Croydon High School GDST
Senior School Feedback and Marking Policy

Responsibility: Deputy Head (Academic)
Last review: July 2023
Next review: September 2025

The Aims of this Policy
Ensuring pupils make progress is the guiding principle that underpins all feedback and marking at Croydon High School. We recognise feedback and marking are an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Our approaches consider a range of external research into effective feedback and marking, including: the Education Endowment Foundation's report 'A Marked Improvement?' and the UK Department for Education's report 'Eliminating Unnecessary Workload Around Marking'.

For the purposes of what follows, marking is defined as the activity of assessing a pupils' written work. Feedback references the information given back to pupils reflecting what has been done well and providing advice to improve.

Our approach to feedback and marking aims to be:

Meaningful: taken together, feedback and marking should serve a single purpose, advancing pupil progress and outcomes. Different forms of feedback and marking will be appropriate in different situations, and the teacher should judge this.

Manageable: feedback and marking should be delivered in the ways most efficient for pupils and teachers. It is up to departments to devise an effective, achievable programme which balances the needs of pupils and teachers.

Motivating: feedback and marking should help motivate pupils to progress. This does not mean only writing in-depth or positive comments. Pupils should be expected to check their work before they hand it in and should be taught the success criteria for a task (in an age-appropriate way).

Feedback and marking at Croydon High School

We aim to ensure that:

- Marking provides pupils with specific and accessible information: it must be made clear where pupils have made errors. Importantly, teachers might mark with particular foci and thus not all errors will be identified each time, as it might undermine other areas of strength.
- Pupils should respond to feedback and correct errors, where necessary, to enhance a piece of work, and time should be devoted to this in the classroom or as part of PREP, where appropriate.
- Our teachers avoid 'acknowledgement marking', which has little impact on pupil progress; we do not mark for 'show' but rather for pupils and/or teachers to act on it.
- As appropriate, all teachers will identify spelling and grammar errors, regardless of discipline. When necessary, teachers will offer suggestions as to how work might be corrected.
- Where appropriate, pupils' work receives focused marking - concentrating on a particular type of error or theme.
- When marking mock or other assessments, teachers should mark in line with published mark schemes, as appropriate.
- When different groups are sitting the same assessment, teachers' approach to marking should be standardised prior to the marking process, and where necessary, subsequent moderation may take place to ensure consistency of approach with regards to the awarding of marks.
- Feedback and marking operate in tandem. There may be occasions, however, where marking operates without feedback, such as when looking at a particular type of error or theme. Feedback may also operate without individualised teacher marking when pupils are guided by whole class feedback, based upon assessment of common areas for improvement.
- Feedback encourages further support to, and effort from pupils.
- The sole focus of feedback should be to further pupils' learning.
- All pupils make progress from the feedback they are given.
- All pupils are provided with timely and purposeful feedback that clearly shows them how to further their learning. However, whilst PREP will be checked for completion, not every task set for PREP will necessarily be seen by the teacher and this does not lessen the importance, or value, of pupils doing the task.
- Feedback should empower pupils to take responsibility for improving their own work/learning and show exactly how to do this.
- All pupils respond to and act on the feedback they are given.
- Teachers should get feedback on pupils' understanding of taught material, both close to and at a distance from the point of teaching it.
- A balance is struck between improving the work and the pupil's learning.

Types of feedback and marking at Croydon High School

All teachers evaluate the work that pupils undertake in lessons and at home, and use information obtained from this to adjust their teaching. This does not mean that all pieces of work produced by pupils are marked and provided with a written comment; rather, teachers select appropriate tasks to provide rich feedback, to enhance pupils' academic progress. The School seeks to provide pupils with a range of feedback from a variety of different marking approaches, as set out in this policy. All teachers should have evidence that they are engaging in these key areas of marking, at appropriate points:

Type	Deep marking providing constructive and achievable targets
What it involves	- Teachers provide written feedback to pupils offering guidance on improving or enhancing future performance. - Where appropriate, there should be evidence of pupils responding in writing to the guidance. - Comments must not be general but apply to specific parts of the work. E.g., 'your use of punctuation is effective.'
Frequency	At least once per half term
Evidence	Extended work/writing or assessed pieces . Comments on assignment, books or Google Classroom

