

The Catholic School of Saint Gregory The Great

Believe and Achieve



MARKING POLICY

To be read in conjunction with all other policies.

To be reviewed by January 2026

Aim of Marking

- To provide constructive feedback to further children's learning
- To identify and address children's mistakes and misunderstandings
- To offer praise to enable children to 'Believe and Achieve' and feel proud of their efforts and achievements
- To empower children to take responsibility for improving their own work
- To assess children's achievement against and understanding of the skills taught
- To ensure all children receive quality feedback appropriate to their age and ability
- To support the workload of teaching staff

Procedures

- All work *must* be acknowledged in some way by the teacher and this should be evident in children's books, even if this is just a tick, initial or stamp
- Marking and feedback will relate to the skills and curriculum taught (communicated through learning objectives / WALTs and Steps to Success) and may also reflect children's progress towards class or personal targets
- Marking is an integral part of assessing children's work and teachers are encouraged to use their professional judgement to implement a range of marking strategies appropriately to move children forward in their learning e.g. written feedback might be used effectively to respond to longer pieces of writing whilst verbal feedback may have more impact during guided group work
- The range of marking and feedback strategies used to mark children's work effectively in order to meet the above aims include:
 - One star * and a next step  written feedback (see appendix 1)
 - Peer and self-assessment (see appendix 2)
 - Modelled editing (see appendix 3)
 - Class marking (see appendix 4)
 - Coding (see appendix 5)
 - Printed feedback (see appendix 6)
 - Highlighting (see appendix 7)
 - Spelling (see appendix 8)
 - Typed feedback on the online learning journey Tapestry for EYFS/KS1 children
- Teachers must be aware of each child's understanding of their learning outcomes and annotate their planning accordingly
- Children should be given regular opportunities to reflect and act upon marking and feedback and their responses should be clear to staff e.g. through the use of highlighters and / or polishing pens
- Teachers and children will work to ensure next steps are implemented in future work in order to share the responsibility for teaching and learning

- Teachers are responsible for marking work completed within class. Teaching partners may mark work completed when working with an individual or a group in order to provide feedback to the child and to the teacher
- When a child shows evidence of GD learning having been achieved verbally, the pupil's comment must be written on a post-it note (or something similar), and stuck in the child's book on the same page as the WALT being covered
- If next steps are the same for every child, teacher may print star and next steps and stick this into books, or give verbal feedback either as a mini-plenary or within the following lesson (ensuring books show a record of VF or Verbal Feedback for that piece of work)
- Teachers are to use their professional judgment in guiding children to use the 'learning line' at the most appropriate times during lessons self-assess their learning throughout the lesson and, when appropriate, display it next to the WALT, marking where their confidence lies at the end of a lesson
- All teachers and teaching partners (when marking supported individual or group work) must use black pens to mark pupil's work
- Polishing pens, used by children for Peer and Self-Assessment and for editing to improve their writing must be purple
- When a piece of work is peer-assessed, "Peer-assessed..." should be written and completed by the relevant child
- English: Writing checklists should be created and displayed in books for extended pieces of writing. These can then be highlighted by the teacher or with the children to identify success and next steps
- Maths: Written marking (peer/self/teacher led) must be done throughout a lesson, with misconceptions and mistakes being addressed. Teacher must then use this to assess which children will need guided support within the independent task. Any child who does not achieve the learning objective within the lesson, should, where possible, receive an immediate intervention later that day or as soon as possible afterwards. Evidence of this should be recorded in the child's Maths book and marked by the teaching partner to show achievement/next steps. Next steps for a lesson should be addressed in the following lesson.
- Incorrect spellings should be identified and marked in extended pieces of work across the curriculum (no more than 3 spellings per piece of work). For guidance, teachers should focus on spellings from the age appropriate spelling lists and topic specific words. Where it is evident that children need to practise words, strategies should be put into place see examples below: appendix 8.
- If a lesson has been taught and marked by a supply teacher, a 'Supply Teacher' note or stamp should be used, in addition to their feedback
- For subjects where it would be helpful or even necessary to assess a final piece of work or project piece as either Working Towards (WT), Achieved (A) or Greater Depth (GD) to contribute to a final assessment or report, teachers can make this decision.
- When a child has worked with an adult/often works with support from an adult, a code needs to be used to show which work was completed independently (I) and which was supported by the adult (TP/CT)
- Tapestry:
 - At St Gregory's, we provide all EYFS children attending an 'online learning journal' through the platform of 'Tapestry'. This platform, which records observations, photos and videos also provides an opportunity for families to comment and add their own observations to their own child's journal

- When sending an observation to families, Teachers and Teaching Partners where possible will add in a 'next step' to support the children with their learning
- Whilst Tapestry provides a fantastic tool for sharing information between school and home, it is not used as a way of sharing general communication
- Observations are monitored by the Early Years Phase Leader and assessed during monitoring to ensure they are providing relevant and informative information

