



Homework and Marking Policy

Version	Date	Name	Summary of Changes
1	April 2024	M.Aston	
2	6 th October 2025	H.Khan, Deputy Head, M.S. Bedford	Review and approval
Approved by: AEG + Headmaster			Date: 6 th October 2025
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Aldenham Education Group Vision

Aldenham Education Group is a disruptive, owner-operated education organisation committed to redefining excellence in international schooling. Rooted in the 425-year legacy of Aldenham School in the UK, we blend tradition with innovation to create non-franchise schools that are built on substance, not scale.

Our ethos is driven by the Japanese philosophy of *Kaizen* – a relentless pursuit of continuous improvement. We champion a culture of meritocracy, where talent is recognised, effort is rewarded, and every member of our school communities is empowered to grow and thrive.

We believe in delivering high-quality academics alongside a rich co-curricular programme, strong pastoral care, and a deep commitment to wellbeing. Our schools provide a rounded education where every child is known, valued, and nurtured — developing character, confidence, and the skills to succeed in life.

Aldenham Prep Riyadh Mission

At Aldenham Prep School, we provide a happy, nurturing, and warm environment where quality learning takes place, and the needs of each individual child are fulfilled.

Aldenham Prep Riyadh Aims

Our Key Aims

- ✓ *To encourage a love of learning in order to aspire to academic excellence and a broad education for all pupils*
- ✓ *To foster good relationships and partnership between staff, pupils, parents and the wider community*
- ✓ *To ensure that each individual pupil is nurtured, and encouraged to make the most of their own special talents*
- ✓ *To emphasise the importance of the social, moral and spiritual dimensions of community life in a modern society*
- ✓ *To provide a well-planned, well-organised environment giving children rich and stimulating experiences*

Aldenham Prep Riyadh Homework and Marking Policy

Scope

This policy applies to Aldenham Prep School Riyadh, which comprises the Lower School (N-Years 4) and the Upper School (Years 5-8). All references to 'APSR' refer to Aldenham Prep School Riyadh except where otherwise specified.

Marking

Pupils' work should be assessed regularly to identify where there are gaps between what is taught and what is learnt. These gaps can then be addressed at an early stage before a small misunderstanding grows into a larger issue. Whilst some pupil self and peer assessment is encouraged, this cannot replace the valuable feedback both from and to a teacher that is gained by the teacher marking the work. Pupils are required to reflect on their marked work by responding to the comments and having the opportunity to ensure they have understood the teacher's feedback.

Marking assesses current progress towards the learning objectives and individual targets. These targets are reviewed regularly to ensure they are sufficiently challenging with pupils encouraged to take increasing responsibility for setting their own targets. The marking feedback should celebrate and reward pupils' achievements and progress to promote a positive self-image and growth mindset. It should also identify and correct any misconceptions. Most feedback in the Early Years Foundation Scheme and Lower school is through verbal response and this is the main vehicle for informing, encouraging and motivating learners. Therefore, not all feedback at these stages will be recorded in detail.

In general, pupils should receive feedback from the teacher weekly. In some subjects this may be marking a specific homework or class exercise. In other subjects this will be guidance on how a larger project is progressing and how it can be improved further. Where it is part of a larger project, a formal grade may not be given on a weekly basis but any issues should be recorded to assist with the awarding of a grade at the end of the project in line with how well the advice was heeded.

Prep School: Marking Styles & Pupil Response

In-Depth Teacher Marking

Staff identify what went well (WWW) in relation to the success criteria, learning objectives and individual pupil targets. Staff also identify 'even better if' (EBI) which indicates what the pupil needs to do in order to improve further. Pupils are then given time during the lesson where the work is returned such that they can identify "next steps" and a "pupil response" having reflected on their work and the teacher's comments.

Light Touch/Acknowledgement

Teachers acknowledge all work in a variety of ways through the use of ticks, teacher initials, simple literacy corrections or brief attainment-based comments. A 'Target Achieved' indication from the teacher is used to recognise that learners have acted upon their targets.

Marking Annotations

Marking at APSR follows a Literacy and Mathematics coding. There will be subject-specific variations on these but this overall consistency helps the pupils to understand the marking feedback given.

