



## **STAFF FEEDBACK GUIDANCE FOR PUPILS LEARNING REMOTELY**

### **The purpose of feedback and assessment**

- a) to inform the teacher of a child's attainment and therefore to inform future planning
- b) to inform a child of how well they have done and what they need to do next
- c) to motivate a child through celebrating success

### **Principles:**

- There is a consistent and manageable method of feedback, assessment and pupil response for pupils learning remotely throughout the school.
- All staff have the confidence about how to give meaningful feedback to pupils who are learning remotely.
- Work is assessed promptly and feedback given as close as possible to the time of the work being completed, including within the lesson.
- All adults working with the children are involved in giving feedback.
- Children are given opportunities to respond feedback and to make improvements to their work.
- Clear strategies for improvement are given.
- Feedback and assessment are used to inform future planning and target setting.
- Teachers and teaching assistants should mark work and return every two-four days.

### **Work provided remotely is assessed and feedback given in a variety of ways:**

- Live feedback within a live lesson
- Small-group and one-to-one break-out rooms during and after a lesson
- Distance written feedback after a lesson
- Feedback on evidence shared on Tapestry
- Whole class feedback
- Self- and peer-assessment

### **Live feedback within a lesson**

- Live feedback during a live lesson allows staff to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal. The chat feature in Zoom can be used to provide written feedback during a live lesson.

### **Small-group and one-to-one conferencing after a lesson**

- A conversation with a child or group of children about their work during remote learning can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conversations during the live lesson and in Zoom break-out room sessions are recorded in the teachers planning records.

### **Written feedback**

- When immediate feedback cannot be given over Zoom, work that is uploaded onto our learning platforms, Class Dojo or Tapestry, is assessed to inform future planning and provide feedback to children and parents.
- Staff respond to work submitted onto Class Dojo and Tapestry via the portfolio feature or through evidence shared on Tapestry. Written feedback can be provided, similar to our marking and feedback policy.
- Work submitted onto our learning platforms, Class Dojo or Tapestry, is acknowledged and reward by using a range of 'emoticons'.
- Dojo points are awarded to motivate a child through celebrating success.

### **Self-marking**

- Children mark their own work and have opportunities to correct as they go along.
  - Children are given answer sheets or use success criteria to ensure accuracy of marking.
- When work is self-marked, teachers will look at the work submitted on Class Dojo to check for accuracy and plan next steps for individuals and groups of children.

### **Further reading**

- Feedback and Marking Policy
- Good Behaviour Policy
- Remote Learning Policy
- Tapestry Policy

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