



MARKING POLICY

The marking policy will aim to give all members of the school community clear guidance on how effective marking and feedback is used at Sherborne Primary School.

Rationale

- **At Sherborne Primary school our focus is simple; it is our children's learning.**
- We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.
- Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.
- The critical purpose of feedback and marking is equally simple; it is about:

Moving learning forwards

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. High quality feedback and marking will be self evident in its purpose and in its outcomes.

At Sherborne Primary School the aim of marking is to:

- Improve standards by encouraging children to produce their best work
- Provide feedback to children about their work
- Ensure consistency and continuity in feedback across the school
- Provide information for more formative assessment
- Value children's achievements in their work
- Provide opportunities for children and adults to discuss their work
- Show parents how their child is doing and areas of improvements

How we mark

As a school, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback

- It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused and personal.
- It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.
- It recorded when verbal feedback has been given, using the agreed notation

Written Feedback

- Written feedback will take place regularly
- It identifies persistent errors and patterns of errors, rather than every error made i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.



Sherborne Primary School

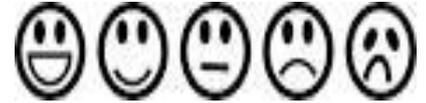


- It uses pink to highlight where the learning objective and success criteria have been met and green to show areas for improvement
- In Year 6 to encourage children to improve and develop their own work, some different marking symbols are used. This is shown in the children's books for them to refer to.

Appendix 1- Learning Objective and Success Criteria

Tuesday 20th January 2015

L.O. To write the ending of a story (Stanley Saves the Rainforest)



Success Criteria

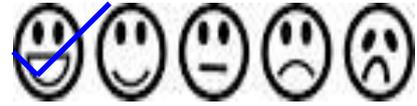
* Look at the ideas on the whiteboard and choose your idea	
* Jot down 3 things that happen on your whiteboard	
* Write at least 6 fantastic sentences	
* Look at your target card and add VCOP	
* Can you add a twist? Make something exciting happen	





How I will mark your book- English

Presentation and Self Assessment



Monday 12th January 2015

L.O. To present my work neatly and correctly.

Success Criteria

- My learning objective and success criteria are stuck in my book.
- I have used a blue pen, underlined with a pencil and ruler.
- I have completed my self assessment traffic light.
- My work has been stamped.

Independent
Work



T.A.
Assisted Work



Teacher
Assisted Work



The Colours of my Marking

Tickled pink- *I really like something that you have done! It will have achieved part of your success criteria!*

Go Green- *Look carefully! You need to improve this or uplevel it to make it even better! Check your success criteria to help you. Respond to this and sign your work.*

An Improvement bubble

I have completed what my teacher has asked me to do in this bubble to make my work even better!