Marking Code	Definition
ü	Correct or a good point
û (or l or circled)	Incorrect (variations used Lower School)
C or üc	Correction completed (not used in Lower school)
?	This makes no sense
sp or	Spelling mistake
	Needs a new paragraph
NA	No answer given
	Pupil to input correct answer

It is not expected that staff correct every punctuation and grammatical error in each piece of writing neither will every spelling mistake need to be corrected. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes.

It is also important to note the level of support that pupils have had with each piece of class work:

Marking Code	Definition
G	Guided group work, teacher-led
I:I	One-to-one work
S	Supported by teacher/classroom assistant

Peer and Self-Assessment

These can be useful activities where deployed sparingly and where pupils have been taught how to complete this effectively. Pupils should use a pink pen to distinguish from teacher marking. Pupil marking should be verified by staff when next acknowledgement/light touch marking.

Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some teachers may use this type of feedback more frequently because of the nature of their subject. In the Lower school, and in subjects such as Art, Music and ICT, the most effective feedback is often verbal. In other subjects including

English, Science and Mathematics, this may be registered as having taken place using a “verbal feedback” stamp. Pupils are also encouraged to record this in pink pen.

Written Comments

In addition to a grade or mark, teachers should provide written comments. These may take form: brief, inline comments identifying a particular point within the work:

- a congratulatory or encouraging sentence that praises either the whole piece or an aspect;
- a comment or target of specific advice on how to improve;
- guidance on repetition of similar mistakes;
- direction to a particular resource to explore the topic further;
- an instruction to arrange more help, perhaps by attending a nominated department clinic/support session.

It should be very clear to the pupil what, if anything, has gone wrong and how this can be improved in the future. Corrections should be encouraged as they promote a greater accuracy in subsequent work. Where the teacher has asked for corrections, these should be checked at the next marking opportunity.

Feedback and Pen Colours

The School recognises the importance of pupils reflecting on their work and capturing these reflections to assist them in improving subsequent work. The exact nature of this self-feedback will vary by subject but should address the stronger and weaker components of the work and, in the latter case, how they could be improved. Where appropriate, this may extend to reattempting the same work, attempting new but similar work and/or composing targets that future work should aim to fulfil.

To facilitate the ease with which these reflections can be identified later, principally by the pupil but also to aid both teachers and parents, the School's pupils and staff use different colours to distinguish the different contributors and phases of a piece of work.

Early Years Foundation Stage/Lower School

- Green pen: teacher marking and feedback
- Pencil: pupils self-corrections and amendments

Prep School Pen Colours

- Black/Blue pen (pencil where pupil has no pen license): pupils' pre-marked/pre-reflected written work.
- Green pen: All subjects teacher marking and feedback.
- Pink pen: Pupil response to teacher feedback, peer-assessment, self-assessment or use of extra time.

Homework

Homework should be a reinforcement of the learning experience at school. Tasks set for homework should be manageable, worthwhile and achievable and should need minimal parent involvement. Parents are encouraged to take an interest in the homework tasks of their children.

Homework is set to:

- encourage pupils to develop the skills needed for independent learning;
- consolidate, reinforce and extend the skills, knowledge and understanding developed in the classroom;
- It presents opportunities for long-term projects and research
- It presents an opportunity to use materials and resources that are not always available at school or in the classroom
- It develops the need for self-motivated study which will be expected of the pupils to a much greater extent at their senior schools

- It provides an opportunity for parents to assist with, and be involved in, their child's learning; this is mutually beneficial, but there is a need to ensure that the adult is not doing the work instead of the child

Setting Appropriate Homework Tasks

Homework must be planned as an integral part of the lesson. Homework should be a valuable exercise such as to reinforce and extend skills from the classwork or preparation for the next lesson. It should serve as a guide to a pupil's overall progress. Differentiated tasks should be used to provide extension opportunities for the most able and support weaker pupils and those identified with either Special Educational Needs or English as an Additional Language.

Upper School Prep School Tasks

Homework tasks are not a substitute for work which needs to be taught in class. Homework should be marked and returned to pupils as quickly as possible. Homework may consist of any of the following activities:

- Reading
- Writing
- Learning (Spellings, Times Tables)
- Tasks from Online Platforms (eg. Linguascope, Arabic Online or Purple Mash)
- Completing short tasks from classwork to reinforce and extend
- Observing and recording
- Revision ahead of tests and examinations
- Project work (only during holiday times where possible)
- Making a model (only during holiday times where possible)

Early Years Foundation Stage

In Nursery and Reception, there is no mandatory homework assigned.

