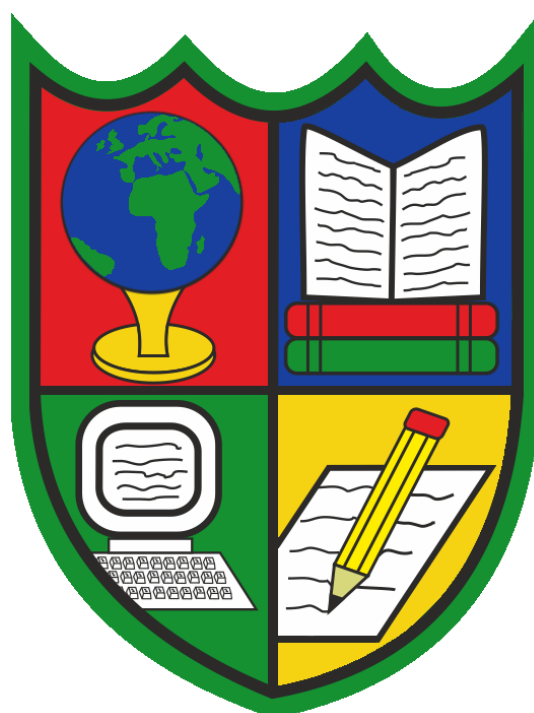


# Highfield Primary School



## Feedback Policy

## Introduction

At Highfield we encourage a 'Growth Mindset' culture where children are responsible for their own learning, with mistakes seen as an essential and valuable part of the learning process.

## Core principles

- The purpose of feedback is to further children's learning.
- It is an integral part of the learning process and time must be given to it.
- It provides key assessment information to inform future planning.
- The impact of feedback diminishes over time – therefore feedback within the lesson is more effective than comments provided at a later date.
- Any written marking must be meaningful, manageable and motivating.
- Feedback should empower pupils to correct/improve their own work. (Rather than an adult doing it for them.)
- Staff should be free to select the most suitable form of feedback.

## Marking strategies used:

Teacher marking – comments can be used to highlight something discussed with the child that is not evident from the written work.

Self-marking.

Peer-marking.

**The next step is the next lesson.**

## Symbols used in all subjects:

VF – Verbal feedback/discussion

I – Independent

PW – Paired work

S – Support

SS – Some support (mainly KS1)

Pink and green pens can be used to mark all subjects where work is recorded in books.

Pink for think - used to show errors to be corrected/to set learning challenges.

Green for great – used to celebrate new learning/indicate correct answers.

## English

The process of editing consists of two parts:

Proofreading – error spotting

Editing proper – improving content

KS1 – We begin by teaching children in KS1 to proofread and move on to improving content by the end of Year 2. We use 'editing pens' to correct mistakes – 'blue for better.'

KS2 – In KS2, children work towards independent editing, using whiteboards to support the editing process. An additional symbol WB is used to identify where this has happened.

Pink comments are used on occasion to highlight areas for improvement or address misconceptions.

## Maths:

Green tick – correct.

Pink dot – correction needed. (To be ticked with green once corrected).

KS1 – Where children have the option to use manipulatives or complete calculations mentally, write the options on the WALT sticker or sheet and circle/highlight for each child.

Eg.

WALT: To add multiples of 10	
Dienes	Mentally

KS1 and 2 - If a child chooses to use manipulatives, indicate which manipulatives have been used.

## Foundation subjects:

Tick the WALT if achieved.

Specify PW/S where necessary.

## Appendix for KS1 and RWI groups.

Correct punctuation highlighted.

Correct spellings underlined in green. Eg. Common exception words/focus words.

Spelling corrections underlined in pink and written at the bottom of the page to be practised. (Maximum 3)

Conjunctions circled in green – once in a piece of writing.

Adjectives and impressive vocabulary highlighted in green.