

# St John Vianney Catholic Primary School, West Denton



*Through following Jesus, we aim to be a caring, happy school, where everyone is valued and appreciated and can reach their true potential. We hope to act justly, love tenderly, and walk humbly with our God*

## Marking & Feedback Policy 2023-2025

Date reviewed: November 2023

Date of next review: November 2025



## Marking and Feedback – Key Stage Two

<u>English</u>	<u>Maths</u>	<u>RE</u>
<p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved. Children self-assess by colouring a small circle next to the LO: green is confident; yellow is beginning to feel confident; red is not confident. If a unit of work is based around a novel, stick a picture of the cover in English books.</p> <p><i>Short green comments</i> may sometimes be appropriate. <b>'Think Pink' comments</b> should provide a feed forward challenge and these must be on <b>all</b> pieces of extended writing. Labels can be used for extended writing feedback to highlight the success criteria met and provide a pink feed forward prompt.</p> <p><u>Spellings</u> – These should be identified with <b>sp</b> and children should correct at the end of the piece of work.</p> <p><u>Guided Reading</u> Children's work should be marked in <b>green pen</b> with <b>'Think Pink'</b> questions and/or comments where appropriate.</p>	<p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p>Children self-assess using a traffic light system by colouring one square next to the LO: green is confident; yellow is beginning to feel confident; red is not confident.</p> <p><b>Green ticks</b> indicate correct answers. <b>Pink dots</b> indicate incorrect answers (not crosses). Teacher will choose a maximum of 3 corrections for children to complete below teacher comments. Indicated in <b>pink pen by a 'c'</b>.</p> <p><i>Short green comments</i> may sometimes be appropriate. <b>'Think Pink'</b> comments should provide a further challenge. These may be printed tasks.</p>	<p>'Contents page' at the beginning of each topic with the title of each lesson; respond booklet at the end of each topic.</p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p>Children self-assess using a circle in top left corner of page.</p> <p><i>Short green comments</i> may sometimes be appropriate (but avoid generic praise). <b>'Think Pink'</b> questions on the majority of pieces of work.</p>
<p style="text-align: center;"><u>Science</u></p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p><i>Short green comments</i> may sometimes be appropriate (but avoid generic praise). <b>'Think Pink'</b> questions on the majority of pieces of work. The assessment grid must be highlighted at the end of every topic.</p>	<p style="text-align: center;"><u>Foundation Subjects</u></p> <p>Two ticks before LO indicates fully achieved. One tick before LO indicates partially achieved. A pink dot before LO indicates not achieved.</p> <p><i>Short green comments</i> may sometimes be appropriate (but avoid generic praise). <b>'Think Pink'</b> comments and questions only needed where appropriate.</p>	<p style="text-align: center;"><u>Extended Writing</u></p> <p>Two positive marking codes in <b>green</b>. One <b>'Think Pink'</b> code in pink pen, which requires action from children. (This could be for children to reread work and use purple "polishing pen" to correct errors, or an editing and up-levelling task to be completed below feedback) E.g. * <b>Fronted adverbials</b> * <b>Semi-colon</b> <b>-&gt; Now use a sentence that uses an embedded clause to describe your character</b></p>
<p style="text-align: center;"><u>Codes</u></p> <p>VF – Verbal feedback ST – Supply teacher S – Supported I – Independent (for children who often work with support) // - new line or paragraph</p>		<p>Teachers may draw around a section of text in pink highlighter to be improved. Children use <b>purple pen</b> to correct their own writing (will usually take place at the end of a writing task). <i>Spellings</i> – as English</p>

