



THE BEDIFFERENT FEDERATION REMOTE LEARNING – EXPECTATIONS OF FEEDBACK

The value of feedback

Within the BeDifferent Federation, we know that marking and feedback can have a powerful impact on children's learning and progress. For children to make progress, it is essential that they know both what they are doing well as well as what they need to do to improve. Feedback is information that 'closes the gap' between where a child is and where a child needs to be.

There are a number of principles that are applicable when providing feedback to children's learning whether in the physical or virtual classroom.

Effective marking and feedback will:

- have a clear purpose (clear to children, staff and families)
- be focused on learning outcomes
- be accessible to the child
- allow for learning to be evaluated and adapted
- be used to inform future planning and differentiation
- be manageable, meaningful and motivating

Strategies for marking and feedback in the virtual classroom

All completed assignments must be submitted on the Google Classroom by 12.00 pm on a Friday each week giving families greater control over the decisions for working patterns that best suit their personal situation. The majority of children continue to work on lessons on a daily basis and are submitting, as completed. We ask that families encourage their child/ren to complete the directed tasks independently or with minimal support, where possible. This helps to give a more accurate representation of what the child has been able to achieve and informs future planning and differentiation. We recognise the challenges that working virtually presents and understand that many children may need an adult present when navigating through the Google Classroom. Working with your child to encourage, motivate and perhaps 'learn' together can be a valuable experience, however we ask families to refrain from teaching alternative methods that may result in confusion or misconceptions.

What feedback can I expect from my child's classteacher, when using the Google Classroom?

Feedback and marking will have a clear purpose

Online feedback to our children will be purposeful. The comments used will be warm, encouraging and seek to motivate the child. Teachers will use positive affirmation such as: wonderful, excellent, fabulous and so on.





Individual and collective effort and achievements are both recognised and celebrated. Bi-weekly zoom assemblies will be used as an opportunity to share successes and publicly celebrate what has been achieved.

Feedback and marking will be focused on the intended learning outcomes

Any feedback to the child will be led by the success criteria or planned WALT (we are learning to). The comments in marking will be used to reference the child's achievement and relate to the knowledge observed, skills developed or the understanding shown through explanation and reasoning.

Feedback and marking will inform future planning and differentiation

Where a child has a misconception (where they repeatedly make a mistake indicating their lack of understanding) there will be evidence of feedback that allows for this misconception to be corrected and understood.

Where a child has struggled and multiple errors incurred, staff are not expected to correct individual answers. A summary overview can be included that references the fact that learning will be repeated to support understanding. Subsequent lessons will be modified to revisit and consolidate learning.

Feedback and marking will be manageable, meaningful and motivating

Feedback needs to be manageable – both for the child and classteacher. It is used to support an understanding of what the children remember, are able to do and need to do next. It will not be overly wordy and will take account of the child's age and ability – as children need to be able to access comments.

