

Addendum to the marking and Feedback Policy in response to COVID-19

From Wednesday 26th August 2020 our schools are operating under the full reopening plan. This is in response to the Government's ambition to bring all children back to school following the pandemic and the resulting partial school closures.

After carrying out a rigorous risk assessment, it is not possible to mark children's books in the usual way. This includes minimising the amount of cross contamination between books. Staff are unable to take children's books home to mark. Therefore, the following sets out how we will give feedback to children in school and at home via remote learning until further notice.

Principles of Feedback Addendum

- Working within the school risk assessment and Government guidelines for a full school reopening during the COVID-19 pandemic.
- Maintaining the principles of the Trust marking and feedback policy as far as is possible (Part 1); particularly ensuring feedback is meaningful, manageable and motivational.
- Moving the children forward in their learning.
- Children understanding how they can improve their work.
- Informing the teaching and learning of future lessons.

In School Feedback

The strategies below show the range of ways we are encouraging staff to give feedback to pupils. The different approaches to feedback will need to be age-appropriate and based on the activity and subject being taught.

Self-marking: When possible, children will mark their own work. For example in maths where there is a specific answer, spellings, timetables, quizzes. This will not be all too consuming and will be used as a tool to help children move on in their learning, not a time-filler.

Success Criteria / Steps to success: Sharing the success criteria or steps to success at the beginning of the lesson, shows how the children can succeed during the lesson and then they are able to self-assess against the criteria throughout the lesson.

Live feedback: During the lesson, the teacher and support staff will move around the room to check work and give immediate verbal feedback to improve, assess and give challenge. To demonstrate spellings or handwriting, for example, the staff will write on a post-it note to stick onto the child's work for them to refer to; there is an expectation that the child will act upon the advice given. Sometimes the teacher might demonstrate/model on their own whiteboard and ask the child to practise of the child's own whiteboard / book.

Group feedback: This is where the teacher differentiates the feedback by putting a specific coloured dot in the child's book. At the beginning of the following lesson, or during the lesson if appropriate, specific feedback can be shared with the different group via the interactive board, dry-white board

or Seesaw so that it can be acted on immediately as part of the DIRT time (dedicated improvement & reflection time).

Whole-class feedback This is the teacher’s personal notes about the lesson once they have read the children’s books. It typically consists of good examples to share, further support (who and how), next steps in learning, misconceptions to address, common SPAG errors and presentation. This can be used across the curriculum at the teacher’s discretion. At the beginning of the following lesson, feedback can be shared with the class and acted on immediately as part of the DIRT (dedicated improvement & reflection time) time.

For example:

Work to Praise and Share	Need Further Support
<p>Saba – excellent vocabulary choices</p> <p>Anees – description in opening (show under visualiser)</p> <p>Sophie – great dialogue (show under visualiser)</p>	<p>Hayden, Tanima, Aqib – Noun/Verb agreement is weak. Check through with adult during lesson.</p> <p>Selena, Tom - Not finished.</p> <p>Josie – Absent</p>
Presentation	Basic Skills Errors
<p>Great</p> <p>Show Sophie’s book – good e.g. of setting out speech and correct punctuation placement</p> <p>Reagan, Lena – errors not corrected with a single ruler line</p>	<p>Correct placement of punctuation at the end of direct speech is poor – model next lesson with Sophie’s book</p> <p>Spellings –</p> <ul style="list-style-type: none"> • <i>extraordinary</i> • <i>unconscious</i> • <i>symbol</i> <p>Teach and check with mini-whiteboards</p>
Misconceptions and Next Lesson Notes	
<p>Problems with tense - Swapping from past at start to present later on. E.g. Jack’s work. Need to reteach key points from previous lesson.</p> <p>Next lesson - show these sentences and identify the error. ‘The car skidded to a halt in front of the town hall. A tall man gets out and runs towards me.’</p> <p>Rewrite on whiteboards then check own work for errors with tense.</p> <p>Harley, Safa, Mariyah have no tense errors - complete challenge task identifying errors in levels of formality.</p>	

NB A table like this would not be shown to the class; this would be for the teacher’s use.

