



Dhoon School, Maughold, Isle of Man

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DHOON SCHOOL EFFECTIVE MARKING AND FEEDBACK POLICY

'Feedback is one of the most powerful influences on learning and achievement.'

(Hattie and Timperley, 2007, Review of Educational Research March 2007, Vol 77, No.1, pp.81 -112)

1. Aims

At Dhoon School we aim to ensure that our children get the maximum benefit from their education through an entitlement to regular feedback. We believe that children are entitled to have their work acknowledged so that they know what they have achieved and understand the next steps in their learning in order to help accelerate their progress. It is our aim to provide regular, consistent and, where appropriate, immediate feedback using a variety of strategies and techniques based on formative assessment, all of which are outlined in this policy.

2. Principles

At Dhoon School, practitioners have a shared vision of the value of formative assessment and effective feedback and firmly believe that a range of approaches to this enables our children to gain autonomy over their learning, thus empowering them and thereby enabling progress. A consistent approach to feedback and marking throughout the school allows children to become truly reflective learners, focussing on success and improvement needs against learning intentions and success criteria. Our Effective Marking and Feedback Policy is based on the following principles of formative assessment (ref Shirley Clarke 2014):

- the provision of a learning culture, where children and teachers have a growth mindset, self-belief, meta-cognitive skills and the belief that all can succeed;
- children are involved in their learning at the planning stage to enhance motivation and ownership;
- talk partners and a 'no hands up' culture, where children are resources for one another and all can be included in class discussion;
- mixed-ability learning, with differentiated choices (learner choice), so that self-esteem is intact and expectations are high;
- co-constructed success criteria;
- effective questioning, especially at beginning of lessons and themes to establish current understanding and prior knowledge;
- feedback from peers and teachers which focuses on successes, where the excellence is and where improvements are needed;
- co-operative peer feedback in which examples of improvement are modelled via mid-lesson learning stops (mini plenaries), so that feedback and improvement-making is immediate and part of a lesson;
- effective ends to lessons, where learning is summarised and reflected upon.

3. Feedback

At Dhoon School we strongly believe that effective feedback is a powerful tool in enabling the progress of all of our children and support the following view from Shirley Clarke:

'The aim of formative assessment is to make learners independent enough to be able to confidently self- and peer assess and make subsequent improvements of their ongoing work.' (Shirley Clarke, 2014, Outstanding Formative Assessment p120)

Hattie's research on feedback put this within the top three of the 150 elements of education and the Sutton Trust Report (2011) summarises this, defining feedback thus:

'Feedback is information given to the learner and/or teacher about the learner's performance relative to the learning goals....'

The principles for effective feedback and marking at Dhoon School are based on the employment of the following strategies which are adopted by all teaching and support staff throughout the school:

- (1) Developmental Marking**
- (2) Self-assessment and peer assessment**
- (3) Teacher intervention and immediate verbal feedback**
- (4) Pupil/teacher discussion**
- (5) 'Light touch' marking**

(1) Developmental Marking - (green and purple tips) provides the children with written feedback on their attainment based on the learning objectives and success criteria for the task as well feedback on their current target. Ideally this should take place alongside the child and teacher/pupil discussion should form the basis of this process.

(2) Self-assessment and peer assessment - take place regularly both formally using written strategies e.g. traffic lights, two stars and a wish etc and informally through the use of talk partners. (When completing written peer assessment tasks, pupils should write their initials next to their comments.) In the case of younger children notes should be made by the teacher or supporting adult of their self and peer assessment comments.

(3) Teacher intervention and immediate verbal feedback - well considered teacher intervention at Dhoon School via the employment of effective questioning techniques, mini-plenaries and refocus tasks promotes deeper thinking and enables misconceptions to be addressed immediately. This may take place during whole class or small group focus sessions.

(4) Pupil/teacher discussion on a 1:1 basis is an important part of the feedback process at Dhoon School and these take place on a regular basis both formally and informally.

(5) 'Light touch' marking - the process of 'light touch' marking is also used on some occasions in order to purely acknowledge and recognise attainment or completion of pupils' work.

4. The Marking Process

- Marking should be undertaken in either blue or black pen
- Marking should be done using the School's chosen handwriting script at a stage appropriate to the need of the child
- All developmental marking should take place with the child
- All pupils' work should be at least 'light touch' marked
- All pupils should have access to and be aware of the marking code (G P tips)

Developmental Marking (Green and Purple Tips) - teachers' written comments should provide clear and easily understood feedback together with next step targets (Maths and English). Marking celebrates the children's successes whilst also clearly identifying the immediate next stages in their learning. This process (G P tips) should, whenever possible, take part alongside the children who should be an integral part of this feedback process. When constructing feedback teachers need to consider:

'Does the feedback inform the pupil what they have done well and what they need to do to improve?'

1. When completing developmental marking, teachers should provide clear written feedback on at least two (no more than three) of the elements the pupil has done well related to the objective, success criteria or the child's individual learning target. This feedback should be either written or underlined in green pen.
2. Next step learning targets (at least two, no more than three) should be clear, succinct and either written or underlined in purple pen. Identified areas for development may:
 - i. refine a teaching point to consolidate or reinforce understanding
 - ii. extend understanding to deepen learning or raise to a higher level of thinking
 - iii. address/explore misconceptions
 - iv. pick up errors if apparent
 - v. highlight a need for practise e.g. times tables, attention to place value, spellings, punctuation, grammar etc.
3. To manage marking and when a response is required from pupils, post-it notes may be used and these can then be transferred to the next piece of work.
4. In the Foundation Stage, the developmental marking process may be exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.

5. Inclusion

Inclusion underpins learning at Dhoon School and effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read the comments and it may mean recording verbal feedback and response.

This policy should be read in conjunction with Dhoon School's policy for "Teaching and Learning."

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