Children enjoy sharing books, discussing stories and expressing their opinions; skills that are crucial for their development. As they begin to read independently, they will bring home books that match their reading level, covering a variety of genres to ensure they experience different styles.

It is important for them to read each text several times to reinforce difficult words and encourage discussions about the story. Practice reading with your child four times a week, as regular practice is essential for their reading development.

Throughout the year, children will start learning different phonemes, focusing on up to four sounds each week in a specific sequence to help them build words quickly. Occasionally, practice words are sent home to reinforce what they have learned in class.

There are many ways to support your child's overall education. Engaging in games, visiting interesting places, and encouraging personal interests like sports, music, and technology will all contribute to their growth as a well-rounded individual.

KS1

Reading: Pupils are expected to read daily for 10-15 minutes. Reading records must be signed daily by parents or carers to show that pupils have read.

English & Mathematics: Year 1 and 2 pupils are given one Mathematics, English, Arabic and French homework weekly. Arabic and French homework is set Online.

Spellings: Pupils are given weekly spelling words to learn at home. The spellings are based on the phonics sounds the pupils have been learning in class.

KS2 and KS3

The Homework Timetable is produced by the Deputy Head Academic and this should be adhered to rigidly by members of staff since setting unscheduled homework creates confusion and overloading. Homework should be set on the allocated day and be handed in the timeframe allocated. Tasks must be manageable and able to be completed within the time allowance. From Year 3 upwards and pupils are given a week to complete their task.

Pupils are given a copy of the Homework Timetable to attach to their link books and it is communicated to parents via the Edunation platform. The Curriculum Overviews are sent out to parents at the beginning of each term. Homework is posted on Edunation by members of staff setting the homework by no later than 1600 of the School day.

Some homework may be extended over several weeks where it forms part of a larger project.

Homework Task Time

Teachers must set tasks that can comfortably be completed within the following time limits.

Year 1	Up to 10 minutes per subject	Year 4	Up to 25 minutes per subject
Year 2	Up to 15 minutes per subject	Year 5	Up to 30 minutes per subject
Year 3	Up to 20 minutes per subject	Year 6 - 8	Up to 30 minutes per subject

**Years 1-6 pupils should additionally complete 20 minutes of reading per day.*

***Years 7 and 8 pupils should additionally complete 30 minutes of reading per day.*

Failure to Complete Homework

Pupils should make every effort to complete homework by the deadline set in order that their progress does not fall behind that of the rest of the class.

Should a pupil be unable to complete a homework by the appointed time, it is his/her responsibility to explain the situation and arrange an alternative solution. If homework is not handed in at the correct time and there is no explanatory note from parents, or the pupil concerned does not offer a satisfactory explanation, parents will be informed of the missing homework. If the work is not presented the following day, the Form Tutor should be consulted and he/she will communicate further with the pupil's parents. The first few instances will be dealt with by issuing a lunch time detention but continued issues, or where there are issues across multiple departments, will require further consultation with the Form Tutor and Phase Leader. Each instance of late or missing work should be recorded and parents are to be informed.

Parents and Homework

Parents are encouraged to discuss regularly the pupil's work, to look through the work they are completing, both digitally and in written form. Parents should ensure that homework is completed in a quiet, comfortable environment and that it is not left too late into the evening. Pupils need to learn to be responsible for producing their own homework and managing their time appropriately.

Parents are asked to check their child's Link books and Edunation, to ensure that all the work set has been completed. The Link Book should be signed every week to confirm that the parent is aware of what their child's tasks have been and of any communication between themselves and Form Tutor or subject teachers. Where appropriate it is helpful if parents make a positive and supportive contribution to homework. When problems occur with homework parents should contact the teacher concerned the following day so that difficulties can be addressed immediately.

Absence from School and Homework

Where a pupil is absent from School, it is a priority the pupil rests and recovers such that their absence is as short as possible rather than attempting to stay up-to-date with their work and prolonging their recovery. Where a pupil needs to stay at home for isolation purposes, for example, ahead of an operation, the School will attempt to provide some sensible, additional tasks for the pupil to complete such that can continue to make progress. Additional tasks are not provided where parents take pupil out of School for holidays during term time.

