

Peover Superior



Marking and Feedback Policy (response to COVID-19)

At Peover Superior we aim for all our children to attain highly through teachers providing vital feedback to give them a clear understanding of their strengths and targets. Effective feedback has the potential to massively impact their achievement. We believe their feedback should be personal, individual and constructive against Learning Objectives and Success Criteria to ensure maximum potential. This policy outlines the current procedures and protocols involved in our school's marking policy and our response to the current circumstances of COVID-19. This is taking priority over the current marking policy and will do so for the foreseeable until regular schooling resumes.

Aims:

- To provide a **consistent approach** to marking across all stages and classes.
- To intervene at the **point of need** to ensure misconceptions addressed and same day interventions occur during the lesson.
- To provide children with **relevant** and **constructive** feedback.
- To ensure pupils **engage** with feedback from teachers.
- To **inform** teachers of children's progress and needs for future planning.
- To involve children in part of the process of marking and encourage them to **review** their own work.

Verbal Feedback:

Verbal feedback will be given to all children in all lessons. Books will not be taken home by members of staff due to the risk of potentially spreading germs. During lessons staff will address misconceptions and correct errors made by children as they occur. Staff will use the approach of 'Teacher Conferencing' to support children with their learning and progression during this unprecedented time. Limited marking will take place to ensure errors are addressed and progress is made. Members of staff must hand sanitise before and after to protect themselves and the pupils in their classes.

Rewards and stickers:

Stickers, stamps and rewards can be used in children's books and on their school jumpers to identify work well done. The member of staff must sanitise before and after this to ensure the spread of germs is minimised.

Spellings:

Dictionaries may still be used in KS2 classrooms; however, they must be wiped down after each use to minimise the spread of germs. Teachers can use post it notes to address errors and misconceptions during this time. Teachers will intervene at the time of need during the lesson and support children through this uncertain time with praise and enthusiasm and miniature coaching sessions to support misconceptions.

Assessment for learning:

Children are still expected to assess their understanding of the lesson. This can be done at the end of each lesson by drawing a face to indicate how they found the lesson. Children in KS2 can write a reason to provide formative feedback for the teacher. These will be displayed in the classrooms and discussed with the pupils. Staff will continue to use the green and pink highlighter to address areas of success and weakness and identify if the children met their learning objective.



'I don't understand this yet.'



'I think I understand, but could not explain it to someone else.'



'I understand this well and could explain it to a friend.'

Role of the Teaching Assistants:

The TA in the classroom can support the children with their learning and can also provide verbal feedback to the children to support the teacher. They can feedback to the teacher to support future planning and interventions.