Status:	APPROVED N. Tippen	Date Approved:	15.12.2024
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Appendix 1: Star and Next Step Written Feedback

But Bloop never answered Rocardo's question. Bloop never thought that Rocardo really didn't like being kept levitated because he's never been a fantastic idea and well, he feared it was not to use too much space. He also didn't know how to levitate before. Bloop asked Rocardo if he wanted to fly a space-craft home. But Rocardo didn't know how to actually fly a space-craft so that was no luck. So after a few hours, Bloop thought of taking Rocardo back to earth and both Rocardo and Bloop would stay together.

What should Rocardo do?

Great Problem Solving.

15
85 100%, 0.85, 7.65%
100

100
70
100

* You found equivalents
! What decimal would I add
to 30% to get 0.465?
0.165

Can you prove your answer with examples?

- * You have understood the relevance of angles

✓ Write the definition of an angle.

~~An angle is when two straight lines meet to form a corner.~~

Moses had faith in God unlike
Doubting Thomas, who didn't believe in
Jesus. Moses on the other hand had
faith in God and with courage, stepped
into the palace to persuade the Pharaoh
to let the Israelites free.

On the first try The Pharaoh said no.
We people would give up but with his
faith, God sent down ten plagues on Egypt.
There were locusts, frogs and droughts.
The second time the Pharaoh also said
no. Then God sent down more plagues.
However, the last plague convinced the
Pharaoh. God killed every first born child in
Egypt.

You compared Moses to Thomas Egypt
I what does this tell us about Moses' faith?

→ Moses had a very strong
faith compared to others in
the Bible.

... But God didn't kill the Israelites
children. Moses teaches us to always
trust God no matter how discouraging
the and scary the situation can be.

A few days later, Moses lead the
Israelites through the red sea. Since
again he had faith that God wouldn't
let them drown. We

Appendix 2: Peer and Self-Assessment

P You have remembered the 10 points of the story & comics

E Maybe you could improve spelling

E Use an dictionary for spelling.

R I agree with the spelling

Writing Checklist

Skill	First check	Second check
At least six different sentence structures	X	✓
Colons used to introduce a list	✓	✓
Hyphenated words used e.g. cold-blooded, broken-hearted	X	✓
Dashes used to add extra information	X	✓
Semi-colon used to join two clauses	✓	✓
Improvements made to vocabulary	✓	✓
Ellipses used to build suspense or interest	✓	✓
Commas used to punctuate lists and clauses	✓	✓

* Great job in adding interesting, different sentence starters!

! Next time (to improve) add more dashes.

Marked by:  For: _____

Level check sheet for a news report

Setting out (1 mark each)	Content (2 marks each)	Punctuation (1 mark each)
At least 3 - 4 paragraphs. 1	Good introduction explaining what the report is about. 2	Full stops used properly. 1
A clear order of points e.g. not muddled. 1	At least 3 pieces of information about the abduction. 2	Capital letters used properly. 1
Use of different fonts where appropriate. 1	At least 2 concerns about the abduction e.g. local residents are concerned that... 1	Commas used properly. 1
Creative headline to hook the reader. 1	A good final paragraph summing up the main points. 2	Exclamation / question marks. 1
	Complex sentences (at least 2) using commas to mark clauses. 1	Speech marks used for direct speech. 1
	2 good words/phrases e.g. "extremely harmful" "enraged". 1	Brackets used to add detail. 1
	Good connectives e.g. "Firstly" / "Also" / "However" / "Finally". 2	Colons and semi colons used. 1

3-5 6-8 9-11 12-14 15-17 18-20

Total: **20**

Appendix 3: Modelled Editing

We completed modelled editing as a class.

