Marking Policy

This policy applies to all pupils in the school, including EYFS

Created	**July 2016**
Revised	**January 2017**
Date for revision	**July 2017**

Marking Policy

Rationale

At Sherborne House School we believe marking should provide constructive feedback to every pupil, focusing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them close the gap between current and desired performance.
The marking policy should be seen as part of the cycle of effective assessment which includes using learning objectives, success criteria, quality questioning and quality feedback both oral and written.

Marking is most effective when it is:

- Simple
- Appropriate to age and ability
- Helps pupils know what they have done well against learning objectives and success criteria
- Clearly shows how to improve or identifies 'next steps'
- Supports self and peer assessment
- Builds in time for children to act on feedback
- Requires the pupil to carry-out an action in order to improve
- Addresses the child's needs in terms of strengths and areas for development

Aims & Objectives

The aim of the school marking policy is to ensure that pupils are taught and consistently encouraged to value feedback, and to know that such feedback is addressed to them and designed to help them learn, improve and achieve higher standards. To help achieve this aim, the marking policy should be applied consistently across all classrooms. The objective of the policy is to raise pupil achievement, and the judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on pupil progress and attainment. The following points are considered as indicators of effective marking and feedback:

- pupils showed that they understood that the purpose of the marking or feedback was for them, to help them improve and produce higher standards of work
- teachers mark pupils' work and that there is sufficient work in the books to allow for impact
- teachers' handwriting is easy to read and models the school style and that all spelling, grammar and punctuation is correct
- marking recognises success against the learning objective and helps pupils understand what they have done well
- teachers provide constructive feedback to pupils, so that they can identify and understand how they can improve their learning and standards
- action points for improvement are given that specifically relate to instances in the marked work and give opportunities for pupils to close the gap to desired outcomes
- teachers use their marking and feedback to deepen pupils' knowledge and understanding and to help them make progress in the subject
- there are clear instances of marking eliciting responses from pupils and dialogue between teacher and pupil (age appropriate)
- pupils have support to conduct peer assessment or self-assessment where appropriate, through the use of clear success criteria
- marking and feedback clearly links to target-setting and provides evidence of achieving targets

- teachers use assessment to check on how well their teaching is achieving the learning objectives, and adjust their teaching accordingly

Subject Specific Marking

Work in Literacy and Mathematics should be marked in particular detail. Cross curricular work should also be marked in depth and next steps identified. Other Foundation subjects should be marked regularly and thoroughly, but with greater focus on spelling, punctuate, grammar and presentation.

Methodology

Marking is against the learning objective, and comments are related to the extent to which each pupil demonstrated that they met the objective. Teachers and Teaching Assistants should, therefore make it clear if the Learning Objective has been met. Standardised symbols and highlighters will be used as part of this assessment.

Codes to communicate if the Learning Objective has been met

Year 3 to Year 6	
Code	Meaning
LO	Learning Objective fully met. Extension work should now be given.
LO	Learning Objective nearly met. Next steps or verbal feedback will be given.
LO	Part way to achieving the Learning Objective. Next steps or verbal feedback will be given
Pupils will also have the opportunity to self-assess their work by using the traffic light system: Green = I was really good at this Orange = I need more practice with this Red = I could do better with this	

Further Marking Codes used across the school

Code	Meaning
V	Verbal feedback given
Ext.	Extension task
I	Independent working
GW	Group Work
HP	House Point
Aa	Capital letter(s) needed
Sp ,G, P	Spelling, grammar, punctuation error
●	Full stops
🖐	Finger spaces needed

Codes for Level of Support

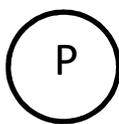| Code	Level of support
I	Independent working
T	Teacher support
TA	Teaching Assistant support

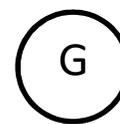## Key Stage 1 Marking Symbols

/ - Objective partially achieved

∧ - Objective mostly achieved

△ - Objective achieved

(▲ with dot) - Objective exceeded

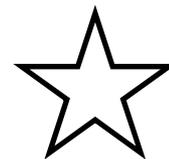(P) - Paired work   (I) - Independent work   (G) - Group work
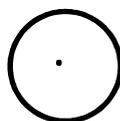
(T) or (TA) (with initials) - Supported and by whom

✋ - Finger spaces needed   ⌐_ - Next Steps   ☆ - Excellent work

(A) - Capital or lower case letter needed (ring the letter)
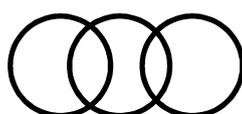
(.) (!) (?) - Punctuation needed (choose as appropriate)

Green Highlighter - Good work related to learning objective and targets.

Pink Highlighter - Improvements needed

_____ sp. - Check spellings (Yr 1 and 2)   Ph. - Plausible phonetic attempt (Yr R)

WOW - Adjectives   (⚬⚬⚬) - Connectives   (clock)