



South Hiendley Primary School

MARKING AND FEEDBACK POLICY – COVID 19 ARRANGEMENTS

Headteacher: Mr S Walker

Last reviewed on: September 2020

Next review due by: September 2021

Signed (CoG):

22nd October 2020



Marking and Feedback Policy – COVID-19

Aims

To ensure that pupils receive appropriate feedback that enables them to make progress in their learning.

To ensure that teachers monitor pupil progress, and are able to amend their planning and delivery appropriately for groups of pupils and individual pupils as appropriate.

To ensure that appropriate social distancing and health and safety measures are taken to protect the health and wellbeing of staff, pupils and their families.

Relevant contextual information

Contact with pupils and pupil work must be carefully managed to ensure no unnecessary risks are taken.

Consider the transmission risks where pupils are passing work to the teacher and back from the teacher to the pupil.

How will we deliver appropriate marking and feedback in the current climate?

- 1) Most feedback is verbal feedback throughout the lesson. Teachers keep a log book and note down any pertinent feedback they provide to pupils to help with the planning of lessons.
- 2) Where pupil self-marking is possible, this should be undertaken. This should be with guidance from staff i.e. sharing correct answers, guiding using success criteria, correct spellings etc. Pupil self-marking should be in marking pen.
- 3) Weekly lessons: Where a lesson is taught on a weekly basis, it is possible for the pupil books to be set aside for 72 hours. The staff can then provide feedback as normal. A 72-hour gap should then be observed before the books returned to the children.
- 4) Extended writing: this happens within daily taught lessons, but not every day. Pupils can address some issues through self-marking against basic success criteria (spelling, punctuation etc.). The books should be set aside for 72 hours before the work is looked at in detail by the staff. Teachers should try to plan their units so that books can be set aside following a piece of extended writing.
- 5) Work collected through see saw – teachers can feedback and acknowledge appropriately.

Principles for feedback

- The only purpose of feedback is to bring about improvements in pupil work.
- Pupils should not hand in work that has not been self-checked for spelling, punctuation and handwriting.
- Pupils must produce appropriate amounts of work, appropriately presented. Teachers must reinforce this throughout the lesson.
- Teacher comments should be productive, to the point, and not induce excessive workload for staff. They could
 - o Provide a short piece of feedback with a challenge / task for the child to undertake next lesson
 - o Request a child go back and check / improve something
 - o Offer a worked example (e.g. in maths) which pupils can then use in their next lesson
- Teacher feedback should be related to the objective of the lesson (e.g. history feedback in a history lesson); they should not however accept a lapse in basic standards in any subject.