



Broadwalk Green

Marking for Literacy Policy Sept 2024 – 2025

Signed by:

_____ Chair of governors Date: _____

_____ Headteacher Date: _____

Broadwalk Green A guide to marking

Literacy

When marking for Literacy, use the following table:

Symbol	Meaning	How to Correct
Sp	Spelling mistake	Use a dictionary
CL	Capital Letter incorrect	Names, places, start of a sentence.
FS	Full stop missing	The end of every sentence.
P	Punctuation missing	Check punctuation pyramid.
//	New paragraph	New topic, change of scene, change in time.
^	Word or letter missing	Re read - add the missing letter.
?	Meaning is unclear	Re read and correct.
GR	Grammatical error	Ask your teacher.
V	Better vocabulary needed	Use a thesaurus.

Reflect and Respond

Teachers should provide time in lessons for students to reflect on comments made about their work. Pupils should regularly be given time to respond to your marking and make changes to their written work.

Marking dialogue

At Broadwalk we have a coloured pen system to create an obvious dialogue between teacher and pupil and also between pupils, this is as below:

Green pen: Teacher marking

Purple pen: Pupil response to marking (corrections / enhancements / self-assessment)

Orange pen: Peer Assessment / comments

Marking should be carried out at least bi-weekly in order to maintain high levels of dialogue and make for better progress and understanding - it also offers pupils a chance to feel that the work they carry out is important and not just a pointless activity.

At least 10 minutes of one lesson a week (even if you only have a pupil once a week) should be set as Reflect and Respond time in order to allow pupils to read your feedback and make any corrections, enhancements or progress steps you wish them to carry out.

When marking please consider the following points:

- Marking should be selective and relate to the learning objectives of the lesson
- Marking makes explicit what the pupils have done well / identifies strengths e.g. highlights success
- Marking provides explicit guidance on HOW to improve
- A closing the gap prompt has been used and the child has responded positively by making a small improvement
- There is evidence of pupils having a role in marking their own work
- Organisation and presentation of learner's work is encouraged, modelled and acknowledged e.g. underline titles, dates etc.
- There should be some evidence of peer marking
- Marking should be recorded neatly and clearly for pupils to read.
- Individual targets are clearly given

Remember that marking should not be a diagnostic process and not a negative one so avoid phrases such as "not good enough" or "you must try harder".

Comments for praise should not be largely unfocused so "well done" or "good work", although acceptable, should not be used for the majority of marking as they do not offer any reason as to why that piece was good.

Comments should not focus solely on presentational features e.g. handwriting, tidiness, neatness.

If an individual literacy target is set around this topic then make that obvious e.g. "well done, in this piece of work you have remembered to underline your title which is YOUR literacy target" but also add a comment about the content.