



Your Gateway to Success
A personalised journey



Shevington High School

Marking Policy

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COMMITTEE:	School Effectiveness
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SHEVINGTON HIGH SCHOOL

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Shevington High School's Vision

Together we have the highest expectations for all our students, inspiring and enabling them to become amazing and successful individuals. The Shevington Way is one of:



Shevington Standards

At Shevington High School in order to meet the school vision, Students and Adults are expected at all times to work hard to meet our 5 *Shevington Standards* which we have set in order to promote respect and dignity for all. Our attitudes, systems and rules are drawn from and support these standards. They are:-

1. We will show respect for each other at all times
2. We will show respect for School property and another person's property at all times
3. We will show respect for ourselves and others by ensuring that our actions do not put at risk the health and safety of ourselves or others
4. We will show respect for ourselves and others by ensuring a high standard of personal appearance and organisation.
5. We will show respect for ourselves and others by supporting a positive climate for learning

Aims

To provide **clear guidance** about marking standards and to ensure consistency across school.

Rationale

The main purpose of high quality marking is to secure outstanding pupil progress and high attainment.

At Shevington High School **quality marking** is high priority and equal to that of planning and delivery of a lesson. This is because to secure excellent pupil progress outcomes, detailed and regular constructive feedback is essential. Learners must be given opportunities to respond to the feedback, correct errors and answer questions that challenges the learner and further extends his or her skills, knowledge and understanding.

This policy brings together all the good practice seen across different faculties this year and aims to form a cohesive policy that is clear, consistent and easy to follow. Within the policy, there are examples of the good practice seen across school.

Outline

The marking policy is simple and there are 3 main elements that all teachers must follow.

1. WWW and EBI (in red) every 2-3 weeks minimum, see below
2. DIRT – pupil response to an EBI
3. Literacy (including spellings and presentation) and Numeracy (where relevant)

Important Notes

- WWW /EBI comments should occur regularly (**minimum every 2 -3 weeks**) for key pieces of work and for each test and Key Assessment 'Mastered / Achieved/ Working Towards (KS3) and grades (KS4) showing progress.
- An effort grade can be given as A, B or C

A= Exemplary effort B= Good effort C = Below expected effort

- WWW/EBI comments should be short and concise and alternated with subject based marking which is outlined in faculty marking policies. This additional marking needs to be communicated with students.
- EBI can be a question or suggestion to improve
- The pupil response to the EBI is essential– **DIRT time will be used after an assessed piece. The improved work must be evident and acknowledged by teachers.**
- Spellings corrections should be **key words** and **high frequency words** only.

Assessment Guidelines

- End of Topic Tests - 5-6 per year depending on your learning schemes, must be added.
- Key Assessments - 3 per year
- Assessed work - WWW/EBI with Grade (KS4) or MASTERED/ACHIEVING/WORKING TOWARDS (KS3 against statement) - a minimum of twice per half term.
- Assessments / assessment feedback needs to be glued in books

WWW and EBI

WWW

This should be **related to progress** towards the outcomes and can be 'progress over time' or progress within that lesson. This should be in **red pen**. It should be one short concise key thing. Examples:

- ✓ Excellent adverbs
- ✓ Very vivid imagery
- ✓ Weighing up both sides of the argument
- ✓ Explanation why Catholics tend to be more 'pro-life'
- ✓ Good understanding of body types

EBI

This should also be **related to progress** towards the outcomes and can be 'progress over time' or progress within that lesson. This should also be in **red pen**. It should be one short specific thing the learner can do to improve or one thing they can aim for the next grade/stage. It may require **some detail** especially for pupils who are struggling or to secure progress of disadvantaged.

Examples:

- ✓ Give examples of sports performers who use these types of drugs.
- ✓ Back up your opinions with reasons, e.g. say why you think wearing a school uniform is a good thing. (if needed dependent on individual)
- ✓ Add 3 more adverbs such as 'extrêmement', connectives, such as 'autrement dit' and opener such as 'selon moi'. (if needed)

Key Notes

WHEN? Frequently and promptly, every 2-3 weeks minimum. See **IMPORTANT NOTES** on this.

HOW? In red.

WHAT? Key pieces

WHY? To help the learner secure progress.

Pupil Response and DIRT

EBI can also be used to pose a question or task

This could be a question to challenge and deepen the learner's understanding or to clarify a point to check understanding or to generalise a term.

