



WHOLE SCHOOL LITERACY (MARKING) POLICY

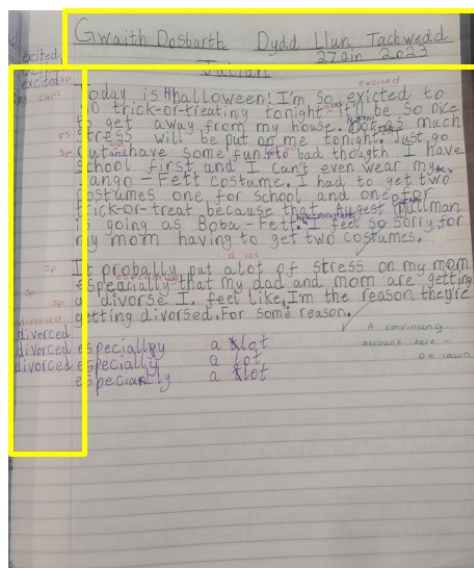
Reviewed October 2025

To be the best you can be, every day

The development of literacy skills is the responsibility of all teachers. Our aim is to develop students' knowledge, understanding and skills relating to the use of language. To do this most effectively there needs to be a coherent approach, clear goals and common expectations across the school.

Maintenance marking: Books should be marked at least **once per fortnight** with general comments and SPaG corrections. Where possible, incidental Welsh should be used to praise work.

Throughout the book – Maintenance marking

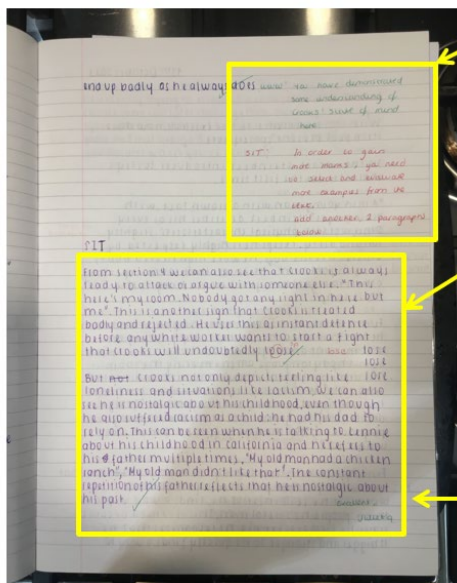


Incidental Welsh
Work must have Welsh dates/Welsh Classwork

Checklist
Marking codes
Purple pen response (e.g. spelling)
With more extended pieces of writing, please do not overload pupils with marking codes. Use teacher discretion.

For **every 7 lessons**, there should be at least one piece of work that is marked in detail with a 'WWW' (What Went Well) and a SIT (Subject Improvement Task.) The SIT response must be acknowledged/checked.

Every 7 lessons



Checklist
WWW
SIT
Purple pen

Acknowledge the SIT response.

When a student's work is marked the following symbols should be used:



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^	A word left out or to show where to add more writing.
Sp	There will be a spelling mistake in this line (underlined) and the correct spelling will be given to be written out 3 times correctly.
NP	You should have started a new paragraph here.
P	Punctuation mistake. You have made a mistake in the way you use the rules of writing.
?	This part of your work is confusing.
CAPS	You're missing out capital letters.
Exp	Re-read your work and check that the sentence or paragraph makes sense.
Tense	The wrong tense has been used – check the rest of your work.
FS	Your work must be in full sentences.
TD	You need a title and date.
U	Underlining has not been done.
G	Something is wrong with your graph here.
N	Show your working out and units.

All student work should be marked in red pen (except coursework when a pencil can be used).

Subject teachers may not wish to indicate all errors in each piece of work, as this could be demoralising for the student. A number of errors, however, should be brought to the student's attention so that they are made aware that the teacher is considering spelling, grammar and punctuation skills.

It is recommended that only three spelling errors should be identified in a single piece of work. The student should be encouraged to learn these spellings.

EXPECTATIONS

Teachers are expected to ensure that:

- students receive selective written feedback at regular intervals;
- written feedback is predominantly encouraging and constructive;
- the learning objectives and learning outcomes are the reference point for written feedback;
- students are told exactly what is expected from their written work and how they can achieve success;
- peer and self-assessment are regularly used to enable students to become immersed in the assessment criteria;
- over the course of a term when marked work is returned to a class, time is set aside to allow each student to respond to the teacher's comments and improve their understanding in relation to the learning objective for the work;
- rewards are given in line with the school and departmental rewards procedures when students have improved their work and made progress in their learning.