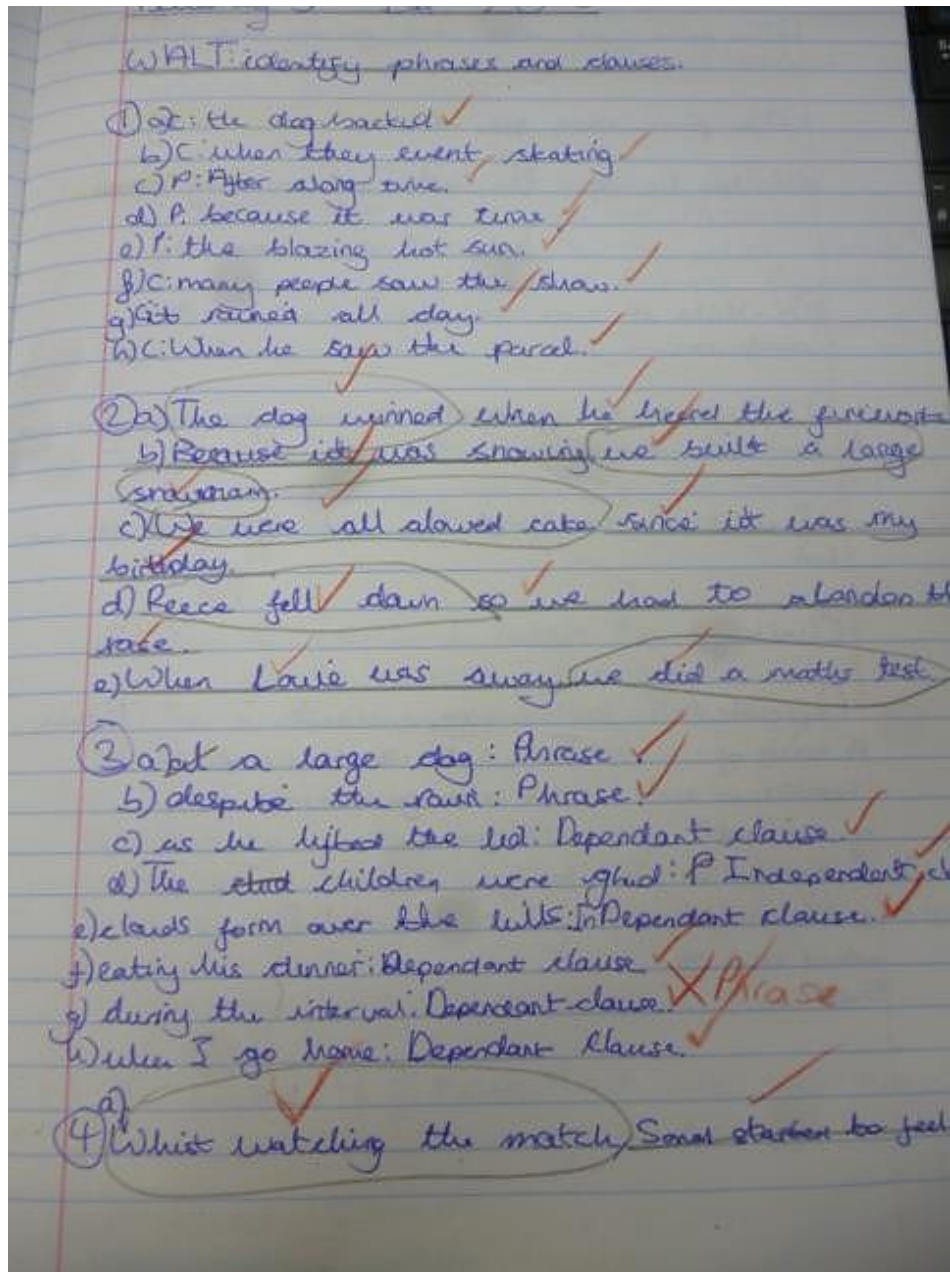
Aggressively, I ~~trampled~~ ^{trampled} ~~the leaves~~ ^{over} ~~that~~ ^{puddles} ~~fell off~~ ^{made} ~~the trees~~ ^{out} ~~and stomped~~ ^{approached} ~~the mud~~ ^{the forest} from my swamp. As I ~~approached~~ ^{frantically} moving flies, I ~~gripped~~ ^{gnibbled} the flies, crushed them, and rubbed them all over my teeth. ~~Then~~ ^{Now} I had a relaxing meal ~~with~~ ^{well deserved} in my swamp. ~~that~~ ^{balls} Now I am having my ~~lunch~~ ^{lunch} dinner, eye ~~balls~~ ^{balls} and rotten fish soup.

Children then worked with a partner to edit each others work.

[illegible]

Once children had edited their work. We had a mid point review and discussed possible stars and next steps. Children then marked their peers work.

Appendix 4: Class Marking



Appendix 5: Coding

Marking Codes	
	Punctuation mistake
<u>Underlined</u>	Spelling mistake
?	What do you mean?
•	Incorrect
✓	Well done
✓✓	Achieved securely
★	Something you've done well
//	New paragraph
^	Missed word
└	Next step
VF	Verbal feedback given (EYFS and KS1 only)
TP	TP supported
CT	Teacher supported

Appendix 6: Printed Feedback

Monday 11th January 2016

WALT: Identify the different strata of a rainforest

We worked in groups to research the different strata of the rainforest and created collages to show the different animals and plants which live in each strata.



* Well done, you know the different strata of the rainforest.

! Write the names of the different strata of the rainforest.
Emergent, Canopy, Understory, Forest Floor

! Which animals live in the emergent layer?
Birds, Monkeys

! Why are these animals suited to living in the emergent layer?
Birds fly away from Monkeys get predator

The Bracelet is based on the story of Indra...

