



ST PHILIP'S
CATHOLIC PRIMARY
SCHOOL

Marking Policy

Version	2
Date created/updated	September 2026
Ratified by	LGB
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Post holder responsible	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 October 2026 and will be reviewed in September 2027

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 live 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.

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 a **pink** WALT should receive a **'keep-up, catch-up'** session in the afternoon of that day or the following morning 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 live 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, correct 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 a **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 by using the stamps.

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

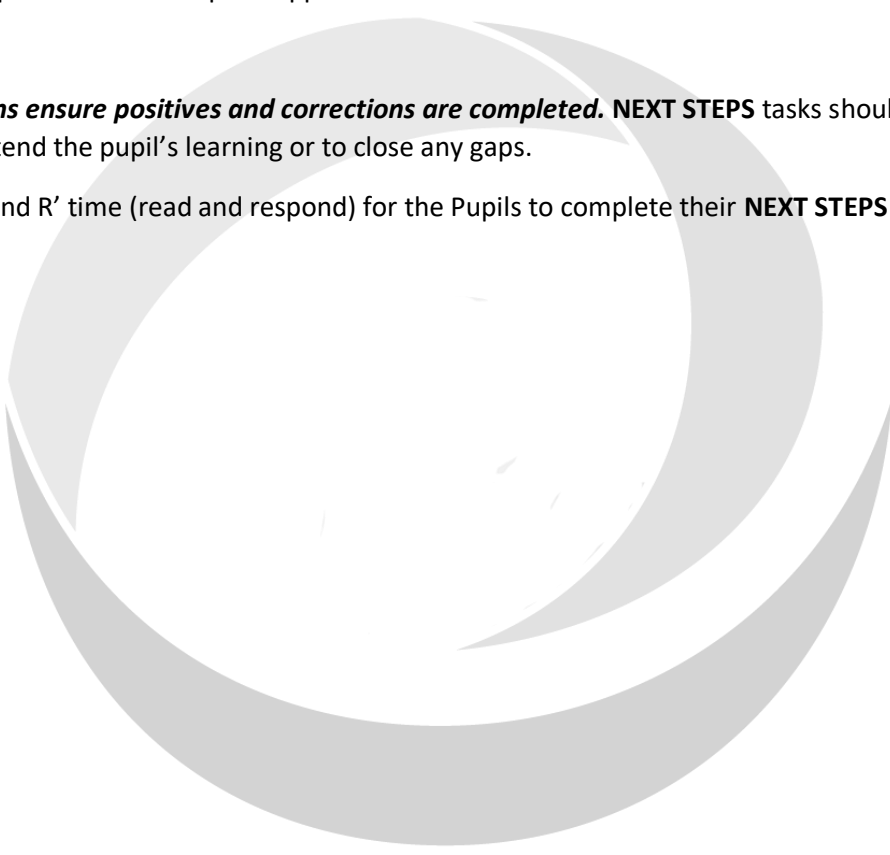
*Ensure at least once per week in reading receives a **NEXT STEPS** task. **ALL** reading answers should be ticked.*

In our IAACW work we ensure that high expectations are always modelled with spelling, handwriting and grammar and punctuation. Teachers will ensure through marking and feedback that these areas are consistently addressed through remodelling or the use of the punctuation stamp to support foundational skills.

Star Writes

Mark the same as other writing lessons ensure positives and corrections are completed. **NEXT STEPS** tasks should be given for each star write to help extend the pupil's learning or to close any gaps.

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.



MARKING GUIDE IN RE

Teacher: uses **Purple** pen

TA: uses **Green** Pen

CHILDREN: use **red** pen

Adults should be live marking during appropriate parts of the lesson and when they are giving immediate/ verbal feedback to the Pupil. Religious vocabulary should be addressed with high importance and corrected for all of the key vocabulary in that lesson plus any commonly used words for e.g Jesus , shepherd , angel & God spelt correctly

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, **NEXT STEPS** twice per unit 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.

MARKING GUIDE IN NON-CORE CURRICULUM

Adults should be live marking during appropriate parts of the lesson and when they are giving immediate/ verbal feedback to the Pupils. Verbal feedback should be given throughout the lesson to close the gap. Key vocabulary should be addressed with high importance and corrected for all of the key vocabulary in that lesson plus any commonly used words in that subject. For e.g History -Queen , Castle , Knight, Geography , mountain , compass , names of countries with capital letters.

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 twice per unit.

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.

Marking Guide in Reception

Teacher: uses **Purple** pen

TA: uses **Green** Pen

- 1) How much work should be in the books?
 - a) Maths – 1 observations to be recorded on Tapestry and 2 pieces of work per week in class maths books.
 - b) Literacy – 1 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) Reading – observations to be recorded on Tapestry once a week.
 - d) RE – 1 observation 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: adult records next step target in learning in book once a fortnight

To be reviewed September 2027