Monitoring

At APSR, the scrutiny of marking and feedback will be carried out once each term. Additionally, every half term, a small selection of books will be requested from all staff. These will be reviewed with the Deputy Head Academic, Phase Leader and SLT, with good practice discussed and shared. Homework is monitored by the Deputy Head Academic.

Heads of Departments (HoDs) review the marking of the teachers in their departments regularly. The HoD is responsible for monitoring the quality, quantity, frequency and variety of homework set in their subject area. Opportunities for this includes:

Work scrutiny as part of a teacher's lesson observation;

Peer work scrutiny, possibly as part of a department meeting to identify commonalities and differences in approach promoting the sharing of good practice;

A focused work scrutiny that targets a particular year group or topic.

A sample of a year group's work is reviewed on a cycle such that every year group is reviewed over a 2 year cycle. This is organised by the Deputy Head Academic and Phase Leader and HoDs, may be invited to participate.

Appendix

Marking & Presentation for English

Explanation	Code
A good point or correct	ü
Correction completed	üC
Incorrect	x or l
Punctuation error	P
Incorrect tense	T
Confusing	?
Spelling mistake	sp
Copy the correct spelling 3 times	sp x 3
New paragraph	
DP	Dojo Point
Next Steps	T with a circle around it.
Verbal Feedback	VF

Teachers mark in **Green**

Pupils respond to feedback in **Pink Pen**

English Department Presentation

You are expected to present your work in the following ways:

- To use a sharp pencil, or pen with blue ink, if you have achieved your pen licence.
- To cross through any mistakes neatly using a single horizontal line.
- To use neat, legible and joined up handwriting.
- To set out work correctly as indicated below...

Thursday 3rd September

LO: To use the key features of persuasive writing

Marking & Presentation for Maths

Maths Department Presentation

- Margin on every page, short date, title and learning objective underlined.
- Using a pencil for writing and drawing, ruler for straight lines.
- Any sheets must be glued in. No curling corners!
- Question written and numbered in margin. Question answered and working out clearly shown.
- Pupils respond to feedback in **Pink Pen**
- Teachers mark in **Green**
- Write neatly. Single line through mistake or rubbed out clearly. No scribbles

Explanation

Code

A good point or correct

ü

Incorrect

x

Dojo Point

DP

No Answer

NA

Simplify

S

Verbal Feedback

VF

Corrections - *pupils are given time at the start of the lesson to complete any corrections*

Marking & Presentation for Humanities

Explanation

Code

A good point or correct

ü

Incorrect

x

Makes no sense

?

Spelling mistake

SP Or

What Went Well

+ in a circle

Improve

- In a circle

Humanities Presentation

- Underline the date the learning objective of each piece of work. A line must be skipped between them.
- All diagrams, illustrations, charts, and tables are to be done with a sharp and colouring in with colour pencils only. No FELT TIPS.
- New pieces of work must start on a new page.

Teachers mark in **Green**

Pupils respond to feedback in **Pink Pen**

Marking & Presentation for Art

Art Presentation

- Copy date and Learning objective in sketch book
- At the end of a topic, pupils fill in a reflection sheet and stick a photo of their finished work

Marking

Explanation

A good point or correct

Incorrect

Confusing

What Went Well Even Better If Verbal Feedback

Code

ü

x

?

Pupils respond in a group discussion and with peers

Marking & Presentation for French

French Presentation

- Write the date in French on the right-hand side of your page.
- Copy the L.O. from the board.
- Underline both date and L.O. with a ruler.
- Write neatly on the lines.
- If you don't have a pen license or if there is a problem with your pen, use a pencil.
- All drawings should be in pencil.
- We will do rough work and games in the back.
- If marking an exercise for yourself, do small ticks/ crosses and use a pencil or purple pen.

- If I spot an error, I will write Sp x 3. Please rewrite the word/ phrase correctly three times.

Marking

Explanation

Code

A good point or correct
 Incorrect
 Dojo Point
 No Answer
 Write the word out x 3
 Something missing
 Mistake with word order

ü
 x
 DP
 NA
 Sp x 3
 (?)
 W.O.

