



Borrass Park Primary School

Borrass Park Community Primary School

Marking and Feedback Policy

Signed: _____ Chair of the Governing Body

Date agreed: _____

Proposed review date: _____

Accessible Formats

Other accessible formats of this document including Welsh, large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

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Introduction

At Borrás Park Primary School we believe that feedback is a dialogue between adults, learners and peers which consistently moves children's learning on. Our main aim is to enable learners to become more actively involved in the feedback process, giving them increasing ownership of their learning. We want children to see challenges as part of the learning process and encourage them to overcome obstacles.

This document outlines the principles and strategies for giving learners feedback about their work at Borrás Park Primary School.

Why give feedback?

Feedback is important as it forms part of the learning, teaching and assessment cycle.

When Feedback is effective it clearly tells the learners what they have done well and how they can improve their work and it provides an assessment record for teachers.

Key Features of effective feedback

Effective Feedback at Borrás Park Primary School:

- ♣ is given against specific learning objectives and relevant success criteria.
- ♣ uses constructive questioning and verbal feedback to move the learning forward.
- ♣ recognises effort and progress as well as attainment.
- ♣ is prompt and regular.
- ♣ provides positive praise and encouragement.
- ♣ is accessible to learners –and understandable.
- ♣ enables teachers to take account of the results and adjust work planned.
- ♣ has a profound influence on the motivation and self-esteem of pupils, both of which are crucial influences on learning.
- ♣ is consistent across the school so that children have a clear understanding of teacher expectations, respond appropriately, and are able to self-assess and evaluate their own learning.

Effective Feedback at Borrás Park Primary School actively involves children in their own learning by;

- informing them of their strengths and areas for development.
- addressing misconceptions and providing them with strategies for improvement.
- inviting and encouraging them to think for themselves through careful questioning.
- encouraging them to look again with a critical eye.
- enabling them to recognise their own strengths and areas for development.
- giving them time to respond to make small focussed improvements – and move the learning forward.

Success Criteria

Success Criteria provide the scaffold at Borrass Park Primary School to detail what is needed to be successful in achieving the outcome.

Success Criteria should be:

- explicit, in 'child speak'.
- generated by the teachers/learners.
- shared and discussed with the learners.
- same for all pupils, appropriately differentiated.
- used as a reference point throughout the lesson.
- the core of feedback, feed-forward.
- used for self and peer assessment.
- measurable – tiered level of challenge.

Pupils can be supported in determining the success criteria by:

- ♣ Analysing a good example (**WAGOLL**)
- ♣ Analysing a bad example (**WABOLL**)
- ♣ Comparing two different examples (Good/Good) Good/ Bad)
- ♣ Seeking them from:
 - previous work
 - learning journals
 - scaffolds
 - QR Codes

Feedback: What a pupil has done well (against the success criteria)

What form does feedback take?

At Borrass Park Primary School feedback may be given orally or written using the agreed codes.

Verbal Feedback is the most powerful because of its immediacy, for example where an adult has the opportunity to feedback during a piece of work to correct a misconception. This feedback may be given by any adult working with the children. Where the adult is not the Class teacher, information on the feedback given will be shared with the class teacher. If a more detailed conversation happens on a one to one basis, then the code "VF" may be used.

Mid-session Plenaries: These are most effective when teachers use well considered intervention to prompt deeper thinking, share good examples of work and swiftly address misconceptions during lessons. Mid-session plenaries take the form of Verbal Feedback and occur when the teacher pauses the lesson and uses effective questioning to clarify or refocus tasks based on the success criteria. Further mid-session plenaries during the lesson can help to clarify thinking and address misconceptions or to edit mistakes in spelling, punctuation and grammar.

Written Feedback

We believe that our children need frequent opportunities to reflect, and talk about their learning. We champion peer and self-reflection, which is linked to the Learning Objective. Staff value the time for reflections upon learning, both independent and peer, seeing this as an essential part of supporting our children to think deeply and feed this forward into their future learning. Children need to be trained to do this, through high quality modelling with the whole class and watching marking in action. Occasional Welsh feedback/ marking is used.