Type	Targets
What it involves	- Targets should make pupils think and act (rather than prompt emotion) - Targets must be specific and not general. e.g. 'you need to use colons and semi-colons for effect'. - Language used must reflect what a pupil has done well and also clearly signpost the target for improvement. This should be done in an age appropriate way, and utilise notation such as: -WWW: what went well EBI: even better if… -2 stars and a wish For older year groups, delineated comments on areas of strength and targets for improvement may be preferred
Frequency	At least once per half term
Evidence	Extended work/writing or assessed pieces . Comments on assignment, books or Google Classroom

Type	Peer Assessment
What it involves	● Pupils assess the work of others in the class and provide commentary on strengths and areas for improvement. There should be success criteria for them to refer to so that this feedback is meaningful. ● Whole class showcases of work are particularly effective if it is accompanied by a scaffolded way in which to respond.
Frequency	Where appropriate
Evidence	● Comments on assignments, books or Google Classroom

Type	Self Assessment
What it involves	● Pupils look back through specified pieces of work, making comments and corrections in relation to agreed and shared success criteria.
Frequency	Where appropriate
Evidence	● Corrections in a different colour in books or on assignments

Type	Focused marking
What it involves	● The teacher is only looking for a specific skill/knowledge and marking just for that. This is particularly useful for pupils who have not grasped one area and need to improve or for pupils who are struggling in many areas and need it to be broken down into small and achievable areas.
Frequency	Periodically
Evidence	● Comment about that specific skill

Type	Instant Feedback
What it involves	● Teacher gathers evidence for feedback from teaching within the course of the lesson; including online activities, mini-whiteboards, book work, questions etc. ● Takes place in lessons with individuals, the whole-class, or small groups. ● Feedback may be given verbally to pupils for immediate action. ● May involve use of teaching assistant to provide further support or challenge. ● May redirect the focus of teaching or the task for next lesson or within the lesson depending on how quickly the feedback is given
Frequency	Where appropriate

Evidence	• Lesson observations • Learning walks • Peer/self-assessment • Discussions in departments • Notes in books

Type	Summary Feedback
What it involves	• Provides an opportunity for evaluation of learning in the lesson or a sequence of lessons • Takes place at the end of a lesson or series of lessons and might be in the form of plenary • Often involves smaller groups or whole classes. • May take the form of self or peer assessment against an agreed set of criteria • May take the form of a quiz, test, or score on a game. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need
Frequency	Where appropriate
Evidence	• Lesson observations/learning walks • Some evidence of self and peer assessment • Quiz and test results may be recorded in books or logged separately by the teacher. • Pupils' reflection on their own learning ("I have learned to…/I still need to work on"…)

Type	Austin's Butterfly[1] Feedback Activity
What it involves	• Facilitating pupils to act on feedback by providing them with activities/time through which they can achieve the targets set and identifying the next steps they need to take. • This can follow deep marking, whole-class feedback and peer or self-assessment, and where pupil response is required a Croydon High Butterfly sticker (Appendix G) is used. • This does not mean that pupils and teachers get caught in an endless loop of feedback. It is for the teacher and the pupil to agree when progress has been made and can be applied to subsequent learning.

[1] Throughout the Senior School, teachers use the Austin's Butterfly approach to support pupils to improve their work, and to underline the importance of the need for critique, refinement and redrafting. Examples of our approach are shown in Appendix A to F.

Frequency	• At the end of an extended piece of work. For example, longer pieces of writing, an end-of-unit test, a mock examination, a practice essay or after whole-class feedback. • Shorter pieces of work, as appropriate. For example, responsive feedback with improvements may be relevant for tasks which assess specific skills such as in preparing for a summative assessment • Every half term a pupil is expected to have evidence of at least one example of deep marking bespoke to them (in conjunction with an Austin's Butterfly task).
Evidence	• Lesson observations • Learning walks • Evidence in books or on Google Classroom of Austin's Butterfly activities through the use of a butterfly symbol. In exercise books, teacher feedback will be given alongside a Croydon High Butterfly sticker, prompting pupils to respond, and make necessary improvements to work. • Discussions from department meeting minutes
Type	**Whole-class feedback**
What it involves	• This involves not actually 'marking' individual pupils' books, but instead reading through them all, making notes of common mistakes, misconceptions, and areas for improvement, as well as strengths and successes. • This should be followed by an activity which relates the feedback to an individual's work in some way. • Use of exemplar work from pupils within the class can be shared to model the points which the whole class feedback aims to develop.
Frequency	• Where appropriate but specifically when pupils have been asked to complete an activity in class or for PREP during which you are trying to teach a new skill or consolidate. • This should not be used in isolation for formal assessments or longer pieces or writing.
Evidence	• Evidence in books of "whole-class feedback" which bullet points the suggested areas of improvement for the whole class. • Evidence of an Austin's Butterfly activity • Evidence in books of pupils editing and redrafting their work. • Learning walks

