



## **HARRISON ALLEN MARKING POLICY**

**Person responsible for policy and reviews: Nicola Smith**

**Latest review date: June 2018**

## Preface

One of the most valuable aspects of one-to-one tuition is its capacity for the development of really good student/teacher relationships. It should be acknowledged that some students may be unwilling/unable to produce written work in a lesson or undertake independent written work outside a lesson. Thus, in order to preserve the relationship, written work should be encouraged but not enforced.

## Aim

This policy aims to help students to reach or exceed their full academic potential by providing Meaningful, Motivating and Manageable feedback.

## Objectives

To achieve this aim, students should be aware of:

- Their level for the section of work;
- Their successes with the section of work;
- How to improve the section of work.

## How students are levelled or graded:-

Recent changes to grading are reflected in the guidelines below.

Primary - Key Stage 1 and 2 – Schools are now expected to establish their own grading systems however many have retained the pre-existing KS1 and 2 descriptors with which teachers and parents were familiar. These are described below

- KS1 (Years 1,2,3) Levels 1-2 – expected attainment level end Yr2 L2
- KS2 (Years 4,5,6) Levels 3-5 – expected attainment level end Yr6 L4

In addition to each level, progress within that level must be shown as a, b or c:

- c = beginning to work at this level
- b = working competently at this level
- a = showing signs of attaining the top of the level and being near to the next highest level.

## Secondary – KS3 and 4 – GCSE Grades have changed as follows:

Previous	Current
A*/A	9/8/7
B	6
C	5/4
D	3
E	2
F/G/U	1/0

## THE MARKING PROCESS

### TARGET LEVEL

All exercise books should have the target level clearly written on the front inside cover.

### HOW THE BOOKS SHOULD BE MARKED –

At the end of each section of work that is marked, teachers need to give:

1. A level or grade. At Key Stages 2 and 3, wherever possible, this should be in the form of a sub-level.
2. Strengths of the piece of work.
3. Next steps – strategies for progress
4. References to targets

### SPG

Throughout the section of work that is marked, use the following notation in the margin to highlight Spelling, Punctuation and Grammar.

The marking may require additional explanation as well as:

- Sp = spelling error (highlight subject-specific key words. Students should be encouraged to correct their spellings using a dictionary).
- Gr = grammar error.
- P = punctuation needed.
- NP = new paragraph.
- // where the new paragraph should be.

### HOMEWORK

Responsibility for the setting of sufficient and appropriate homework is discretionary.

### ROLES AND RESPONSIBILITIES

#### Teacher

- Mark work regularly.
- Award students a level for the piece of work in their books or folders – class and homework combined.
- Advise students on how to improve the level for the section of work in their books or folders where allowed.
- Ensure that students have the target level clearly on display on or near the front inside cover of their exercise book.
- Recognise and reward effort and progress

#### Student

- Read comments written by teachers.
- Respond positively to comments written by teachers.

- When advised, self-assess work using criteria.
- Put the best effort into book work.
- Catch up on work after absence.
- Keep standards of presentation of work high.
- Responsibility to ensure that work from lost or missing books is copied up.

#### SUCCESS CRITERIA

- Raised attainment.
- All students knowing their target grade and how to make improvements.

June 2018