♣ Green highlighter or pens highlights places where the pupil has successfully met the Learning Objective and success criteria (**Good to be green**)

♣ Pink highlighter or pens indicates the places where improvements could be made and prompts the pupil as to how the work can be improved. (**Think pink**).

Self/Peer -Assessment

At the end of some learning experiences, it may be appropriate for children to self-assess themselves against the Success Criteria for the lesson. They will use a coloured mark to show how they have achieved in the lesson. Green will indicate that they have been successful in this step, and pink to indicate that they haven't been successful with their learning during the lesson and would benefit from additional support.

Acknowledgement Marking

Teachers also use some 'light' marking of work which acknowledges and recognises attainment and/or progress, success and/or completion of pupils' work. Where appropriate this takes the form of ticks/dots according to whether the work is correct or not.

Next Steps: What a pupil will do to make progress (against the success criteria)

Strong feedback is timely, specific, actionable (pointing pupils in the direction of more information). To feedback well is to "feed forward".

Next Step marking helps us anticipate misconceptions and decide what needs to be re-taught and to whom.

Feedback helps us clearly identify.... Where the improvement is needed, What needs to happen and How to do it.

Children may be given time to reflect and make further improvements (e.g. Up-leveiling) through having dedicated 'Polishing' time, with their purple pens.

Teachers will acknowledge pupil amendments with progress that has been made. Where progress hasn't been made, a teacher will provide verbal feedback (VF) to address the misconception before it becomes deep rooted.

Working Walls

At Borrass Park Primary School we believe that Working Walls are a public display of the learning process and used properly, increase effective learning and teaching. They are not static but evolve over time as new skills are taught.

The purpose of the Working Wall is to support children's independent work. It evolves as a unit of work unfolds, and is not intended to be a tidy display of finished work. The wall is there to showcase what is being learned, why it is being learned, what will be achieved and to track the progress through those aims, making the pupils an active part of the process. Children are encouraged to make contributions to the wall; post-it notes are an ideal resource to record the journey on the board.

Teachers use the Working Wall to help support children who become stuck, or to direct children to new tasks when they have self-assessed that they have successfully finished an activity.

Providing useful resources on the working wall promotes independence. Models and images, key vocabulary and useful prompts are displayed and referred to by the teacher to support children in their understanding. Examples of successful work and photographs of children working successfully show that work in Mathematics/Literacy is valued, and to support learning.

A good working wall is used as the 'How' for Feed-forward with examples which may include:

- Build up in text and images of the key features (SC) as the genre is built.
- Models and images linked to a learning intention or target;
- Key vocabulary/Mind maps;
- Examples of children's work linked to a learning objective or target (building up to eventual completion) – guided/independent;
- Child selected activities that they can borrow from the working wall to support or extend learning;

Monitoring

Teachers are held accountable for the progress that children are making and this is monitored through regular book scrutiny. Feedback to staff is regular, so that standards remain high, and our children make at least good progress.

OPEN ENDED QUESTIONS TO ASK DURING PLAY....



- How does that work?
- I wonder if.....?
- What do you think is happening?
- What do you think might happen?
- Tell me about your.....?
- How can we.....?
- What would happen if?
- Why does it.....?
- Is there any other way to do this?
- Tell me what it looks like?
- What else can you do with.....?
- How do you do that?
- What should we do next?
- How did you...?
- What do you suppose.....?
- What can you hear?
- Tell me what it sounds like?
- Can you think of a different way?
- Is there another way to do this?
- How did that happen?
- What would you do?
- Tell me about.....?
- What do you think about...?
- What can you see?
- What can you feel?
- What might happen next?

Marking Code

Green	Correct or positive
Pink	Incorrect or needs editing
I	Independent work
S	Supported work with an adult
P	Partner work
NS	Next steps
VF	Verbal feedback
SS	Signed support
ST and initial	Supply teacher