Type	Summative Feedback
What it involves	This is feedback following the assessment of learning. It will take place during: ● End of unit assessments ● Informal tests ● Extended pieces ● Mock examinations ● Benchmark or interim assessments ● End of year examinations
Frequency	At the end of any assessment in which pupils' learning is being evaluated.
Evidence	● Targets in books/folders or on Google Classroom ● Evidence of pupils' response to feedback and a corresponding Austin's Butterfly activity

Type	Verbal Feedback
What it involves	● Verbal feedback is when teachers provide pupils with successes and areas for improvement verbally. ● The School recognises that, while in general we want learners to have to respond to and think about feedback they receive, written marking may not always be the best way to achieve this, and verbal feedback may often be easier, quicker, and more meaningful.
Frequency	Where appropriate
Evidence	● Signposted (though not necessarily as verbal feedback) ● Evidence via Austin's Butterfly activities ● 1:1 tutorials ● Pupil response in books ● Lesson observations ● Learning walks

Type	Audio Feedback (optional)
What it involves	● Providing detailed verbal responses and targets on audio files in lieu of written comments on graded assignments in particular, this allows the teacher to explain the relative importance of grammar or a particular method or approach versus misunderstandings and misconceptions.
Frequency	Where appropriate
Evidence	● Recordings and response to targets on Google Classroom

Record of Feedback
- Pupils should be encouraged to make note of their verbal feedback they are given in class in order to ensure they remember it.
- Pupils must have a place where they record their targets; this place will vary according to subject.
- A copy of whole class feedback should be given to every pupil to place in their folders or books.
- Teachers should create self and peer assessment forms which guide pupils in their feedback.

Marking for Literacy

When marking a piece of work, Spelling, Punctuation and Grammar (SPAG) improvements will be flagged to a pupil as necessary, drawing attention to where an issue lies through the use of a common framework of codes used across subject disciplines. These are not exhaustive though, and subjects with specific literacy requirements will implement their own codes which pupils will be aware of. Where appropriate, pupils will be given guidance on how to improve any errors which are flagged up.

Guidance

'SPAG' errors should be indicated using the appropriate code in the margin of a piece of work, and subsequently, suitably highlighted within the text.

Literacy codes will be used in the marking of a piece of work in two specific ways:

- Marking for literacy – success criteria will be shared with pupils prior to completion a piece of work, with marking focused specifically on the piece of work through the lens of any given criteria. Teachers will subsequently provide further written feedback if required.

- General marking – codes will also be used where obvious errors standout to the teacher marking who wishes to bring the issue to the attention of the pupil. This might particularly be the case when the issue spotted, if resolved, would enhance the quality of a piece of work. Teachers will be mindful not to over-deploy literacy codes which might re-direct focus away from the original intention of the marking, and potentially deflate a pupils' confidence.

General Literacy Codes

		Explanation and Next Steps
SP	Spelling	Check word endings & homophones in particular. Sound it out/check with a dictionary and correct.
P	Incorrect/missing punctuation	In particular, check apostrophes, commas, capital letters (CL). Correct or add the appropriate punctuation.
//	Paragraph	TIPTOP (new paragraph when you change time, person, topic, place.) Insert a new paragraph where needed.
GR	Grammatical error	In particular, check sentence structure (SS), comma splices (CS), verb tense (VT), plurals (PL.) Read out loud. Check and correct.
Exp	Poor expression	Re-write your sentence so that your ideas are clearer/more succinct and vocabulary is used appropriately.
T/S	Tone/style	Are you writing in a style and tone appropriate to the task? Is your writing appropriately formal? Are you following the correct genre or format?
?	Sense/accuracy	Does your point make sense? Is it accurate? Can it be understood? Check and correct.

