

Brookfield Primary School

Literacy Marking Policy

Purpose:

- Marking helps children identify their writing achievements and provides specific guidance as to how they can improve it.
- Marking provides positive and constructive feedback to children, enabling them to recognise the progress they are making and the next steps in their learning.
- Marking is an integral part of assessment for learning, providing teachers with a clearer understanding of the children's knowledge and understanding.

Rationale:

Every child has the right to an education (Article 28) and at Brookfield we believe that marking in Literacy is a powerful tool which enables children to access that right more fully. Furthermore, we believe that a system of analytical, constructive marking is essential if every child is develop their ability or talent for writing to its full potential (Article 29).

- Marking helps children develop important life skills- to become reflective practitioners who can edit and improve their work. It helps foster a positive attitude toward making mistakes and learning from them.
- A teacher's deep understanding of each child's stage of development is necessary if they are going to plan for progress.
- Children need to be observed systematically and provided with feedback that will affirm success and move them forward in their learning.

Aims:

- To provide a system of marking which is clear and consistent across the school
- To increase teacher understanding of children's progress and attainment
- To inform future planning, teaching and learning
- To open up a dialogue between teachers and children about how work can be improved against a learning intention and success criteria
- To encourage and reward children's effort, learning and progress
- To encourage children to be reflective
- To help parents understand strengths and weaknesses in their child's work
- To help inform the setting of writing targets

Criteria for Marking

- Marking and feedback focuses mainly on content, whilst holding children to high standards of presentation. When necessary, explicit feedback is given on this.
- Feedback (written and verbal) is positive, enhancing children's self-esteem and confidence as learners.
- Marking feedback is clear and well-scaffolded, appropriate to the individual and provides children with a clear next-step for how to improve their work.
- Wherever possible, marking takes place with the children (e.g. by 'working the room' using pen-in-hand marking or by working with a focus group).
- Pupils are given time to read and respond to the teacher's comments before moving on.
- Pupils in KS1 and KS2 are encouraged to assess their own and their peer's writing.

Procedures for teachers:

- Developmental marking takes place at least once a week for extended pieces of writing. Shorter tasks have a tick of acknowledgement and, whenever possible, a brief comment or stamp. 1 or 2 spelling corrections may also be identified.
- Wherever possible all writing is marked by the start of the next session. All other writing should be marked as quickly as possible.
- Pen-in-hand marking should be standard classroom practice; whenever possible, teachers should provide immediate verbal and written feedback.
- In developmental marking, spelling errors are underlined (no more than two at KS1 and three at KS2) and children are encouraged to re-write the words correctly 3 times at the end of their work. Teachers choose to identify age-appropriate words. Sometimes the teacher may provide the spelling correction. Other times the teacher may require the child to find the correct spelling for themselves (either using a word bank display or dictionary).
- Developmental marking promotes independence. For example, in earlier writing development, children will need specific grammatical corrections (see key below) indicated to them. As children become more competent writers, grammatical corrections should be indicated using punctuation 'P' symbol in margin to encourage children to self-identify which particular form of punctuation is missing/ needs fixing.
- Teachers consider the child's capabilities before commenting on their writing.
- Annotations and comments on children's work reflect our handwriting policy.
- Initial responses to a piece of writing are positive; wherever possible, a brief positive comment is written. This may reflect the LI or it may reflect, more generally, the child's efforts or link to the BLP school focus.
- Written comments are in green pen. Yellow highlighters are used to highlight parts of writing that meet the success criteria. Green highlighters are used to highlight an area of writing that needs fixing or improving.
- Supply teachers write 'supply' next to their marking.

- Support staff write 'TA' next to their marking.
- Where a child has received significant adult intervention, a stamp or 'support' comment is given to indicate this.

Procedures for children:

- Children (Year 2- 6) use pencils for editing and blue pens for responding to marking.
- Children (using narrower lined exercise books) write on alternate lines.
- On extended pieces of writing, children in Year 2-6 use success criteria to mark their own writing. They should write the number that corresponds to a given success criteria in the margin next to a good example of how they met it.
- Following teacher guidance, children may peer mark each other's writing. This should involve suitable comments and, if appropriate, spelling corrections at the bottom of the page. Highlighting should not be made by children, to maintain good presentation.

Writing

Writing is marked, predominantly, for one specific focus. This will be linked to a class learning objective and (when appropriate) the accompanying success criteria.

Foundation Stage:

Verbal praise and encouragement should be given for children's writing efforts. Stamps and/or positive written symbols (e.g. smiley face) may be used to acknowledge and celebrate their efforts. Opportunities should be provided for children to read their writing to staff. Within guided focus groups, children should receive positive verbal feedback linked to their writing development.

KS1:

Year 1: Over the course of Year 1, children should learn how to effectively respond to written developmental marking.

Autumn term: Teachers predominately provide verbal feedback alongside positive documentation (brief comment/stamp/ yellow highlighter) in books. All feedback should be positive.

Spring term: Teachers begin to teach explicitly how to respond to developmental marking by doing so as a guided session with a small group at a time. Marking should take the form of:

- 1 positive comment (written/ stamp/ symbol)
- 2 sentences/phrases highlighted in yellow to identify areas of success (in line with LI)
- use of green symbols (see key) to identify areas of missing punctuation, finger spaces, letter formation, spelling practice

- If sentence structure is accurate, 1 sentence/ phrase should be highlighted in green with accompanying well-scaffolded comment for child to improve, e.g. Add an adjective to the missing space: 'The _____ dragon flew away.'

By the end of this term, children should understand clearly how to respond to all marking symbols and comments.

Summer term: Children should respond to weekly developmental marking feedback using pencils.

Year 2 marking should take the form of:

- 1 positive comment (written/ stamp/ symbol)
- 2 sentences/phrases highlighted in yellow to identify areas of success (in line with LI)
- use of green symbols (see key) to identify areas of missing punctuation, finger spaces, spelling practice, handwriting practice
- 1 sentence/ phrase highlighted in green with accompanying well-scaffolded comment for child to fix or improve.

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, a tick of acknowledgement should be given and, whenever possible, a brief comment. 1 or 2 key spelling corrections may also be identified.

Extended writing:

Marking takes the form of:

- 1 positive comment (written/ stamp/ symbol)
- 2 sentences/phrases highlighted in yellow to identify areas of success (in line with LI)
- use of green symbols (see key) to identify areas of missing punctuation, spelling practice, handwriting practice
- 1 sentence/ phrase highlighted in green with accompanying well-scaffolded comment. Children must fully rewrite this section with corrections/ improvements at the bottom of their work.

Reading Feedback

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.

Literacy Marking Code

Teachers mark using green pen.

Work marked by support staff should be signed with: **TA**

Work marked by a supply teacher should be signed with: **Supply**

Successes highlighted using yellow marker:

Improvements highlighted using green marker:

Next step comment indicated using green dash in margin:



For a sentence that does not make sense and needs correcting:



Finger spaces:



Full stop:



Capital letter:



Comma:



Punctuation:



Paragraph: //

Spelling:



Handwriting:

