



St Joseph's Catholic Primary School

Literacy Marking Policy

Agreed by the Governing Body on	To be agreed Autumn 2014
Review Date	Autumn 2015
Review Schedule	Annual / Biennial / Tri-annual / Termly
Person(s) Responsible	Literacy Subject Leader

MISSION STATEMENT

In the St. Joseph's family, learning together through Jesus, we aim to develop to the fullest possible extent the whole person, socially, emotionally, creatively, academically, physically and spiritually.

PHILOSOPHY

- Marking is a way of helping children to recognise their achievements and to give specific guidance as to how they can improve.
- Marking is an integral part of assessment for learning and should help children to improve their work, at the same time giving teachers detailed information about their knowledge and understanding.
- Marking is a means of communicating with children and fostering a positive attitude towards their work, recognising that making mistakes is inevitable.

AIMS/PRINCIPLES:

- All marking should have a clear purpose.
- Marking should help to develop the confidence and self esteem of each child.
- Children need to know that you won't ask them to do something they can't do, so they are expected to do it.
- Marking should support on-going assessment and provide information to support future planning.
- Marking should contribute to the setting of targets.
- Marking should involve children in self assessment.
- Marking should give children feedback which will help them to recognise the next steps in their learning.
- Marking should provide opportunities for follow-up work.
- Regularly build in sufficient time after longer pieces for peer review and feedback.

PROCEDURES:

- If children have rushed work or been careless, and have not produced work in line with their baseline expectations e.g. punctuation and handwriting at their level then they need to re-write the piece before it can be quality marked. This is not the case if they have neglected an area because they have focussed on something else.
- It is important to read the piece in its entirety before even beginning to mark it.
- Adults mark in RED pen.

- Children self correct/improve their work in pencil or pen underneath the red pen marking. When peer marking the children should give verbal feedback or add post it notes to the page.
- All work should be marked regularly and no work should be left unmarked.
- Children should be given time to read marking comments and revisit work/respond to comments made.
- Comments should be written in language which can be easily understood by children.
- Staff must mark the improvement.
- Adults other than the class teacher will initial their marking.
- Supply teachers will write ST next to marked work.

LITERACY

Writing

Writing is marked for one specific focus, which will be linked to a class learning objective and/or a differentiated group target.

Foundation Stage and Early Year 1:

Verbal praise and encouragement is given for children's attempts at emergent writing and stickers or stamps are used to positively reinforce their efforts. Opportunities are provided for children to read their writing to staff. Children working in a focus group receive verbal feedback linked to their writing development.

KS1

Class teacher to work with a focus group each lesson. Focus group given verbal feedback during lesson and work is quality marked with children.

Marking takes the form of the 2 best sentences, phrases or words as appropriate highlighted in yellow and a green bullet point for improvement. (Remember to.....comment).

KS2

In short pieces/sentence level work:

Depending on the length of the work and the focus for the lesson, teachers are to decide whether the work needs to be 'quality marked.' If a teacher decides not to quality mark the work, the learning objective is to be highlighted in yellow if met. If any misconceptions are discovered time the following day can be used to go over these.

In long tasks:

Marking takes the form of the 2 best sentences, phrases or words as appropriate highlighted in yellow and an green bullet point for improvement. (Remember to.....comment).

The highlighted success do not need to be commented on by the teacher as this enables children to discuss what they feel they did well in their writing.

An improvement comment may be needed if the teacher feels that the child may be unsure of the improvement they need to make.

Improvement comments can take different forms, and do not include completion of a piece. See Appendix 1.

Children are expected to make their improvement underneath their work – this will involve writing out a particular section again.

Spelling

Spelling mistakes should not be identified in every piece of writing. However if repeated spelling mistakes are made when using words from the relevant age/levelled 'key word' list:

- KS1 children have known high frequency words and words that contain known phonemes corrected. These mistakes are underlined, the correction is given, and children re-write the word (Year 1 underneath, Year 2 at the back of their books.)
- For KS2, identify mistakes with **sp** in the margin and underline the misspelt word. Children then look this word up and enter it into their spelling books.
- No more than 3 words should be identified in any one piece of writing – depending on the age and ability of the child.

Foundation Stage: At early stages of writing development, spelling mistakes are not corrected and children are always praised and encouraged for attempting to spell the High Frequency words and 'having a go'. As children progress, the KS1 guidelines are used in adult guided writing groups.

Reading

Reading feedback is given using praise and positive comments, to indicate an aspect of the child's reading in which they achieved well and/or used a reading strategy in a positive way. A focus can then be given for improvement.

Marking Code

Adults mark in red

All marked work should be initialled if marked by an adult other than the class teacher.

If children meet the L.I. then this is highlighted in yellow

Successes highlighted using marker -

and identified at end of writing by 😊

Improvements highlighted using marker -

Next step shown using a green bullet point

Correct short answers marked by ✓

Incorrect short answers marked by .

Full stop = Fs

Capital letter = Cl

Paragraph = //

Grammar = Gr

Omission = ^

Spelling mistake = Sp (no more than 3 mistakes identified in any piece of writing)

Supply Teacher = ST

Support staff = TA