

Our Lady of Mercy Catholic Education Trust



St Anthony's Girls' Catholic Academy

Policy type:	School
Policy:	Marking for Literacy Policy 2019-2020
Ratified by Governors:	June 2019
Head Teacher signature:	<i>M. Shepherd.</i>
Chair of Directors signature:	<i>Shepherd.</i>
Review Date:	December 2019
Ownership:	M. McDonagh (Deputy Head) working with A. Chalder (Literacy Co's)

1. Why Mark for Literacy?

- To succeed in every subject, all students need to be able to engage with the curriculum through the effective use of reading, writing and spoken language.
- Because literacy underpins success in every subject, it should be considered in all marking of written work as well as in tasks which involve reading and spoken language.
- In all subjects, setting literacy objectives can also help to reinforce subject-specific objectives e.g. subject-specific vocabulary.
- Most new GCSE courses are placing higher literacy demands on students in both task-setting and expected outcomes.

2. The Purposes of Whole-Academy 'Marking for Literacy'

- To enhance and increase pupils' ability to engage with subjects across the curriculum through **reading, writing and spoken language**.
- To enhance and increase pupils' ability to communicate their **subject knowledge** and understanding effectively.
- To give feedback to pupils that will help them to **improve their uses of literacy** in all subjects.

3. What to Mark

- Although Marking for Literacy will involve some proof-reading of written texts, it needs to go beyond this. Good Marking for Literacy should also draw attention to style (such as **sentence structure, paragraphing, use of Standard English, subject specific expression and terminology**) in addition to spelling and punctuation.
- Feedback to students should indicate where Literacy **improvements** can be made in order to communicate **ideas more effectively**. Teacher comments should be constructive and should offer specific advice on ways in which these can be improved.
- Students will need to be given time to respond to this feedback by **correcting mistakes, editing or re-writing**.

4. Consistency and Commonality

- To be effective, the Literacy Marking Guidelines must be used consistently by all staff.
- Students need to be aware of the 'Academy House Style' for Literacy Marking which is outlined below. Departments may wish to add the summary box to assessment guidance placed in exercise books.

SPELLING:

- Common spelling errors should be underlined with 'Sp.' written in the margin/beside word with space for a student to correct their error.
- Difficult or subject-specific spellings should be underlined or crossed through and the correct spelling written clearly at the side of the page or above.
- When correcting, students should write the correct spelling out at least once.
- Any spelling need only be corrected once.

PUNCTUATION:

- Capital letters and full stops should be inserted when missing. Other punctuation should also be corrected.
- If there is a lack of variety in punctuation use, this should also be addressed.
- Capital letter issues can be marked 'C.' and other punctuation issues should be marked with a 'P.' in the margin or beside the word.

ORGANISATION:

- If a **new paragraph** should have been indicated, mark with **two diagonal lines through the text at that point //** and/or the letters 'NP'.

GRAMMAR AND UNDERSTANDING:

- Serious mistakes in standard English grammar (e.g. '**would of**', '**there was**' followed by a plural etc) should be corrected using a 'U.' in the margin/beside the word.
- Where the expression of an idea is not clear/ambiguous it should be corrected by writing in a more appropriate word or phrase.

SEN STUDENTS

- For SEN students, marking for spelling, punctuation and grammar needs to be tailored to the individual student, in order to ensure they are not overwhelmed by their errors e.g. 3-5 errors marked per page.

In Summary, the simple Literacy Marking Code is:

C – Capital Letters

U – Understanding and grammar

P – Punctuation

Sp – Spellings

// - New paragraph