

St. George's C.E. Primary School

Marking and Feedback Policy Addendum



Statement of addendum

The rationale for this policy is for us to ensure marking and feedback outside of the classroom is aligned to the expectations inside of the classroom during a particular or full lockdown. This policy serves to provide guidance on the type of feedback staff should provide on the work pupils complete at home, ensuring the imbalance in cultural capital is restored (which a partial or full lockdown may impact upon). School will endeavour to maintain a level playing field for all pupils.

We value every child and every moment and therefore our marking and feedback allows for us to encourage our pupils to be the best that they can be by while still learning from home; providing them with the building blocks of what they need to know and be able to do to succeed.

This policy is to be implemented in the event of a full, local or bubble lockdown.

Marking & Feedback Expectations

When teaching pupils remotely across the curriculum, we expect teachers to:

- set learning that is meaningful and ambitious
- plan and deliver a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised
- provide clear explanations of new content and/or high-quality curriculum resources or videos
- carry out daily checks of whether pupils are engaging with their work and inform parents immediately where engagement is a concern (using emails as the initial contact and then a follow up telephone call).

When providing feedback to pupils remotely across the curriculum, we expect teachers to:

- ensure pupils are aware they need to upload learning completed to their class teacher's email
- provide feedback in a timely and frequent manner throughout the week to the children on their work as well as providing feedback during live and pre-recorded teaching
- ensure it is timely and frequent and inform pupils on how to progress
- use a variety of assessment methods to gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, such as quizzes
- use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge. Some small group tutorial time/intervention to support assessment may be used
- review pupils' learning for misconceptions and errors and provide feedback regularly to any work uploaded in-line with the school's Marking and Feedback policy.

Marking and feedback could consist of:

- One positive comment recognising the learning completed
- A comment providing a next step – this may be posed as a question or further challenge. Some comments may be tailored to groups rather than individuals

- adapt teaching and adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils understand
- recognise that some pupils with SEND may not be able to access remote education without adult support and so should work with families to deliver a broad and ambitious curriculum
- ensure pupils with SEND can access the work set by working collaboratively with the SEND Coordinator as well as the family, addressing and meeting the requirements of pupils EHCPs and SEND Individual Education Plans (IEP's).

Marking & Feedback Monitoring

During remote learning periods, monitoring will take place (in line with the school's monitoring calendar) in the following ways across all curriculum subjects:

- Monitoring of pupils' work sent to teachers to ensure a good level of understanding of skills, concepts and knowledge and that the work is challenging.
- Monitor the type and frequency of feedback provided by the class teacher.

Further Information and Guidance

- Refer to the guidance for full opening
- Refer to get help with remote education

(both documents available on the school website)

Mandy Brown
Headteacher
January 2021