



# **Scargill CE 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.

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

- ensure pupils are aware they need to attach learning completed to Purple Mash or parents to email it to the department lead
- provide feedback in a timely and frequent manner throughout the week to the children on their completed learning
- 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.
- review pupils' learning for misconceptions and errors and provide feedback regularly to any work uploaded in-line as far as reasonably possible with the school's Marking and Feedback policy.
- Marking and feedback could consist of:
  - Positive comments 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 remote learning or work set by working collaboratively with the SEND Coordinator as well as the family, addressing and meeting the requirements of pupils EHCPs and SEND Learning Plans (SSP'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 uploaded to Purple Mash 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.

