



**ST PHILIP'S**  
CATHOLIC PRIMARY  
SCHOOL

## Marking Policy

<b>Version</b>	1
<b>Date created/updated</b>	December 2025
<b>Ratified by</b>	LGB
<b>Date ratified</b>	December 2025
<b>Date issued</b>	December 2025
<b>Policy review date</b>	December 2026
<b>Post holder responsible</b>	C Hinton



**Commitment to Equality:**

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

**This Policy has been approved and adopted by St Philip's Catholic Primary School on December 2025 and will be reviewed in December 2026**

*Signed by the Chair of the Local Governing Body for St Philip's Catholic Primary School*

*Mr Stephen Godber*

*Signed by the Principal for St Philip's Catholic Primary School:*

*Mrs Carmel Hinton*



**Aims of marking:**

- To let pupils know and celebrate their positive achievements
- To explain to pupils what they need to improve further
- 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:**

- Communicates to pupils and helps them to improve / make progress and reinforces existing strengths
- Records a judgement of work that can be used in assessment of progress and target setting. Marking is also used when tracking progress.
- Is 'diagnostic' in that it offers pupils support and advice in order to make additional progress – rather than simply identifying strengths and weaknesses.

**MARKING GUIDE IN MATHS**

All adults should be marking throughout the lesson, annotating pupil's work and modelling calculations and methods straight into the pupil's book. **ALL** calculations should be ticked.

**Teacher:** uses **Purple** pen

**TA:** uses **Green** Pen

**CHILDREN:** use **red** pen

At the end of the lesson the full WALT should be highlighted, **green** if the pupil has achieved the WALT and **pink** if the pupil continues to show a level of misunderstanding.

All Pupils who have received a **green** WALT should be celebrated through sticker or stamp. Pupils should receive a '**NEXT STEPS**' task linked to the learning of the lesson (either working independently at the same level as the lesson or a challenge at a higher level of understanding and application). 2 '**NEXT STEPS**' tasks are expected per week to ensure a coverage of fluency, problem solving and reasoning. Reward for completing their **NEXT STEPS** tasks could be in the form of a sticker, praise stamp or dojo point.

All adults should be working to support all pupils to achieve during lessons, encouraging (and supporting) self-correction and using these as learning opportunities. Children self-correct or edit their errors in **red** pen.

All Pupils who receive an **pink** WALT should receive a '**keep-up, catch-up**' session in the afternoon of that day to boost their understanding/confidence. If the majority of the class receive an **pink** WALT then the lesson must be retaught the following day. Make it clear where a keep up, catch up session has happened by highlighting in **pink** before work takes place.

**Purple** Pen for teachers and **Green** pen for TA's should be used to mark the piece of work with ticks, correct calculations, model number formation and praise.

## **MARKING GUIDE IN ENGLISH**

At the end of the lesson the full WALT should be highlighted, **green** if the pupil has achieved the WALT and **pink** if the pupil continues to show a level of misunderstanding.

**Teacher:** uses **Purple** pen

**TA:** uses **Green** Pen

**CHILDREN:** use **red** pen

Adults should be marking during appropriate parts of the lesson and when they are giving immediate feedback to the children. Obvious mistakes (the ones which you would like to draw the pupil's attention to) should be addressed (bear in mind if there are lots of errors, highlight no more than 5) and this should inform the **NEXT STEPS** tasks at the end of the piece of work.

All Pupils who receive an **pink** WALT should receive a 'keep-up, catch-up' session in the afternoon of that day to boost their understanding/confidence. If the majority of the class receive an **pink** WALT then the lesson must be retaught the following day. Make it clear where a keep up, catch up session has happened by highlighting in **pink** before work takes place.

**Purple** Pen for teachers and **green** pen for TA's should be used to correct key spellings, grammar, and punctuation, model handwriting and indicate next steps. All adults should be working to support all pupils to achieve during lessons, encouraging (and supporting) self-correction and using these as learning opportunities. Children self-correct or edit their own writing in **red** pen.