Marking & Feedback on Google Classroom

Teachers should feel free to use Google Classroom; however, the same Marking & Feedback Policy applies to work completed digitally. The following additional guidelines apply:

- The HoD must always be co-teacher of classes so they can access the Google Classroom of each teacher within their department at any time.
- Much like an exercise book, a pupil's Google Classroom folders should have examples of feedback where relevant.
- When deep marking digitally, teachers should provide annotations online. This can be done in any number of ways: for example, in a comment that is typed directly onto the work, or a Google comment or Mote recording.
- When providing feedback, create a post and attach the department's template for this where relevant.
- All forms of feedback, whether Austin's Butterfly or Whole Class Feedback, should be labelled alongside the work it pertains to, e.g., 'AB: Solutions' or 'WCF: Macbeth' or by using a feedback topic in the classroom. These should be filed in the relevant folder of the given unit of work.
- If you use peer and self-assessment on Google Classroom then examples of this should be visible.

Other Online Platforms

The School acknowledges that some departments use these and that they have their own built - in systems of assessments, feedback. When using online platforms, the philosophy and practice of the Feedback and Marking policy apply.

Quality Control of Marking & Feedback

- Departments, and members of the Senior Leadership Team will separately evaluate feedback and marking three times a year in order to share good practice and maintain consistency within and across departments.
- During observations, teachers should expect that the observer will also evaluate the feedback and marking in books or folders, including feedback held digitally such as on Google Classroom.
- A copy of the Departmental Marking & Feedback Work Evaluation Form can be found overleaf:

Departmental Marking & Feedback Evaluation

Department:		Year Group(s):	
Reviewer(s):		Date:	

(1) Please provide an evaluation of areas of strength and areas of focus in light of the feedback and marking you have seen. Refer to the guidance following the criteria below, prior to making a judgement.

Criteria	1 Exemplary Practice	2 Area of Strength	3 Area of Focus	4 Not Seen
Marking				
Evidence that marking is regular and timely within a unit/topic				
Evidence of identification of SPAG errors which pupils are addressing over time / use of marking code				
Evidence of target-based marking with pupils acting on targets in subsequent work				
Evidence of at least one instance of deep marking with individualised feedback each half term and evidence of subsequent action				
Evidence of self-assessment				
Evidence of peer assessment				
Feedback				
Evidence that marking is regular and timely within a unit/topic				
Evidence that pupils are making a note of verbal feedback they receive, though this does not need to be specifically indicated				
Evidence that pupils are keeping a central record of the targets they are given				
Evidence of whole class feedback in pupils' books, which they are then applying to their own work				

At least one example of an Austin's Butterfly task, usually complete in response to teacher deep marking per half term				
Summative Assessment				

Exemplary Practice	This aspect of feedback and marking is **thoroughly embedded** within a pupil's work, with clear examples evident. Insightful feedback is provided where necessary with detailed pupil responses demonstrating improvements to work and rapid progress.
Area of Strength	This aspect of feedback and marking is **evolving** within a pupil's work. Evidence exists of insightful feedback, with detailed pupil responses demonstrating improvements to work, where appropriate. There is insufficient evidence of the practice though to define the area of strength as exemplary practice.
Area of Focus	This aspect of feedback and marking is **not yet fully developed** within a pupil's work. Evidence exists of a particular style of feedback and marking but it lacks the depth and insight to provide a pupil with the necessary information to improve. The frequency of this aspect of feedback and marking may also not be sufficient to enable pupils to make rapid and sustained progress.
Not Seen	This aspect of feedback and marking **is not seen** within a pupil's work

(2) Please add commentary below (feel free to add comments on other areas of marking e.g., subject specific foci, academic English etc.

Comments on areas of strength in the department	Comments on areas of improvement in the department

(3) Highlight below any teachers who you think have demonstrated exemplary practice. Can this be shared further?

(4) To be filled out by the HoD: Please choose below the two or three targets you wish to focus on as a department to improve feedback and marking going forward:

1.
2.
3.

Appendix A: Austin's Butterfly Approach in French

Austin's Butterfly approach in evidence at A level, showcasing feedback following a first attempt at an essay, with subsequent comments following the redrafting of the essay taking into account the teachers' feedback.

