



**St Bonaventure's Catholic Primary School  
Egerton Road,  
Bishopston  
Bristol,  
BS7 8HP**

**Marking Policy 2024**

<b>Policy Owner</b>	Headteacher
<b>Governing Body Committee</b>	Standards
<b>Version no.</b>	5
<b>Issue Date</b>	
<b>Last Review Date</b>	19.6.24
<b>Next Review Date</b>	Term 6 2026

This policy is available at  
<http://www.st-bonaventures.bristol.sch.uk/>



**Version History**

<b>Version</b>	<b>Date</b>	<b>Page</b>	<b>Description of Change</b>	<b>Origin of Change</b>
Draft 1	02/12/11	All	Update	Lucille Charles
2	28/11/13	All	Date changes, spelling mistake	Sophie Jowett
3	05/05/15	Appendix	Minor typos, word changes	Niki Hawke
4	17.5.16	All year groups	Changes to expectations for English and Maths marking in light of new curriculum expectations	Alex Parry, following SLT meeting
5	03/ 05/17	Appendix	Changes to English targets	English lead following SLT meeting
6	22/03/2022	All	Update to whole policy	SLT meeting and staff consultation
7	19.6.24	All	Update to whole policy	SLT Meeting



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### **Vision statement**

**At St. Bonaventure's Catholic Primary school we strive to be the best we can; guided by the light of Christ. Our children have open hearts and minds, a sense of awe and wonder and a love for each other, themselves and God.**

### **Intent**

We have high expectations of pupil's academic outcomes.

We consider that all children's work is valuable and should be treated with respect. Marking is to be undertaken to support and encourage the child in their efforts so that continuous progress is maintained.

Marking informs next steps in teaching and learning for individual pupils as well as groups of pupils.

Effective Marking:

- Provides children feedback about strengths and next steps
- Rewards and encourages individual effort and progress
- Identifies individual children and groups who need specific help
- Provides a record of progress
- Supports other adults/parents to understand strengths and next steps
- Informs future planning
- Identifies misconceptions for individual children and to inform teaching.

### **Implementation**

- Marking **MUST** be related to SMART learning objectives which are written in a child friendly way.
- Marking **MUST** be legible and clear in meaning.
- Marking **MUST** be green.
- Children's achievements **MUST** be celebrated in order to motivate and encourage.
- Comments **MUST** identify the next steps in the child's learning.
- Time **MUST** be built in to lessons in order for children to read and respond to marking.
- Work **MUST** be marked promptly so the child is aware that the outcome of every task is considered to be important.
- Teachers **MUST** follow the agreed approach in each subject and use strategies for their particular year group as set out in appendix.



### Reception MUSTS:

- ☐ Child initiated tasks will be indicated with CI. Adult initiated tasks will be indicated with AL.
- ☐ Work will be dated by the adult.
- ☐ The feedback given to Foundation Stage pupils will mostly be verbal at the time of the activity however written comments might be used in pupils writing books to inform the teacher of next steps.
- ☐ Smiley face/stars/stickers will be used to reward effort and achievement.

- Marking of Maths and English follow the Maths/English MUSTs:

### English MUSTs:

All writing in purple books is marked using the following strategies:

- ★ Star stamper to indicate positive elements of writing according to year group expectations.
- ★ Target set for children after each piece of writing to try and achieve during their next piece of writing.
- ★ KS2 to write their target underneath their LO.
- ★ Targets not to be repeated more than 3 times in a row (intervention required instead).
- ★ Target met stamps or stickers used to celebrate when children have accomplished their target.
- ★ Capital letter omissions are circled.
- ★ Missing punctuation marks are filled in.
- ★ Common spelling errors to be added to flip up spelling walls in front/back of books.
- ★ Writing that doesn't make sense underlined with a squiggly line.

### Maths MUSTs:

- ★ All learning objectives must be highlighted by the teacher in green, orange or pink to indicate the child's understanding of the learning objective (green achieved; orange partially achieved; pink not achieved).
- ★ Number reversals will be corrected. Where number reversal is an ongoing issue pupils will be provided with additional support in this area.
- ★ Where pupils in KS2 self-mark this is checked by the class teacher.
- ★ All marking in KS1 is undertaken by the teacher/LSA.
- ★ VF is used to indicate verbal feedback.
- ★ II is used to indicate immediate intervention.
- ★ S indicates support provided by teacher/LSA.

### Science MUSTs:

- Misconceptions are addressed and corrected in books
- Learning is captured on Evernote and shared with children as teaching tool

### RE MUSTs:

- Misconceptions are identified and addressed
- Written questions are used to encourage children to expand or explain what they have written, check understanding or encourage children to think deeper.
- Children are given time at the start of each lesson to respond to marking.

### Foundation subjects MUSTs:

#### Geography & History

- Misconceptions are identified and addressed

#### Art, Music, PE, Computing, DT, PSHE, French:

- Verbal feedback will be provided.



## SEN

- Children's access arrangements to be taken into account when marking books eg if children have visual impairments, green may be replaced by a different high contrast colour
- Children with difficulties reading will have verbal feedback on their targets.

## Impact

- Pupils are able to explain how well they are doing and what they need to do to improve in each subject
- Marking informs next steps in teaching and learning
- Pupils respond to targets set and progress can be seen over time
- There is a consistent approach across the school

**Subject leaders monitor that marking 'musts' in their subject are implemented in**

*This policy will be reviewed annually.*

***Agreed and signed off by the full governing body on ???***

***Next review***

- **all classes.**