Examples:

- ✓ Can you name some other animals that experience metamorphosis?
- ✓ Name another athlete that would use steroids and explain why they would use them?
- ✓ Can you put this phrase into the perfect tense in French? 'Je range ma chambre'
- ✓ Why did Liberals see a need to reform Britain?
- ✓ Can you give an example of modern day persecution?

Pupil Response 'DIRT'

This is **essential**. It is time given to ensure pupils respond to purple pen. Pupils should be encouraged to do this regularly by the class teacher and the head of faculty should oversee this with appropriate rewards and follow-up to ensure it is done by the pupils. Teachers should acknowledge the response and provide follow-up feedback if necessary.

Key Notes

WHEN? See **IMPORTANT NOTES**.

HOW? In red (teacher) pupil on **different coloured paper or pen easily identified in books**.

WHAT? Any piece but especially key pieces.

WHY? To help the learner secure progress. To check understanding of feedback and to challenge learner and deepen understanding.

Literacy and Numeracy

Spellings

- ✓ Teachers should correct the misspelt **key word** or **high frequency word** using **sp** and then write it correctly in the margin or below.
- ✓ Pupils need to write the word out correctly three times.
- ✓ Marking labels will help with this.
- ✓ It is the teacher’s responsibility to ensure pupils correct the spellings by giving ‘**DIRT time**’ and heads of faculty should oversee this with appropriate rewards and follow-up for pupils.
- ✓ Missing full stops and misplaced or missing capital letters need to be corrected and teachers to actively encourage use of connectives.

PA

Sp: Write out your spelling corrections x3

DIRT
Respond
+ action EBI

SA

Presentation

- ✓ Pupils should underline the date and title every lesson and rule off once corrections have been done.
- ✓ Pupils need to use all pages of the book.
- ✓ Pupils should draw in pencil and write in black pen
- ✓ It is the teacher’s responsibility to ensure pupils correct the spellings by giving ‘DIRT time’ and heads of faculty should oversee this with appropriate rewards and follow-up for pupils.

Your target for next lesson is:
Presentation
You need to write neatly on the lines and use all space.

Please underline your date and title
Thank you

Numeracy labels should be applied when graphs and workings out are used.

SP x3	Spelling error – spelling to be corrected and written 3 times.
CL	Capital letter error – to be corrected
//	New paragraph required
LG	Label Graphs (where appropriate)

Assessment For Learning

Self-Assessment

This should be a regular part of effective teaching and learning and is where the learner is involved in assessing their own progress within a piece of work against a clear criteria and also their progress within the subject in general. It should be identified in the margin by SA.

- ✓ See examples of good practice

Peer-Assessment

This should be a regular part of effective teaching and learning and is where the learner is involved in assessing their peer’s progress within a piece of work against a clear criteria. It should be identified in the margin by PA.

- ✓ See examples of good practice

Key notes

WHEN? Frequently within lessons using a range of AFL strategies.

HOW? Highlighting, using criteria grids, using checklists etc.

WHAT? Any appropriate work.

WHY? To help the learner secure progress. Pupils should be involved in reflecting upon their own progress as a part of effective teaching and learning.

Shevington High School Lesson Observation Work Scrutiny

Teacher	Class:	Date and period:	
Evidence		Yes	No
Books are marked regularly			

There is use of frequent WWW and EBI Minimum every 2-3 weeks		
The comments are specific and related to progress		
There is frequent evidence that students have responded in their work		
Work is neat with dates and titles underlined and visible pride		
There is literacy marking in line with policy		
Homework is identifiable		
Assessments/assessment evidence with feedback is visible		

Evidence of Achievement / Progress over Time

Is progress and achievement over time evident from looking at the class books? Is the work appropriately challenging for the group and in line with national standards?

Summary:

Grade:

Evidence of Behaviour and Attitudes to Learning

Do students take pride in their work? Do they respond well to the teacher's comments? Are high expectations evident?

Summary:	Grade:

Outstanding Attitude Pupil Book Scrutiny

Date: _____ Pupil Name: _____

Subject _____ Teacher _____

	Always	Usually	Sometimes	Never
Are dates and titles underlined				
Are teacher questions being answered?				
Are tasks completed?				
Is all space used well, i.e. writing on each				
Are sheets stuck in tidily?				
Are homework and extension tasks evident?				
WWW				
GRADE	Presentation of book is currently outstanding / good / requires improvement / serious concern.			
EBI				