

**HARRISON ALLEN**  
**MARKING & FEEDBACK INFORMATION**

**Person responsible for reviews: Karen Abbott**

**Latest review date: June 2025**

## Preface

*“Marking and feedback - such a vital yet tricky area! With our very vulnerable children I believe a very positive comment on some aspect of their writing works wonders. If a student is only writing a few words I try to say something good about their choice of language or even letter shape. Sometimes with our students a suggestion for progress may be perceived as criticism on a bad day and that will hinder the session. It is a reminder for us of the importance to be tuned into our students and know what will/won't land well. Such an interesting and important part of our work isn't it?” English Tutor June 2024*

One of the most valuable aspects of one-to-one tuition is its capacity for the development of strong student/tutor relationships. All tutors are able, and can follow, their own Marking and Feedback approach which they deem appropriate and supportive to each individual student. This document is therefore intended simply to provide useful information.

Our students are varied, some with a particular – prime – need. Others have a compound of needs. It would be therefore inappropriate to suggest ‘standard’ guidance might apply. This would not be in the best interests of individual students and could limit the absolute flexibility that tutors have, and judge necessary, in order to support particular students and to extend their learning. (For example, 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 student/tutor relationship, tutors may decide to encourage but not enforce written work.)

Any overall information always needs to be individually applied within the compass of the student’s abilities, taking account of their particular circumstances and acknowledging the reasons, priorities and task(s) which will have led to them being supported by their tutor.

The overall approach is one which leads students to success, increased self-worth, a positive view of education and an attitude which is positive for the future.

The intention is to highlight information which is flexible, encourages a focus on the individual needs of each student, and leaves all those involved with the opportunity to maximize whatever is necessary for the meeting of timescales and targets.

## Aim

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

## Objectives commonly used

For students to reach or exceed their full academic potential, it assists if students are aware of:

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

At KS2, KS3 and KS4, for individual students one, or a combination, of the assessment terminologies below may be helpful and give a clearer picture of where the student is at that moment and where the next progress step could be set.

How students might be levelled or graded: -

Systems of grading frequently used are reflected 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/tutors 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 would 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.

Alternatively, sometimes the more recently introduced terms are used:

BE - below expectation (HNM = has not met the expected standard – for reading and maths only)

AE - at expectation (EXS = expected standard)

EE – exceeding expectation (GDS = greater depth standard – for writing only)

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

Other possibilities used, depending upon the student and the subject are:

MT = met target.    OT = on track    BT = below target    NAG = not assessing the grade

One methodology used is to add to the KS3/4 assessments a minus sign (-) or a Plus sign (+) if a student is at the lower end of the level (-) or is likely to move to the next level (+). If the use of the minus sign was for, perhaps vulnerable students, then an arrow pointing to the left or the right is occasionally substituted.

Harrison Allen's tutors generally work with individuals or small groups of students. This means that there will of necessity be a varied approach as decided by the tutor, as to marking, assessment and feedback which will be relevant, clear to the student, clear to others involved with the student's learning and to parents/carers.

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