

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 2023

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

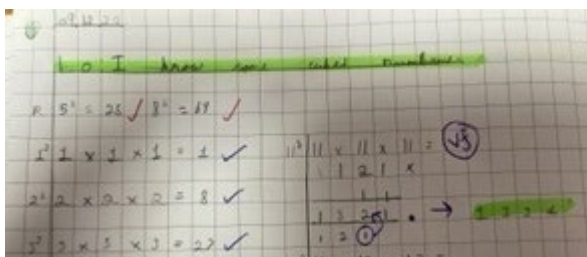
Effective marking:

- 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.
- Supports pupil by enabling them to reflect on misconceptions and how to use strategies to support them to achieve

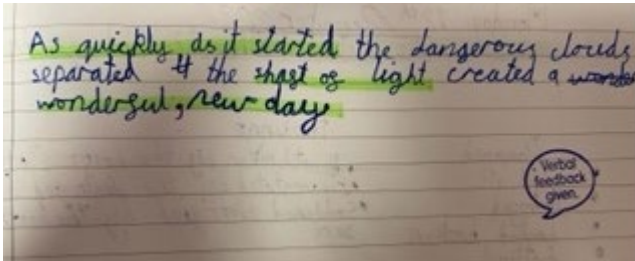
General Guidance

At the start of each lesson 'R and R' time should be given to pupils before the date and LO in order for pupils to reflect on their previous learning; identify their strengths and celebrate their achievements and correct or address their own misconceptions. During this time, pupils with a **NOW** task should answer or complete their individual task.

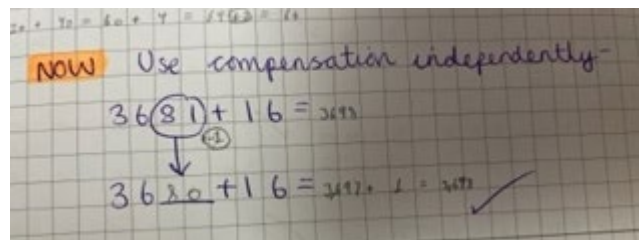
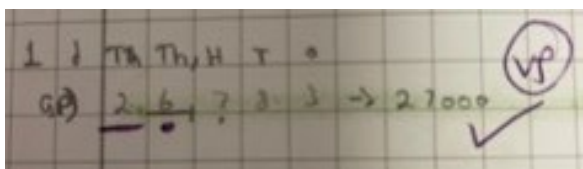
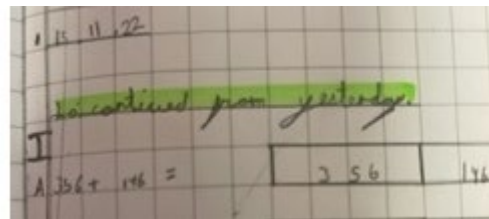
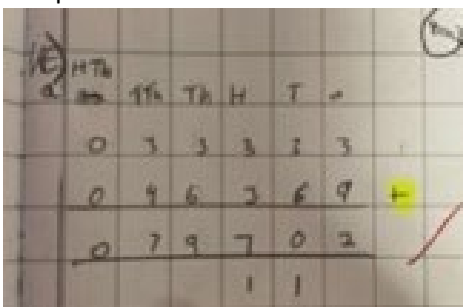
As per the Rosenshine principles, all lessons should be begin with an "R" task (review/retrieval task as seen below) to help our pupils 'know more and remember more'. This should be evidenced most of the lessons with an **R** that pupils write in the margin (some R tasks may be verbal or on whiteboards/interactive).



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



As we structure our lessons using worked examples and guided and independence practice, we should evidence the journey of our lessons *where appropriate* by identifying these in the pupil's work using **WE) = worked example, GP) = guided practise** and **I = independent**. This can inform our in depth marking by setting NOW tasks that lead to independent work where worked examples and guided practise has happened or NOW tasks that provide challenge when independent work has been completed. This approach may not always be needed if GP is verbal and work is independent.



Teacher: uses **Purple** pen TA uses **Green** Pen

Pupils: self mark, edit and reflect on work with a red pen/red crayon where appropriate. A balance of pupil and teacher marking and correcting/editing should be seen in books.

