

St Philip's Catholic Primary School



CRC Article 29(goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

September 2024

Marking Policy

Aims of marking:

- To let pupils know and celebrate their positive achievements
- To explain to pupils what they need to improve further to move their learning on
- To tell pupils how they can improve by offering appropriate advice and strategies
- As an aid to the teacher or other practitioner when assessing work
- To motivate and inspire pupils to try their best

Effective marking in our school is:

- Verbal feedback for pupils to help them to improve / make progress and consolidate successes in their work.
- A tool that supports teacher judgements in day-to-day sessions and assessed pieces of work which supports target setting for children.
- Used to track the progress of children across the curriculum.
- ‘Diagnostic marking’ that focuses on individual targets and/or where a new skill or concept has been introduced and includes improvement feedback.
- Supporting pupils by addressing misconceptions and modelling strategies to overcome them.

General Guidance

EYFS

At the start of each lesson ‘**R** and **R**’ time should be given to pupils to address misconceptions and celebrate achievements from previous lessons. This should be done through verbal feedback –**VF**

1) How much work should be in the books?

a) Maths – work to be recording on tapestry and in class Maths books weekly.

b.) Literacy – daily work to be marked using **Purple** Pen for teachers and **green** pen for LSPs (this could include phonics/formation sessions/writing sessions).

b) RE - 1 piece of work per week to be marked with a vf stamp to identify dialogue given.

2) How will be the books be marked?

Teachers mark in **Purple** Pen for teachers and **green** pen for TA’s

a) **1 Green** for good.

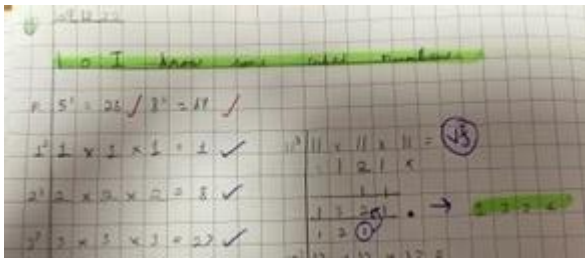
b) **1 Pink** for think.

c) Next step: brief comment made by adults to inform next session

KS1

'R and R' time should be given to pupils to address misconceptions and celebrate achievements through live marking through the lesson. As per the Rosenshine principles, all lessons should begin with an "R" task (review/retrieval task as seen below) to help our pupils 'know more and remember more'. in KS1 this is done verbally or through whiteboards or a quiz.

All adults should be **LIVE** marking throughout the lesson, annotating, ticking, pink to think and modelling calculations, methods or sentences/spellings straight into the pupil's book. This should be done using "VF" (verbal feedback) when advice has been given to a child or a misconception discussed with them (as seen below).



We evidence where appropriate in our lessons using:-

S – supported work

MS - minimal supported work (verbal reminders given in order to complete successfully)

I – Independent work by child

Errors or misconceptions to be highlighted **pink** (maximum of 3 per lesson) and corrected by the teacher

Following the live marking during the lesson, the **full LO** should be highlighted: **green** if the pupil has achieved the LO and **pink** if the pupil continues to show a level of misunderstanding.

A positive comment or sticker is used to celebrate children's work and what they have done well. Children should know what they are able to do. A NOW task/target given once per week to move learning on and support children to know how to improve.

If a child has received a **pink** LO, then verbal feedback should take place (VF or stamp) with a task/question to complete to show they understood the feedback given.

A maximum of one lesson per week should be self-marked and one lesson of peer marking (with oversight by the teacher).

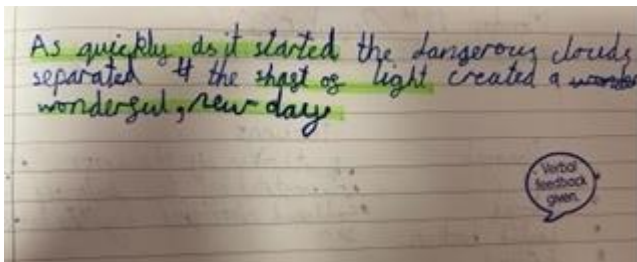
Teacher: uses **purple** pen **LSP:** uses **green** pen

Pupils edit their work with a red pen/red crayon where appropriate.

KS2

At the start of each lesson 'R and R' time should be given to pupils to address misconceptions and celebrate achievements from previous lessons. This is to be completed after the date and LO have been completed. During this time, pupils will have the opportunity to complete a challenge task or work with an adult to master misconceptions.

As per the Rosenshine principles, all lessons should begin with an "R" task (review/retrieval task as seen below) to help our pupils 'know more and remember more'. This should be evidenced most of the lessons with an R) that pupils write in the margin (some R tasks may be verbal or on whiteboards/interactive).



All adults should be marking throughout the lesson, annotating, ticking, pink to think pupil's work and modelling calculations, methods or sentences/spellings straight into the pupil's book. This should be done using "VF" when advice has been given to a child or a misconception discussed with them (as seen below).

We evidence where appropriate in our lessons using:-

S – supported work

MS - minimal supported work (verbal reminders given in order to complete successfully)

I – Independent work by child

Errors or misconceptions to be highlighted **pink** (maximum of 3 per lesson) and children should be given time and verbal feedback to respond to their errors in **red pen/crayon**.

Following the live marking during the lesson, the **full LO** should be highlighted: **green** if the pupil has achieved the LO and **pink** if the pupil continues to show a level of misunderstanding.

A positive comment or sticker is used to celebrate children's work and what they have done well. Children should know what they are able to do through your positive comments. A NOW task/target given once per week to move learning on and support children to know how to improve.

If a child has received a **pink** LO, then verbal feedback should take place (VF or stamp) with a task/question to complete to show they understood the feedback given.

A maximum of one lesson per week should be self-marked and one lesson of peer marking (with oversight by the teacher).

Teacher: uses **purple** pen **LSP:** uses **green** pen

Pupils edit their work with a red pen/red crayon where appropriate.

MARKING GUIDE IN RE

Teachers to mark in **Purple Pen** and LSP's to mark in **Green Pen**.

Religious vocabulary and strong subject-specific answers should be highlighted **green**.

Corrections to subject/unit specific vocabulary for e.g spelling of *Jesus, Bible, God, Scripture* should be addressed by highlighting **pink to think** (a maximum of 3 corrections for each child that are unit specific).

Highlight in **Green** to showcase children's achievements and successes and use **Pink** if there are any further corrections to 'pink to think' (3 errors).

Encourage pupils to enter a dialogue or deepen their answers using End of Phase Expectations Questions and developing thinking skills in RE to support your assessment at the start of most lessons in your unit. These questions should be deeper thinking questions linked to "faith in action" AT2 or AT3 or CST. *When questioning is related or linked to Catholic Social Teachings, please your CST stamp to allude to this link.* (use the codes AT1, AT2 or AT3 as evidence).

At the end of the lesson the full **LO** should be highlighted (**green or pink**)

There must be a reflection question/task once per week to ensure that children's understanding is deepened and all children know what to do to improve within RE.

All pupils who receive a **pink** LO should receive verbal feedback on why they are **pink**. This could be a verbal feedback stamps/ "VF" or written feedback with a sentence or question to show they understand your feedback.

CST stamp should only be used when a child's response specifically eludes to a teaching e.g. "Catholic social teaching tells us that we should give food to the poor and share what we have."

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Marking Policy – to review October 2025