MARKING AND FEEDBACK POLICY

THE PURPOSE FOR MARKING

Teachers' marking is part of the school's assessment and recording procedures. It should be "frequent, accurate, consistent and effective in assisting pupils to make progress" – *Independent Schools Inspectorate*.

Feedback should empower students to take responsibility for improving their work. All marking should be encouraging, with a view to improving the student's understanding and ability with the subject. Therefore:

- The school policy is that marking has to be done consistently.
- Teachers should set aside adequate time for marking. They should leave time for verbal or written grading of work and make recommendations on improving it.

Both actions are invaluable in promoting progress. Teachers should remember to write comments that students and parents can understand.

RESPONSIBILITIES AND PROCEDURES

1. All homework must be assigned on Microsoft Teams in the appropriate class (Assignments section).
2. All students' work should be marked and be seen to be marked. This means that marks and comments can be made throughout any student's work or at the end with any grading awarded for it, or in the 'feedback' window on Microsoft Teams, or as verbal feedback during the live online lesson.
3. Corrections are given, whether as re-study, simple spelling corrections, re-tests, etc., but in writing in some way.
4. Students' work should be marked at the earliest opportunity.
5. Homework is automatically included in this policy and always marked.
6. Marking may be directed at correcting one aspect of students' work as it is good practice to teach and correct one thing at a time. Where there are other errors, it is expected that the teacher will correct them too, but in some kind of order and on

the correct gradient. In the case of consistent bad English, the English department would be informed via the Student Administrator.

7. Marking may not be directed at correcting things not yet learnt, only those already taught.
8. All teachers, whatever their subject, should encourage and demand well-presented written work that is dated and has headings.
9. Verbal feedback is given in practical lessons, e.g. Art, Music, etc.

GRADING SYSTEM

COA International uses the following grading system:

Primary School

Grade	***Percentage***	***Comment***
Gold	80 – 100%	Exceeding the standard
Silver	40 – 79%	Meeting the standard
Bronze	0 – 39%	Working towards the standard

Lower Secondary, Upper Secondary (IGCSE) & Advanced (AS/A-Level)

Grade	***Percentage***	***Comment***
A*	90 – 100%	Exceptional
A	80 – 89%	Excellent
B	70 – 79%	Good
C	60 – 69%	Satisfactory
D	50 – 59%	Barely Acceptable
E	40 – 49%	Unacceptable
F	30 – 39%	Unacceptable
G	20 – 29%	Unacceptable
U	0 – 19%	Unacceptable

Whilst different teachers will have different assessment systems, they can all be converted into an overall grade by working out the overall percentage then converting this into an A* - U mark.

Cambridge IGCSE 9-1 Grades

9-1 grades have been introduced by the UK government for IGCSEs in state schools in England. Under this system, 9 is the top grade. You can see how the A* - U grades compare with the 9-1 scale in the following table.

9 – 1 Grades	***Percentage***	***A* - U Grades Equivalent***
9	95 – 100%	A*
8	90 – 94%	A*
7	85 – 89%	A
6	80 – 84%	A
5	70 – 79%	B
4	60 – 69%	C
3	50 – 59%	D
2	40 – 49%	E
1	20 – 39%	F/G
U	0 – 19%	U

Vladimir Krasniakov

Headmaster

Date Reviewed	Approved By
7 of September 2020	Headmaster
29 of September 2021	Headmaster
28 of December 2021	Headmaster
20 of April 2022	Headmaster