Home/ Remote Learning

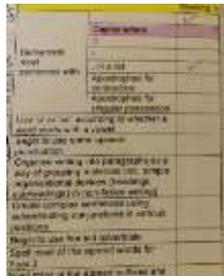
If the children are self-isolating or the school has a partial or full closure, learning will take place at home with school providing appropriate learning guidance regarding learning. Feedback given in a virtual way will seek to encourage the child’s participation whilst at home and further develop their skills. Examples of how feedback may be given in a virtual way:

- Teachers may provide written feedback for a group or individual like they would in class. NB A slight error, for example, may be picked up in maths or one or two spellings in English not a large number of errors, as our intention is to build the child's self-esteem and confidence.
- Face-to-face time may be scheduled in with the teacher for group feedback
- Face-to-face 'clinics' available so children can ask questions about their work
- Teaching videos may be recorded for children to access at a time suitable to the family which address misconceptions
- Children's videos to showcase work
- Teacher voice-notes when children post work
- Digital stamps. See some examples from Julie Keyes [here](#) (along with a simple guide to how you'd use them in Google Classroom and Microsoft Teams)
- Use of OneNote (with [Office 365](#)) so that feedback can be given without even having to touch the keyboard.
- Instant praise with digital certificates
- Parents (and KS2 children) are able to use Seesaw to contact teachers about their work, so misunderstanding or further clarity may be sought . With teacher wellbeing in mind, teachers are encouraged not to access Seesaw on a weekend or on an evening, unless they so wish to.

This addendum was added August 2020

Examples of Feedback...not marking

1. A checklist could be on the child's desk and as the teacher discusses work with the child, ticks could be added to the checklist without the need for the teacher touching it, e.g.



2. At the start of the next lesson you could display two sentences taken from someone's work; e.g.

The spaceship buzzed around the sky and then landed. Two aliens get out and threaten the locals!

You could then ask the class to find the error, correct the error, and then they find a similar error in their own work and correct it.

3. Here's an excerpt from a whole-class feedback sheet :

What were the common misconceptions? Were there any mistakes made by lots of pupils? How could these inform the next lesson?

- Some persistent problems with tense, particularly near the end. Most of the stories started in the past tense, but when pupils got to the part where they described the alien landing, they switched into present for dramatic effect. Jack's story is a good example of this:
 - *The spaceship buzzed around the sky and then landed. Two aliens get out and threaten the locals!*
- Could **display this next lesson with those two sentences highlighted, ask pupils to correct it and then see if they can spot a similar error in their own work.**
- Lots of pupils used the word extraordinary to describe the alien landing, but lots misspelt it as 'extrordinary' – could **do quick activity on 'extra' as a prefix.**
- Quite a few of the stories focused heavily on action in a repetitive way and missed the opportunity to describe how the aliens looked and / or the feelings of the locals. **Repeat section from a few lessons ago on using adjectives to build suspense.**

4. Whole class feedback. Whilst looking at books at the end of the lesson, teachers will make notes on the key messages to feedback to children at the start of the next lesson using a proforma. This can feed into the next lesson and, using a visualiser, can be a useful tool to address misconceptions and model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding.

The Wellington Academy English Department - Whole class marking sheet		
Praise / Compliments / Potted comments	Misconceptions	SPaG
Misleading / Unhelpful work		CRIT activities

Whole Class Feedback		Subject: MATHS Learning Focus: WRITING NUMERICAL Date: 02.10.18
Work to Praise and Share	Need Further Support	
Thomas - self correction Henry - resilience	Louise - place value Sam / Ben } multiplication facts	
Presentation	Basic Skills Errors	
Hannah - organisation - inter	• Inserting commas into calculations • Multiplication errors	
Misconceptions and Next Lesson Notes		
Adding place holder into the tens column. (Share example)		