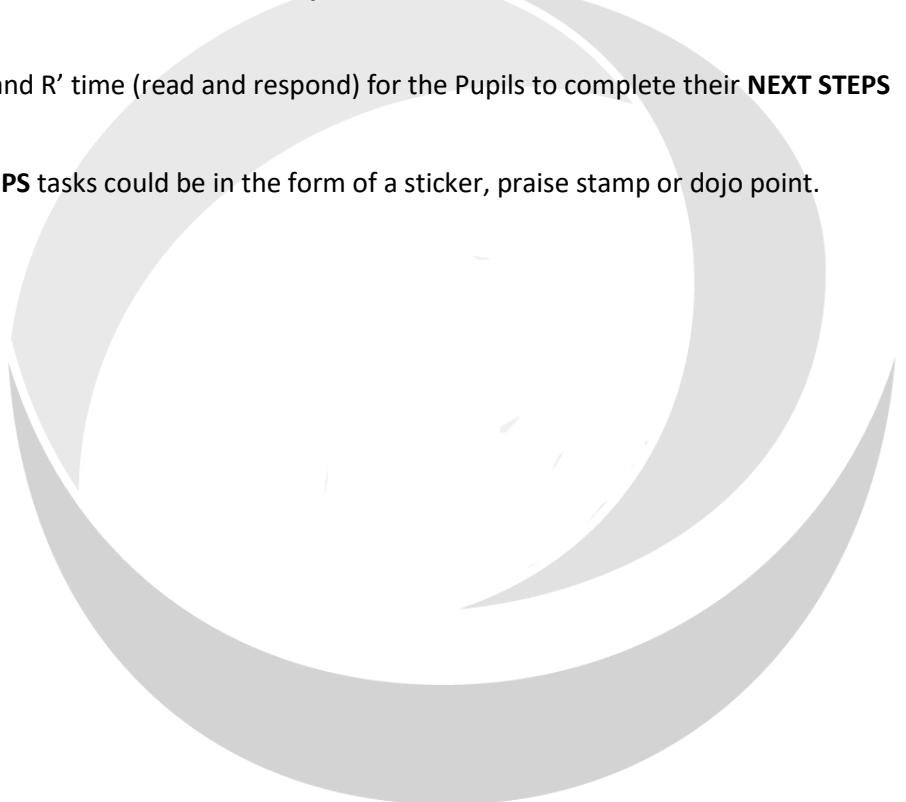
At the end of the lesson the full **WALT** should be highlighted (**green or pink**). To identify where a child has progressed well towards the **WALT**, a visual recognition (e.g. tick/ stamp/sticker) should celebrate this. **NEXT STEPS** tasks should be set where appropriate, to challenge or question and help extend the pupil's learning or help them get closer to achieving the objective.

*Ensure at least every other reading lesson per week receives a **NEXT STEPS** task. **ALL** reading answers should be ticked.*

**For Star Writes, ensure positives and NEXT STEPS tasks are completed at the end so the child knows what went well and what to work on.**

At the start of the next lesson give 'R and R' time (read and respond) for the Pupils to complete their **NEXT STEPS** task from previous lesson.

Reward for completing their **NEXT STEPS** tasks could be in the form of a sticker, praise stamp or dojo point.



## MARKING GUIDE IN RE

At the end of the lesson the full WALT should be highlighted, **green** if the pupil has achieved the WALT and **pink** if the pupil continues to show a level of misunderstanding.

**Teacher:** uses **Purple** pen

**TA:** uses **Green** Pen

**CHILDREN:** use **red** pen

Adults should be marking during appropriate parts of the lesson and when they are giving immediate/ verbal feedback to the Pupil. Religious vocabulary should be addressed.

**Purple** Pen for teachers and **Green** pen for TA's should be used to mark the piece of work with ticks, correct key spellings, model handwriting and praise.

All adults should be working to support all pupils to achieve during lessons, encouraging (and supporting) self-correction and using these as learning opportunities. Children self-correct or edit their key words in **red** pen.

(Whilst marking, encourage pupils to enter into a dialogue or deepen their answers using end of Phase expectations and developing thinking skills in RE to support your assessment). At the end of the lesson the full **WALT** should be highlighted (**green or pink**) and **NEXT STEPS** tasks should be set linking to **AT2** and **AT3** questioning.

At the start of the next lesson give 'R and R' time (read and respond) for the pupils to complete their **NEXT STEPS** task from previous lesson.

Reward for completing their **NEXT STEPS** tasks could be in the form of a sticker, praise stamp or dojo point.

## MARKING GUIDE IN NON-CORE CURRICULUM

Verbal feedback should be given throughout the lesson. At the end of the lesson books should be marked with 'light-touch' marking.

**Teacher:** uses **Purple** pen

**TA:** uses **Green** Pen

**CHILDREN:** use **red** pen

This means that the full WALT is highlighted (**green/pink**), some key word spelling should be identified and corrected. Correct answers should be ticked and a positive praise given in the form of a stamp or sticker. Pupils should receive a '**NEXT STEPS**' task in every OTHER piece of work.

At the start of the next lesson give 'R and R' time (read and respond) for the pupils to complete their **NEXT STEPS** task from previous lesson.

Reward for completing their **NEXT STEPS** tasks could be in the form of a sticker, praise stamp or dojo point.

## MARKING GUIDE IN Reception

Teacher: uses **Purple** pen

TA: uses **Green** Pen

- 1) How much work should be in the books?
  - a) Maths – observations to be recorded on Tapestry and 2 pieces of work per week in class maths books.
  - b) Literacy – observations to be recorded on Tapestry and at 2 pieces of work per week in class English books (this could include phonics/formation sessions/writing sessions).
  - c) RE – observations to be recorded on Tapestry and at least 1 piece of work a week in books.
- 2) How will be the books be marked?
  - a) WALT highlighted **Green** for good.
  - b) **Pink** for think (errors).
  - c) Next step: brief comment made by adults every other week.

To be reviewed December 2026