The bracelet gave her husband ~~power~~ ^{protection} and helped him to defeat the ~~demon~~...

The word Raksha means ~~power~~ ^{protection} and Bandhan means ~~to tie~~ ^{to tie}.

When a bracelet is tied around the hand of a man, it is his duty to ~~protect~~ ^{protection} and ~~honour~~ ^{honour} her.

Word Bank:

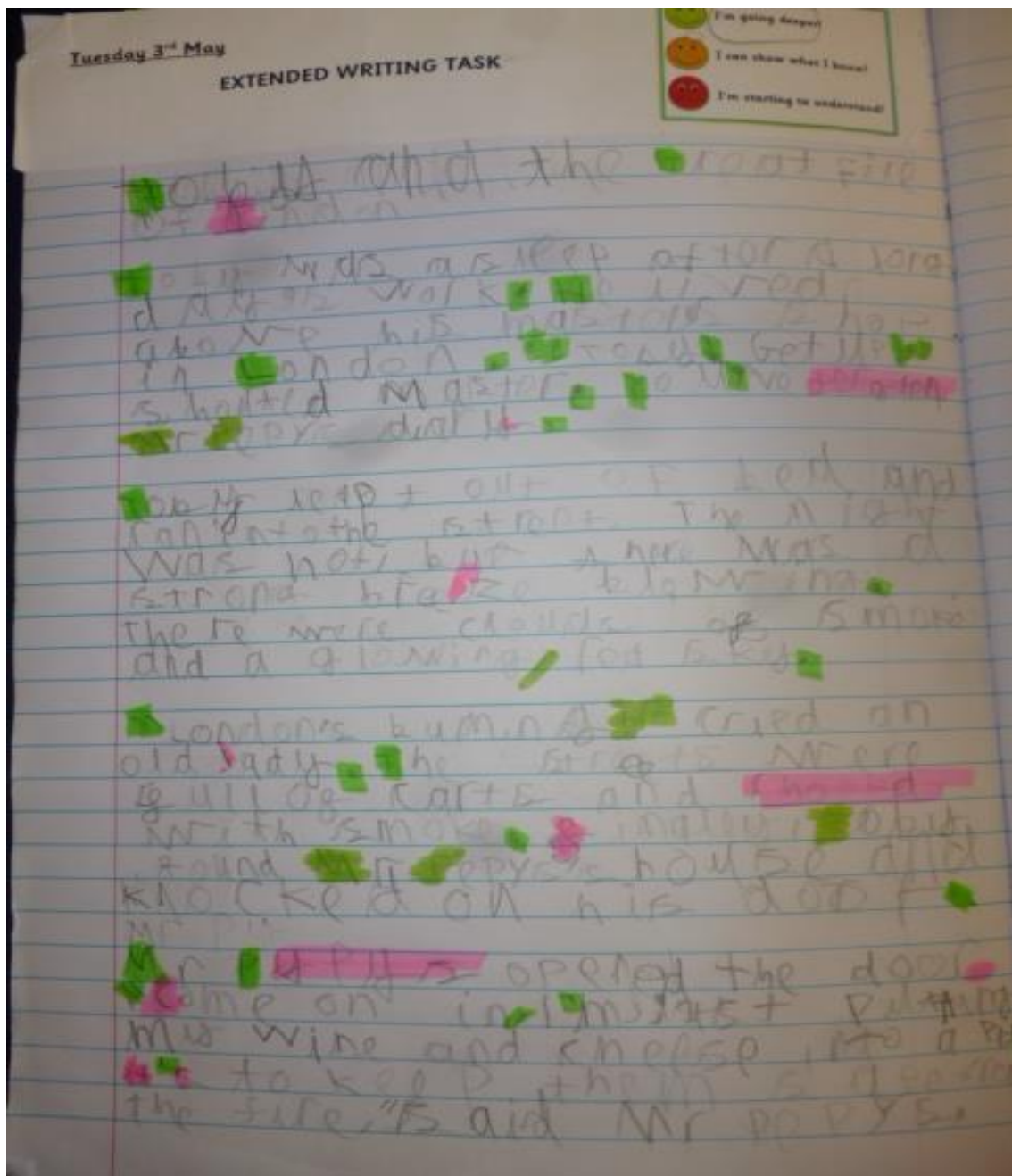
- protect
- Indra
- protection
- demon
- power
- to tie
- honour



*You were able to make Bracelets to help understand the story of Raksha and Bandha.

! Can you give an example of how you care and protect others? I help them

Appendix 7: Highlighting



Appendix 8: Spelling



Yellow writing for children to trace over correct spelling



Children re-write the spelling 3 times