



## **April 2020 - Covid19 - Fenton Curriculum, Feedback and Marking Statement**

### **PLANNING**

During this period, the health and wellbeing of learners, teachers, support staff and their families is the priority. The National Curriculum is suspended and this offers schools the opportunity to consider working in a different way to consider skills and experiences and move away from planning for individual subjects we consider what learning is appropriate to our learners based on:

- time for maintaining and developing literacy and numeracy skills;
- building resilience and reflection on personal wellbeing; and
- offering opportunities to maintain connections with teaching staff and peers during this period of potential social isolation.

Through careful consideration of the points above, Fenton Primary has developed a whole school distance learning strategy to decide the most appropriate form of distance learning. In developing a consistent whole school approach and by sharing responsibilities for delivery, the planning workload and demands of individual teaching staff are reduced as they work from home and support their own families.

Fenton staff providing opportunities for learners to engage independently in their own time is possibly best at this time. In this way, teaching staff are able to create a range of experiences for learners to work through at their own pace, some practical and some online.

### **ASSESSMENT**

The focus of the assessment during distance learning is on formative assessment and providing feedback to learners. It is not appropriate at this time of National Curriculum suspension for schools to use summative assessment for the tracking of individual pupil progress against targets.

Fenton will not be monitoring the progress of pupils as we would do under normal circumstances. Distance learning aims to ensure that the children continue to learn, but not by trying to re-create the usual classroom conditions and routines within the home. We will keep things simple regarding the tasks, assessments and feedback shared with learners.

It is important to balance the need to ensure the continuation of our children's education and their health and wellbeing.

### **FEEDBACK**

Communication between our teachers and pupils, and between pupils themselves is important in ensuring wellbeing, and both written and verbal feedback can contribute to this. Because of the varied nature of the tasks set for our learners, it is not always possible or necessary to provide 'formal' feedback on the work that is set. For some short tasks, e.g. physical exercise, wellbeing, independent reading, research, etc., feedback is unnecessary, but at Fenton our teachers will if appropriate, share and celebrate the work which would in turn support children's self-esteem. For more extended tasks, feedback is central in helping the learning and is an opportunity to acknowledge and celebrate the effort and success of the pupils. The feedback will be guided by our teacher's professional judgement following their evaluation of the learning needs of learners and the nature of the activity being undertaken. It is important that the expectations for teachers and learners regarding feedback are fair and reasonable and reflect the family situation of learners and teachers alike, e.g. access to technology and resources, the demands of work, caring for other members of the family, etc.