At the end of 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.

Adults should be live marking during appropriate parts of the lesson and giving immediate/verbal feedback to the pupil.

MARKING GUIDE IN MATHS

All Pupils who have received a **green** LO should be celebrated through positive marking comments, a reward sticker, stamp or dojos given. Ensure that all questions are ticked individually. There should be a balance of teacher, TA and self/peer marking each week.

Where an error is made in number formation, an answer or in method, please **pink** that answer or error for children to respond to at the end/start of the next lesson.

All pupils who receive an **pink** LO should receive a '**keep-up, catch up**' (**KUCU time**) session as a pre teach for their next lesson either in the afternoon of the same day or the following morning to boost their understanding/confidence. Make it clear where a keep up, catch up session has happened by writing in the book or putting a keep up, catch up sticker or "KUCU" and highlighting it green or **pink** after the session to show that pupils have "caught up". If the majority of the class receive an **pink** LO then the lesson must be retaught the following day.

Verbal feedback stamps or "vf" can be used to indicate that modelling or feedback has been given by an adult to address misconception and no KUCU time or **pink to think** are needed.

MARKING GUIDE IN ENGLISH

ARE elements of writing, key spellings (at the pupils level), grammar and well written sentences/phrases related to The Write Stuff success criteria should be highlighted **green**. **Three** grammatical or spelling mistakes (the ones which you would like to draw the pupil's attention to) should be highlighted **pink to think** (bear in mind if there are lots of errors, highlight no more than 3) and this should inform the "R and R time" at the start of the next piece of work.

Ensure that children respond to pink to think at the start of the next lesson.

(For KS1 this may be appropriate to correct 3 errors for the children and use 1 **pink to think only** at an age appropriate level as the children begin to learn to respond to feedback given.)

Purple Pen for teachers and **green** pen for TA's should be used to correct 3 key spellings, grammar and punctuation that a pupil is struggling with or unable to correct themselves.

At the end of the lesson the full **LO** should be highlighted (**green or pink**). A pupil's progress should be celebrated through positive marking comments, a reward sticker, stamp or dojos given.

All pupils who receive an **pink** LO should receive a '**keep-up, catch up**' (**KUCU time**) session as a pre teach for their next lesson either in the afternoon of the same day or the following morning to boost their understanding/confidence. Make it clear where a keep up, catch up session has happened by writing in the book or putting a keep up, catch up sticker or "KUCU" and highlighting it green or **pink** after the session to show that pupils have "caught up". If the majority of the class receive an **pink** LO then the lesson must be retaught the following day.

Verbal feedback stamps or "vf" can be used to indicate that modelling or feedback has been given by an adult to address misconception and no KUCU time or **pink to think** are needed.

Marking in Guided Reading

Answers to guided reading questions should be all ticked individually if correct or dotted where incorrect. Specific errors that require further developing may be indicated with a **pink arrow** → and this should inform the “R and R time” at the start of the next piece of work.

Three grammatical or spelling mistakes (the ones which you would like to draw the pupil’s attention to) should be highlighted **pink to think** (bear in mind if there are lots of errors, highlight no more than 3).

(For KS1 this may be appropriate to correct 3 errors for the children and use 1 **pink to think** only at an age appropriate level as the children begin to learn to respond to feedback given.)

Purple Pen for teachers and **green** pen for TA’s should be used to correct 3 key spellings, grammar and punctuation that a pupil is struggling with or unable to correct themselves.

At the end of the lesson the full **LO or content domain** should be highlighted (**green or pink**). A pupil’s progress should be celebrated through positive marking comments, a reward sticker, stamps or dojos given.

All pupils who receive an **pink** LO should receive a ‘**keep-up, catch up**’ (**KUCU time**) session as a pre teach for their next lesson either in the afternoon of the same day or the following morning to boost their understanding/confidence. Make it clear where a keep up, catch up session has happened by writing in the book or putting a keep up, catch up sticker or “KUCU” and highlighting it green or **pink** after the session to show that pupils have “caught up”. If the majority of the class receive an **pink** LO then the lesson must be retaught the following day.

