



## Literacy Marking Policy

This policy will outline expectations of how Literacy is marked from Key Stage One through to Upper Key Stage Two in both Literacy progress and Writing Outcomes books.

### Key Stage One

#### Process Writing Book

- Learning should be marked adhered to Barlby's marking policy (green and purple pens/codes/RTMs and next steps) see marking policy
- Key spellings to be addressed in relation to Year One and Two's spelling list
- Teacher to quote any comments made by children on post its

**(Please see appendix 1)**

### Writing Outcomes

- Writing to be carried out over 2 -3 days and each piece marked by teacher, identifying a focus that needs to be addressed during the next lesson
- AfL grid to be completed by children under 'me' at the end of the piece of writing using either a tick (fully met) a line (if partially met) or dot (if not met)
- AfL grid to be completed by teacher under 'teacher' assessing the success criteria using a tick (fully met) a line (if partially met) or dot (if not met)
- When a criteria is ticked 'met' by the teacher, the short date should be included in the box to show progression throughout the process
- At the end of each day, when a section of the writing has been completed the teacher should make a positive comment in green and a comment in purple which should inform the child what they need to focus on in the next paragraph
- The teacher should make a final comment at the end of the work addressing an area of strength

**(Please see appendix 2)**



## Lower Key Stage Two

### Process Writing Book

- Learning should be marked adhered to Barlby's marking policy (green and purple pens/codes/RTMs and next steps) see marking policy
- Writing marking code to be used to when related to the Learning intention (**see appendix 3 and 4**)
- Key spellings to be addressed in relation to Year Three and Four's spelling list

### Writing Outcomes

- Writing to be carried out over 2 -3 days and each piece marked by teacher, identifying a focus that needs to be addressed during the next lesson
- At the end of each day, when a section of the writing has been completed the teacher should make a positive comment in green and a comment in purple which should inform the child what they need to focus on in the next paragraph
- At the end of each writing session the children should self-assess their writing and identify evidence of each numbered success criteria in pencil in the margin
- AfL grid to be completed by teacher under 'teacher' assessing the success criteria using a tick (if fully met) a line (if partially met) or dot (if not met)
- When a criteria is ticked 'met', the short date should be included in the box to show progression throughout the process
- At the end of the finished piece of writing the children should self-assess and identify an area that needs to be focused on next time and complete in AfL grid
- The teacher should make a final comment at the end of the work addressing an area of strength
- A 'rolling target' should be set for each child (personal to their writing needs) and stuck at the end of their writing. When 'met' this is initial and dated by teacher and moved to the inside front cover of book, if 'not met' this moves onto the next week

**(See appendix 5)**



## Upper Key Stage Two

### Process Writing Book

- Learning should be marked adhered to Barlby's marking policy (green and purple pens/codes/RTMs and next steps) see marking policy
- Writing marking code to be used to when related to the Learning intention (**see appendix 6**)
- Key spellings to be addressed in relation to Year Five and Six's spelling list

### Writing Outcomes

- Writing to be carried out over 2 -3 days and each piece marked by teacher, identifying a focus that needs to be addressed during the next lesson
- At the end of each day, when a section of the writing has been completed the teacher should make a positive comment in green and a comment in purple which should inform the child what they need to focus on in the next paragraph
- At the end of each writing session the children should self-assess their writing and identify evidence of each numbered success criteria in pencil in the margin
- AfL grid to be completed by children under 'me' assessing the success criteria using a tick (if fully met) a line (if partially met) or dot (if not met)
- AfL grid to be completed by teacher under 'teacher' assessing the success criteria using a tick (if fully met) a line (if partially met) or dot (if not met) - the short date should be included in the box to show progression throughout the process
- At the end of the finished piece of writing the children should self-assess and identify an area that needs to be focused on next time and complete in AfL grid
- The teacher should make a final comment at the end of the work addressing an area of strength
- A 'rolling target' should be set for each child (personal to their writing needs) and stuck at the end of their writing. When 'met' this is initial and dated by teacher and moved to the inside front cover of book, if 'not met' this moves onto the next week

**(See appendix 7)**