

OXFORD INTERNATIONAL COLLEGE BRIGHTON

MARKING AND FEEDBACK AT OIC BRIGHTON

POLICY INTENDED FOR:	Staff
CATEGORY:	Teaching and Learning
POLICY IMPLEMENTED BY:	Deputy Principal Academic
POLICY MONITORED BY:	Deputy Principal Academic
REVIEW DATE:	14 th May 2026
REVIEWED NEXT BY:	14 th May 2027

This policy supports compliance with ISI Part 1, Regulation 3(g) by ensuring teachers assess students' work regularly and thoroughly and use assessment information to plan teaching so students can progress. It also aligns with ISI Regulation 4 through establishing a clear framework for evaluating student performance.

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1. Rationale

Students at OIC Brighton follow a programme of regular assessment, both formative and summative, and therefore receive regular feedback from these assessments in the form of standardized scores, raw marks, grades and formative comments.

Teachers will ensure that students understand the purpose of each assessment, distinguishing clearly between formative tasks that support ongoing learning and summative assessments used to measure attainment at key points in the year.

Regular independent work such as practice papers, written tasks and review tasks provide further opportunities for feedback from the teacher. The purpose of this feedback is:

- To inform the student (and their parent, via reporting on Parent Portal) about their progress and performance
- To inform the teacher regarding areas for further study or intervention
- To improve specific skills through correction e.g. factual knowledge or the quality of written English
- To monitor students' performance over time
- To provide students with targets for improvement
- Assessment information contributes to whole school evaluation of student performance against internal and national benchmarks.

2. Independent Work (outside of lessons)

'Review' (independent) work is set by subject teachers to:

- Consolidate students' learning
- Embed good habits of independent study
- Engage students with preparatory work or 'flipped learning' tasks
- Give structure to students' revision

Guidance is given to students by year group regarding the number of hours of independent work per subject per week that is expected. It is regularly reviewed by teachers to inform next steps in planning. All tasks are set as assignments on MS Teams.

Specific time is provided for boarders to complete review work after the formal teaching day.

3. Forms of Marking and Feedback

Different forms of feedback—verbal, written, digital, marks, grades, and targets—will be used intentionally to support learning, with teachers making clear to students how to use each type to improve their work.

Written feedback will provide specific information about what has been achieved and what needs to be improved, using success criteria and exemplars where appropriate to show students how to reach the next level. Marking does not have to be lengthy to be effective.

Where relevant, teachers will use models, worked examples, and metacognitive prompts to help students understand how to improve their work and apply feedback effectively.

Across a half-term, it is expected that a student will receive most of the following forms of feedback:

- Verbal comments
- Short summative comments either written on work / in One Note / in the feedback function on MS Teams assignments
- Raw marks
- Grades
- Targets
- Praise, including in the form of ABC points

4. The Feedback Cycle

Marking and feedback at OIC Brighton should in all cases:

- Follow the rubric of the relevant examination syllabus
- Include a required task that pupils must complete to improve their work; teachers then verify these improvements, providing clear evidence that students have acted on feedback and progressed.

To ensure consistency across the school, each student will receive a minimum level of feedback that includes at least one significant piece of marked work per 3-week SCIT cycle, clear targets for improvement, and an opportunity to respond to those targets.

Feedback should be accessible to all students, including those with SEND or EAL. Adaptations may include simplified language, visual prompts, model answers, or scaffolded targets.

Assessment outcomes will be used to inform re-teaching, intervention, curriculum adaptation, and planning for individual and cohort needs.

5. Responsibilities

All **teachers** are responsible for:

- Setting regular review work
- Students should regularly be given clear success criteria, based on examination assessment objectives where applicable e.g. for their longer piece of work
- Checking that such work is completed within the specified time frame and, where appropriate, following up with reflections / by alerting a strategy tutor / further intervention
- Giving feedback as per [3] and [4], above ensuring feedback is accessible to SEND/EAL students
- Returning SCITS within 7 working days
- Producing written reports according to the OICB Reporting Schedule.

Heads of Department/Faculty Leads are responsible for:

- Giving subject specific guidance about marking for their subject, e.g. mark schemes, marking codes or colour codes
- Standardizing marking across classes and teachers
- Ensuring that all students receive timely, effective and regular feedback
- Ensuring that student marks are recorded
- Adhering to JCQ guidance regarding examined and non-examined assessment
- Monitoring the quality of assessment and feedback in their area: for example, a work scrutiny schedule and Moderation routines; a review of Teams/OneNote assignments. HoDs will maintain records of moderation, work scrutiny and feedback monitoring to demonstrate consistency and impact
- Analysing data trends, including cohort data (e.g. EAL, SEN) and reporting key themes and interventions to the Deputy Principal Academic
- Overseeing the quality of subject reports written by their department.