teacher Training	Students benefit from well-trained teachers who use up-to-date strategies to support learning.
Lesson Drop-ins	Students experience high-quality lessons as teachers learn from each other and share best ideas.