AO4 = You clearly know the book well -
You have good ideas mostly
13/20 well explained & developed
However you clearly where
pressured by time.
To improve, make sure you
* check your introduction
introduce the question
* check each point you
make is well explained
& how it proves & answer
the question
* have a conclusion too -

AO3 = You have made quite a few
serious errors that you
14/20 know how to avoid.
Watch your agreements & you
might want to revise Indirect
Object Pronouns but otherwise
lovely way of expressing your ideas
& good complexity

IB/M/Jun19/7651/2

Bravo :)
A fantastic Butterfly Katie -
Watch your accents -

Appendix B: Austin's Butterfly Approach in Geography

Austin's Butterfly activity in response to an examination question in Geography asking pupils to assess their competence using specific success criteria feedback.

What was my target for you, based on the grid, from the last 16 mark question? Ensure you highlight this in the essay below before handing it in with this marking grid.

....

Question - With reference to a specific example, assess the relative roles played by different players in driving economic change in a place(16)

Success criteria feedback		L1 (1-2) Basic	L2 (3-5) Reasonable	L3 (6-7) Thorough	L3 (8) Comprehensive
AO1 (8 marks)	Includes a short introduce which sets the scene				
	Clear knowledge and understanding of the topic				
	Uses and explains key terms/concepts throughout				
	Includes 2 fully - 4 broadly developed ideas				
	2 or more places are named				
	Includes several accurate place specific facts				
A02 (8 marks)	Uses language of significance (highly, somewhat, minimal)				
	Makes comparisons or connection (more/less/larger/smaller, similarities/differences)				
	Uses scales (short/long term, past/present/future local/regional/international, change over time)				
	Uses categories (social, economic, environmental, political)				
	Includes a full paragraph conclusion				
	Conclusion includes a judgement referring back to question				
	Conclusion includes 1-2 place specific facts to support it				
Overall Level					

Student reflection

Did you meet your target from your last 16 marker	Yes / Nearly / No	Comment:

WWW	
EBI	

Appendix C: Austin's Butterfly Approach in Maths

Assessment and feedback in Y10 Maths identifying error with subsequent pupil follow up to feedback required and completed.

Sim eqns prep.

Well done for trying the substitution method in the work Khadeejah. Unfortunately you forgot to find the second unknown.

Please complete your corrections for q3, 5 and 6 here.

Corrections.

please continue with your corrections

Q3 $4x + 5y = 13$ $\Big\}$ ×3
    $3x - 2y = 27$

$12x + 15y = 39$ $\Big\}$ ×4
$12x - 8y = 108$ —

$0 \quad 23y = -69$

$y = -3$

$4x + 5y = 13$ $\Big\}$ ×2
$3x - 2y = 27$

$8x + 10y = 26$ $\Big\}$ ×5
$15x - 10y = 135$ +

$23x = 161$

$x = 7$

Appendix D: Austin's Butterfly Approach in English

Dialogic feedback following English Literature examination, utilising guidance from examiner's report, pupil reflection, identification of targets and subsequent re-drafting of essay.

English Literature IGCSE   Assessment date:

Guidance from 2019 examination report:

Successful responses:

ü Show **detailed knowledge** of texts

ü Focus explicitly on the **key words** of the question

ü Use **relevant textual references** to support points

ü Engage with the **ways writers achieve their effects**

Which of the following problems do you think are 'concerns' for you? Highlight the main ones.
- Lack of clear overview of text / question in the introduction
- Lack of clear engagement with 'deeper meanings' beyond the surface of the text ✓ *→ include a bit more*
- Misinterpretation of text
- Irrelevant contextual information
- Paraphrased or explained rather than analysed ✓
- Lack of evidence from text
- Too many separate points in one paragraph, not clearly related
- Unsophisticated or 'clunky' expression
- Lack of specific and close analysis of language, devices and effects ✓
- Points insufficiently developed ✓
- Taking a long time to make a simple point / repeating same point ✓
- Incomplete quotations not allowing for full meaning to be understood

__Reflection:__ brief comments on how you performed/ what you need to do to improve/ notes from class feedback

- I need to show a critical understanding of the text. (AO2)
- I need to develop effects of writers work clearer + explain points clearer (look at purpose)
- explore ~~temp~~ effect of lang + methods (structure) on reader
- dig deep + explore quote (not repeating point)

EBI:
- make personal engagement with task + text
- well selected evidence (skillfully embedded → contextualised)

Select one section which you wish to re-write. Draw a box around it.

Set yourself 3 targets below to meet in your redraft.