Verbal feedback stamps or “vf” can be used to indicate that modelling or feedback has been given by an adult to address misconception and no KUCU time or **pink to think** are needed.

Marking Guide for Writing

Incidental writing pieces should be marked in the same way as a piece of work in English (see marking guidance for English)

Draft writing that is completed at the end of your "The Write Stuff" unit should be marked in a way that encourages pupils to reflect, edit and change their writing in order for redrafting and improving. This is achieved by writing the codes in the margin (please see end of The Write Stuff units of work for further guidance below).

E1 Edit: The Revise

Edit Type 1: These are often "little" adjustments or changes and tend to fall into one of these categories.

Spelling

Missed or additional words

Punctuation

You could use **pink to think** for **E1** edits

For **E2** where a sentence needs rewriting or restructuring, **underline in it in pink** or add a **pink arrow** to show where grammatical movement needs to happen

E2 Edit: The Rewrite

Edit Type 2: This is crucial and particularly for primary age pupils' thinking needs to be attached to sentence rewrites. A rewrite would be appropriate if a sentence doesn't make sense, could be restructured or generally improved.

For **E3**, use the code where additions could be made and place an editing flap piece of paper inside the book for pupils to edit on and stick in the margin.

E3 Edit: The Reimagine

Edit Type 3: This is when a writer wants to add more sentences to develop an idea further. Pupils are often resistant about adding more as it presents the problem of where to fit additional sentences. This is an ideal opportunity to train pupils to use 'editing flaps'.

Editing flaps are extra pieces of paper that stick onto their writing and show the additional sentences added into their work.

After this process, pupils redraft their **final piece** in which teachers should highlight elements of the success criteria and key spellings (at the pupil's level) in **green**. **Purple Pen** for teachers and **green** pen for TA's should be used to correct 3 key spellings, grammar and punctuation. The full **LO** should be highlighted (**green or pink**). A pupil's progress should be celebrated through positive marking comments, a reward sticker or stamp. For assessed work at the end of a half term, teachers tick the writing ladders to show what age related expectations the pupils are meeting.

MARKING GUIDE IN RE

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

Corrections to subject specific vocabulary or unit specific vocabulary should be drawn attention to by highlighting **pink to think (up to 3 in each piece which inform R and R time where children use their vocabulary flaps or display board to correct the words)** **Purple** Pen for teachers and **Green** pen for TA's should be used to mark the piece of work with any further corrections to **pink to think** that the pupils have still got incorrect, ticks and praise/questioning.

Encourage pupils to enter into 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 elude to this link.*

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

(Please code on your tasks AT1, AT2 or AT3 to evidence).

All pupils who receive an **pink** LO should receive feedback on why they are **pink**. This could be verbal feedback stamps or "vf" or written feedback can be used to indicate that modelling or feedback has been given by an adult to address misconceptions.

MARKING GUIDE IN NON-CORE CURRICULUM

The full LO is highlighted (**green/ pink**), **three** major spelling/grammatical errors linked to the subject specific vocabulary should be identified and highlighted **pink to think**.

(For KS1 this may be appropriate to correct 3 errors for the children and use 1 **pink to think only** at an age appropriate level as the children begin to learn to respond to feedback given.)

Purple Pen for teachers and **green** pen for TA's should be used to correct 3 key spellings, grammar and punctuation that a pupil is struggling with or unable to correct themselves.

Any misconceptions should be highlighted or underlined **pink to think**. This is where a pupil may receive verbal feedback from an adult.

Strong subject-specific answers or key vocabulary should be highlighted **green**. When questioning is related or linked to Catholic Social Teachings, please your CST stamp to elude to this link.

MARKING GUIDE IN EYFS

- 1) How much work should be in the books?
 - a) Maths – work to be recording on tapestry and in class maths books.
 - b) Literacy – 1 piece of work per week (this could include phonics/formation sessions/writing sessions).
 - c) RE - 1 piece of work per week.

- 2) How will be the books be marked?
 - a) **Purple** Pen for teachers and **green** pen for TA's
 - b) **1 Green** for good.
 - c) **1 Pink** for think.
 - d) Next step: brief comment made by adults to inform next session.

Marking Policy – to review September 2024