At Crowle Primary Academy we are committed to ensuring that we provide relevant feedback that ensures children continually improve and reach their full potential. We also strive to ensure that our feedback (which includes meaningful data) empowers our children to manage their own progress.

We recognise that feedback, retrieval practice and assessment is more important than ever when children are working from home to ensure that they continue to make progress in their learning and stay motivated and engaged.

Learning activities are set on the school virtual learning environment, purple mash or tapestry or one of the other digital programs used by the academy -see the remote learning offer for details https://www.crowleprimaryschool.com/page/remote-learning/88169.

Children can then upload or submit their learning for the teacher to see. All learning that is received is viewed by the teacher in order to assess progress and plan next steps if needed.

If the learning is submitted by 3.30pm on the day that it was set the teacher will comment on the learning. If the learning is submitted late the child or adult supporting is asked to notify the teacher that it has been submitted, this may not always be commented on by the teacher.

Folders that contain work that has been marked will be left on school spider until 3pm the next day, children are asked to look at the learning they have completed the day before and read the comments given by their teacher.

Knowledge of each individual child guides the type of feedback that they are given.

Some feedback may ask the child to go back and look at a piece of work, should this be needed the teacher will specify where this learning can be uploaded.

The chart below outlines the types of feedback that will be given and how this might take place;

Type of feedback	
Individual	Written comments in response to children's uploaded learning on school spider, tapestry and purple mash Verbal feedback in live sessions Through live drop in sessions Using chat function on zoom during live sessions Recorded videos to support individuals with their learning Using the chat box function on school spider
Small groups	Live feedback sessions with identified children

Whole class	Sharing of learning at the beginning/ end of live sessions Additional input given in live sessions to address an area of need which is apparent after learning has been submitted Live drop in sessions Answers and responses to quizzes set by the teacher Using the chat function on zoom during live sessions Using the chat box function on school spider
Digitally	Instant feedback from learning activities set through some of the following; Kahoot , times table rock stars, spelling activities on purple mash, reading on your head activities and spelling frame
Whole school	Shout outs in whole school assembly Wow work shared in whole school assembly

Assessment

The chart below shows some of the ways we will use to assess progress and attainment of children whilst they are remotely learning

Assessments used	How often?
Arithmetic and spelling test (upper key stage 2) TTRS	Weekly
Scores on testing programmes such as times table rock stars, reading on your head and spelling frame	When necessary
Use of test base questions following a learning session (KS2)	When necessary
Verbal responses to questioning during live sessions	When necessary
Tests set on digital platforms i.e. google forms	When necessary
Review of independent work submitted	When necessary
Big box of questions retrieval quiz (BBQ)	Weekly