## Marking and Feedback – Key Stage One

<u>English</u>	<u>Maths</u>	<u>RE</u>
<p>LO highlighted in green indicates fully achieved.            LO highlighted in yellow indicates partially achieved.            LO highlighted pink indicates not achieved.            Children self-assess using a traffic light system at the top of every piece of work.</p> <p>The success criteria bubbles should be visible under the learning objective and teachers should highlight the bubbles green if fully achieved, yellow if partially met and pink if not achieved.            Further feed forward in KS1 is provided verbally and this is indicated in books by the symbol VF. VF can be written above the success criteria bubble to show a specific area has been addressed verbally. Any support must be identified at the top of the piece of work.            Any mistake should be highlighted using a magnifying glass symbol.</p> <p><u>Spellings</u> – choose up to two spellings from a piece of work (appropriate to the level of the child) and children write these spellings three times beneath completed work.</p> <p><u>Guided Reading</u>            Children’s work should be marked in <b>green pen</b>.</p>	<p>LO highlighted in green indicates fully achieved.            LO highlighted in yellow indicates partially achieved.            LO highlighted pink indicates not achieved.            Children self-assess using a thumbs up/down system.</p> <p><b>Green ticks</b> indicate correct answers.  <b>Pink dots</b> indicate incorrect answers (not crosses). Teacher will choose a maximum of 3 corrections for children to complete below teacher comments. Indicated in <b>pink pen by a magnifying glass symbol</b>.</p> <p><b>Short green comments</b> may sometimes be appropriate (but avoid generic praise).  <b>‘Think Pink’</b> comments should provide a further challenge. These may be printed tasks.</p>	<p>‘Contents page’ at the beginning of each topic with the title of each lesson; respond booklet at the end of each topic.</p> <p>LO highlighted in green indicates fully achieved.            LO highlighted in yellow indicates partially achieved.            LO highlighted pink indicates not achieved.</p> <p>Children self-assess using a red/amber/green circle in top left corner of page.</p> <p><b>Short green comments</b> may sometimes be appropriate (but avoid generic praise).  <b>‘Think Pink’</b> questions on some pieces of work.</p>
<h3 style="text-align: center;"><u>Science</u></h3> <p>LO highlighted in green indicates fully achieved.            LO highlighted in yellow indicates partially achieved.            LO highlighted pink indicates not achieved.</p> <p><b>Short green comments</b> may sometimes be appropriate.  <b>‘Think Pink’</b> questions on the majority of pieces of work.</p>	<h3 style="text-align: center;"><u>Foundation Subjects</u></h3> <p>LO highlighted in green indicates fully achieved.            LO highlighted in yellow indicates partially achieved.            LO highlighted pink indicates not achieved.</p> <p><b>Short green comments</b> may sometimes be appropriate.  <b>‘Think Pink’</b> comments and questions only needed where appropriate.</p>	<h3 style="text-align: center;"><u>Extended Writing</u></h3> <p>The success criteria bubbles should be visible under the learning objective and teachers should highlight the bubbles green if fully achieved, yellow if partially met and pink if not achieved.            Further feed forward in KS1 is provided verbally and this is indicated in books by the symbol VF. VF can be written above the success criteria bubble to show a specific</p>

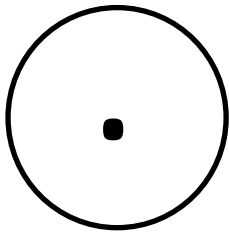
## Codes

VF – Verbal feedback  
ST – Supply teacher  
S – Supported  
I – Independent (for children who often work with support)

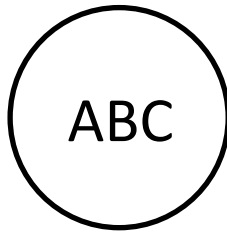
area has been addressed verbally.

Spellings – as English

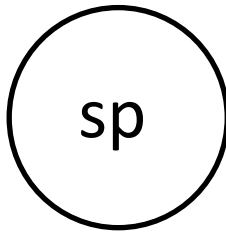
## Key Stage One Marking Symbols



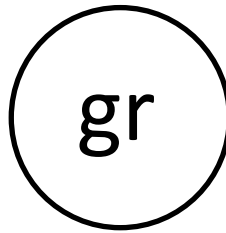
full stops



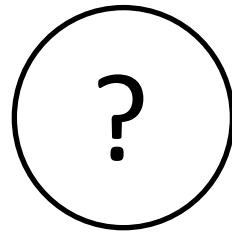
capital letters



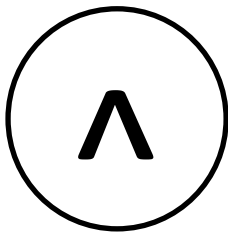
spelling



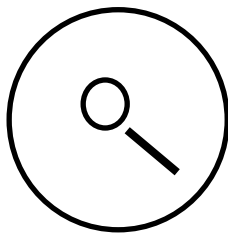
grammar



question marks



missing information



magnifying glass

(highlights an error to  
be found and addressed)