

Chilwell School

Appendix to Assessment Policy

Remote Learning

It is very hard to use technology to replace the learning relationships that exist between teachers and pupils in the classroom. A key challenge is ensuring that the pedagogical quality of remote learning is understood and this is more important than how lessons are delivered. (see Effective online teaching) Ensuring the elements of effective teaching are present – for example; clear explanations, scaffolding and feedback – is more important than how or when they are provided (EEF, 2020).

If we are to keep both pupils and parents motivated to engage with work we set, it is important that it feels meaningful and manageable. When time and resources are limited, we need to ensure that this work is as impactful as possible.

Marking, assessment and feedback

What is good feedback for remote learning

We will need to comment more on the process of learning being undertaken by pupils in order to keep them motivated.

We are not able to check for understanding using questioning strategies when setting work online.

In order to efficiently check for understanding and to evaluate whether a pupil has moved learning from short-term to long-term memory, there is a need for teachers to use more written formative assessment feedback. The most effective way in which to do this is through a range of low stake retrieval tasks to help monitor pupil learning to be able to check that pupils know more and can remember more.

- Use quick quizzes - give three reasons why etc
- Use multiple choice questions (with more than one correct answer)
- Use sentence stems to guide responses
- Use Lemov's sentence parameters in which you include some key words on which you want pupils to focus.

All faculties will give a response to the work that has been received, either through automatic marking, a class response or individual feedback to students. Some subject areas will develop a range of small tasks followed by a larger assignment which generates feedback.

Approaches to marking work

Research initially indicated that the virus remained stable on paper for up to 72 hours. In order to reduce the risk of transmission we recommend that all marking is undertaken through google classroom.

However, if books or paper is collected in, please store for **72 hours in a secure box** before marking. After marking, books need to be stored again for **72 hours** before being returned to pupils.

We want exercise books to be the place where pupils keep the vast majority of their work. There may be times when a teacher would like to conduct an in class assessment. See above for the timeframes for how work can be collected and then returned.