

## APPENDIX 7: REMOTE FEEDBACK ON GOOGLE CLASSROOMS

### Forms of Feedback

Where possible, feedback via google classrooms will aim to mirror that given in the classroom. As with live classroom teaching, the aim is both to gather feedback for assessment: that is to inform the next lesson's teaching; and to give students encouragement and specific guidance on how to improve. In line with the EEF research, our rationale for remote, online effective feedback is still that it should:

- Support well-designed teaching episodes and sequences
- Redirect or re-focus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Feedback will not be given immediately, unless the student and teacher happen to be online at the same time (which may have been planned to give specific targeted guidance)

### Review Feedback

Most feedback will take this form. Teachers will need to review all work that is submitted and keep some form of record sheet (for themselves) to indicate those children who are secure in the concept and those who need some sort of intervention before moving on.

As per classroom practice, teachers are expected to act on this assessment information in the usual way i.e. if the majority of the class has totally misunderstood a concept, then some sort of intervention should be planned for all of them for the next piece of learning, before continuing with the next part of the intended teaching sequence. For example, if children have not grasped how to place or read numbers on a number line, or everyone had struggled with prepositional phrases, then you would provide something like modelled examples with more practice questions for children to work through or a short directional pre-recorded video with practice examples to complete, before moving on to the next concept in the teaching sequence. The



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teacher would be expected to design this intervention and not just continue with the next direct teaching video on white rose maths, Oak Academy or other instructional online platforms.

### **Submission and feedback**

Where children have a misconception (rather than a couple of errors) a more detailed feedback intervention is required (as it would be in the classroom). This will be in the form of a written scaffold or prompt that closes the gap or addresses the misconception and requires a response. Teachers will identify the gap using ORANGE highlighter and use one of the prompts outlined above: scaffold prompts, example prompts or closed pieces. This feedback should be given before any mark sheets are released to the whole class.

Teachers are expected to post answers for maths worksheets and straightforward grammar and reading comprehension activities the next day, along with a response to the whole class such as, "Thank you for submitting your work. I've noticed we all need a bit more time on rounding to the nearest tenth and we will work on this. Here are the answers – how did you do?" For broader curriculum subjects a whole class response is expected for work submitted, using a similar format which shows the teacher has read and assessed the submissions.

Children are expected to self-mark their work and respond to errors using a purple coloured font on the document they submitted online.

### **Frequency of Feedback**

Teachers are expected to provide more bespoke (individual feedback) on at least two pieces of work per child per week across Literacy and Maths. Those who need it (ie have misconceptions) will receive more. In addition, teachers are expected to provide more bespoke (individual feedback) on at least one piece of work per child per week from the broader curriculum.

### **What this feedback might look like:**

In mathematics, teachers may use the codes E, P or A in their feedback: see Appendix 2. Pupils will be expected to respond to these codes, as they do in school.

In Literacy, children are encouraged to proof-read and check their work for spelling and grammar accuracy before they submit it. Literacy feedback will predominantly focus on encouraging children to edit and improve their work and will focus on one of the areas outlined in the Literacy section of the policy above.

## FOR PARENTS: FEEDBACK EXPECTATIONS IN GOOGLE CLASSROOMS

An adapted copy of the pupil-friendly marking code (see below) will be posted on google classrooms as a reference for both children and their parents. This will be kept near the top for quick reference.

Teachers feedback using the orange highlighter tool on the online document to identify areas for children's responses, or a more bespoke comment.	
Children will respond using a purple coloured font on the document submitted online	
Alongside this, in mathematics some of the codes below may be used.	
E	I need to explain my thinking in words, using a picture or diagram or drawing some mathematical apparatus
P	I need to prove I am correct using a different method, showing all my steps, using a drawing or diagram of apparatus
A	I need to show an alternative way to solve this problem

- Where possible, feedback via google classrooms will aim to mirror that given in the classroom. As with live classroom teaching the aim is both to gather feedback for assessment: that is to inform the next lesson's teaching; and to give students encouragement and specific guidance on how to improve.
- Children are expected and encouraged to proof-read and check their work for spelling and grammar accuracy before they submit it.
- Teachers will not 'mark' every piece of work, but they will look at every piece of work.
- Teachers will view every piece of work to assess how much the child has learnt.
- Teachers will provide feedback on key pieces of work.
- Please do not expect teachers to mark all work. They are focusing on personalising the lessons rather than ticking sheets which is a much better use of their time in supporting learning and mirrors what happens in school.