1. · make sure my point is developed sufficiently
2. · need to do closer analysis + ~~detailed~~ more on effects of writer
3. · make it clearer how ~~deeper~~ meanings relate to my point work

Write your redrafted section below:

Lastly, Orwell makes this such an uncomfortable moment in this novel, by spotlighting the boy's desire to see a hanging. Orwell claims that the boy "roared"; this striking verb is extremely prominent as by referring him to an animal, Orwell creates the impression that he has similar characteristics and tendencies to ~~an animal, which~~ them which? this therefore insinuates that he has evil agenda and wants to harm others. His vindictive ~~and~~ nature is amplified by the "calculating ferocity in [his] eye". Indeed, ~~the noun candi~~ considering

(Annotations in margin: "angered? what aspect of an animal does 'roaring' relate to?" / "does 'roaring' mean this? / It's more that he is ill-behaved, this criticism.")

After you have re-drafted the section, highlight these targets according to how well you think you have met them.
(Green = good, amber = partially, red = still not happy with result.)

N.B. If you highlight a red, you must come and speak with me for further support.

he is "feroci[ous]" reiterates the concept of him having violent animalistic ~~features~~ aggression; moreover, this is ~~it intentifying~~ intensified when we ~~get~~ realise this feeling was "calculating" in him. Perhaps, the present participle verb suggests that this emotion is building up ~~in his mind~~ inside him. The amalgamation of ~~these features coalesce~~ his bellipered and quite psycopathic features coalesce into ~~an obedient, yet~~ frightening creature, who is obedient ~~to the Big Brother~~ and the party ~~"~~ that the party has created him to be.

(Annotations in margin: "interesting point")

Appendix E: Austin's Butterfly Approach in Psychology

A level Psychology example of a response to the essay feedback provided by teacher with subsequent essay redraft.

Sarena Yogendran

4.
- A) full marks
- B) Full marks
- C) Independent groups design. One advantage of this design is that the pps are only approached by a confederate wearing uniform or everyday clothes, as they are only approached on the street once there are no order effects and they are unlikely to guess the aims of the study.
- D) Full marks
- E) The experimenter did not gain informed consent as the pps are unaware that they are taking part in the study. The participants are approached on the street so the experiment takes place without consent. This consent can only be gained after the experiment

5
- A) Participants will be influenced by the other weight estimates in group B and therefore will estimate similar options compared to those without the weight estimates in group A
- B) Full marks
- C) The psychologists could have picked names out of a hat to decide the groups that the pps were in so that they would be randomly allocated. The first 50 names would be in group A and the second 50 names would be in group B.
- D) Random allocation reduces researcher bias. This means that it is more likely that the manipulation of the IV caused the results rather than the results being caused by another variable.
- E) In a repeated measures design there are more likely to be order effects. The pps would have already written down their estimate for the weight of the cake and so the independent groups design stops them from taking part in all conditions and prevents the pps from guessing the aims of the study
- F) Full marks
- G) Full marks

Appendix F: Austin's Butterfly Approach in Classical Civilisation

An example of essay, teacher feedback and subsequent improved essay in GCSE Classical Civilisation

GCSE Classical Civilisation – 15 Marker

LEVEL	MARKS	Descriptor	AO1 (Knowledge)		AO2 (Analysis & Argument)			
			Knowledge of sources	Understanding of Cultural Context & Possible Interpretations	Analysis & interpretation	Use of evidence	Argument	Evaluation of sources
			5 marks		10 marks			
5	13–15	Very good	Detailed & accurate ✓	Detailed understanding ✓	Very good	Wide range; well-selected ✓	Coherent; clear line of reasoning; convincing conclusions	Successful ✓
4	10–12	Good	Accurate	Clear understanding	Good	Wide range; relevant	Consistently well-structured; sound conclusions ✓	Consistent ✓
3	7–9	Reasonable	Mostly accurate	Reasonable understanding	Reasonable	Range; relevant	Appropriately structured; relevant conclusions	Reasonable
2	4–6	Basic	Basic	Basic understanding	Basic	Some relevant	Some structure; some credible conclusions	Some
1	1–3	Limited	Limited	Little understanding	Limited	Little relevant	Some attempt at reasoning; weak conclusions	Isolated use of sources
			/ 5 marks		/ 10 marks			

Well done! Work on the last 'E' of 'PEE' to improve!

TOTAL: 14 / 15 marks

Appendix G: Croydon High Austin's Butterfly Sticker

This sticker is used whenever a response to feedback is required from a pupil to improve a piece of work.