Teachers mark in **Green**

Pupils respond to feedback in **Pink Pen**

Marking & Presentation for Science

Science Presentation

- Write the date on the right-hand side of your page.
- Copy the Title and L.O. from the board.
- Underline both Title and L.O. with a ruler.
- Write neatly on the lines.
- If you don't have a pen license, use a pencil.
- All drawings should be in pencil.
- Use full sentences and write detailed answers whenever possible.
- If marking an exercise for yourself, do small ticks/ crosses and use a pencil or purple pen.
- Write your response to teacher's comments in purple pen.

Marking

Explanation

Code

A good point or correct
 Incorrect
 Confusing
 Spelling mistake
 Presentation
 What Went Well Even Better If Next Steps

ü
 x
 ?
 sp or
 P

Teachers mark in **Green**

Pupils respond to feedback in **Pink Pen**

Marking & Presentation for Arabic

Symbol	Meaning
f2f	Face to face feedback. Indicates that verbal feedback has been given to the child.
=	Spelling error. - Two small equal lines are drawn under the error (=) and the use of the symbol (x) is forbidden. The student is asked to correct the error by writing it three times.
ü	Indicates area of learning that has clearly demonstrated WALT
J	It is given to the student if the assignment is complete.
«	Indicates that a house point or star has been awarded.

Reading

Four clear criteria are used to correct reading skills, and each criterion has a clear explanation. These four criteria are linked to the student's report at the end of each semester.

Spelling

Teachers correct students' spelling on the basis of four clear and detailed correction criteria. This is done in dictation lessons (one lesson per week for each year). Self-correction is also enabled for students in years 5 to 7. This is monitored by the teacher.

Weekly Reading Assessment Criteria/ Year 5 معايير تقييم القراءة الأسبوعي للسنة الخامسة/ اللغة العربية				
Advanced متطور ()	Perfect متقن ()	Perfective متحسن ()	Beginner مبتدئ ()	Skill / Level المهارة والمستوى
قراءة المقاطع والفقرات القصيرة المكونة من عدة جمل اسمية وفعلية بدون أخطاء كما يقدم غدجة للأقران ويقوم بشرح بعض مفردات الجمل التي قرأها.	قراءة كلمات المقاطع والفقرات القصيرة المكونة من عدة جمل اسمية وفعلية بأخطاء طفيفة لا تؤثر في سير القراءة..	يقرأ كلمات المقاطع والفقرات القصيرة المكونة من عدة جمل اسمية وفعلية مع وجود أخطاء بدون مساعدة المعلم	يقرأ بعض كلمات المقاطع والفقرات القصيرة المكونة من عدة جمل اسمية وفعلية مع مساعدة المعلم ومتابعته المستمرة أثناء القراءة.	قراءة مقاطع وفقرات قصيرة مكونة من عدة جمل اسمية وفعلية، وبطاقة مراعيًا التنوين والحدود وعلامات الوقف.

Only the **green pen** is used in the correction because it indicates growth.

Teachers note the date of each correction so that the head of department can track it.

Islamic Studies

Spelling Assessment Criteria/ Arabic – معايير تقييم نص الإملاء/ اللغة العربية				
Advanced متطور	Perfect متقن	Perfective متحسن	Beginner مبتدئ	Skill / Level المهارة والمستوى
				الرسم الإملائي الصحيح للكلمات والجمل
				ملاحظات المعلم / ة
				
				
				...

Students' books and notebooks are tracked and corrected in Islamic Science class using the **green pen**, and the date of correction is noted with each correction.

Holy Qura'n

The Holy Quran: We have a follow-up record for the skills of the Holy Quran: memorization - recitation, which is available in the daily follow-up record (Link book).

Record of student's level in Holy Quran سجل متابعة مستوى الطالب بمقرر القرآن الكريم

Name: (السنة: (الثالثة Year3) / اسم الطالب:

Term1
الفصل الأول

ملاحظات المعلم Teacher's notes	حفظ الايات Remember the verses	إتقان القراءة Good Reading	السورة Alsoura	الرقم
			قريش Quraish	1
			الفيل Alfeel	2
			الهمزة Alhomaza	3
			التكاثر Altakathour	4

Among the means to help learn the Holy Quran

App (Adnan Quran Teacher)

You have to listen, then practice and record the audio

من الوسائل المساعدة لتعلم القرآن الكريم:

تطبيق (عدنان معلم القرآن)

Web: TVquran.com موقع

عليك بالاستماع ثم التدريب والتسجيل للصوت