'Nothing is impossible with God' Luke 1:37

REMOTE PROVISION – Quality First Feedback

Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Feedback should be **meaningful, manageable and motivating**. (Independent Review Group)

	Phase 1	Phase 2	Phase 3
	EYFS + Y1 SEND	KS1 + Y3 SEND	KS2
Intent	• Maintain relationships between parents and their children and the school community. • Support pupil and parents' confidence and self-esteem, so that both feel learning is valued. • Build and maintain high pupil and parent engagement. • Feedback to individuals and their parents, using a range of strategies (see Implementation), so the feedback can be reinforced by parents, if required. • **Inform parents what the pupil has done well and what they need to do to improve.** • Support teachers' assessment knowledge of each pupil as part of thorough AfL procedures, in order to plan and refine next steps in learning. • Develop consistent processes across the school to teach pupils to begin to respond to feedback, with support from parents, as required.	• Maintain relationships with adults, children and the school community. • Support pupil and parents' confidence and self-esteem, so that both feel learning is valued. • Build and maintain high pupil and parent engagement. • Feedback to individuals or groups and their parents, using a range of strategies (see Implementation), so the feedback can be reinforced by parents, if required. • **Inform the pupil and parents what the pupil has done well and what they need to do to improve.** • Support teachers' assessment knowledge of each pupil as part of thorough AfL procedures, in order to plan and refine next steps in learning. • Develop consistent processes across the school to teach pupils to begin to respond to feedback, self-assess and evaluate their own learning, with support from parents, as required.	• Maintain relationships with adults, peers and the school community. • Support pupil confidence and self-esteem, so children feel their learning is valued. • Build and maintain high pupil engagement. • Feedback to individuals, groups, or whole class, using a range of strategies (see Implementation). • **Inform the pupil what they have done well and what they need to do to improve.** • Support teachers' assessment knowledge of each pupil as part of thorough AfL procedures, in order to plan and refine next steps in learning. • Develop consistent processes across the school to teach pupils to respond to feedback, peer- & self-assess and evaluate their own learning.

Implementation			
	• Daily feedback to individual parents via tapestry and Door-Step Visits. • Positive feedback to parents, is reassuring and encourages continued engagement in their children's learning. • Phone calls, emails and face to face contact with parents and children, to remind them of expectations and to motivate. • Use positive praise and model good examples from other children. • Celebrate good learning through responses to photographs/ videos/ work on tapestry and individually using stickers on Door-Step Visits. • Individual Door-Step Visit ensure that every parent and child have a voice. • During live class sessions, all children and parents are encouraged to take part in or contribute to the learning activities. • To respond with quality feedback about individual learning and provide next steps. • Bite-size video clips used to coach parents in a variety of teaching methods and IT skills. • Mrs Hough models sentences weekly and self-checks her work using a magic 5 and then sets the children challenges for them to do the same. The children use the same colours as school when checking their work, yellow and green for correction.	• High quality daily and in the moment feedback in the form of individual/group, verbal/written, face to face, via live lessons and email/text messages to allow parents to guide children's next steps. • Positive feedback direct to the child to show value and appreciation. • Phone calls to children and parents to remind them of expectations and to motivate. • Doorstep visits to provide support and encouragement, as required. • Praise at start of lessons. • End of week celebration Assembly (Live) with Star (Remote/Class) Learner certificates sent out via Google Classroom. • Use a range of strategies to ensure all children have a voice (hands up/lollypops). • Individual written feedback on learning, including Teacher-Made resources. • Observations and formative assessment questions to check understanding and extend learning, before leaving live lessons. • Daily, additional targeted support, via Zoom to keep the gap in learning closed, specifically in Phonics, English and Maths • One-to-one sessions, as required.	• Regular class communication on Zoom. • Regular Zoom check ins to support individual children. • Phone calls to children to remind them of expectations and to motivate. • Doorstep visits to provide support and encouragement, as required. • Praise at start of lessons. • Live rewards on Fridays, and texts to parents of Star Learners. • Use a range of strategies to ensure all children have a voice (hands up/lollypops). • Individual written feedback on learning, including Teacher-Made resources. • Formative assessment questions to check understanding and extend learning, before leaving live lessons. • Daily, additional targeted support, via Zoom to keep the gap in learning closed. • One-to-one sessions, as required.

Impact	• Children and their parents, supported by staff, develop trusting relationship with the school community. • "It's ok to make mistakes" approach. • Children and their parents, supported by staff, are confident, happy and can talk about the learning. • Children and their parents, supported by staff, are fully engaged and motivated. • Staff plan effectively to address gaps in learning and next steps, including any targeted support required. • Children make progress through small steps in acquiring new knowledge and skills. • Supported by parents and staff, children are ready to access the next learning sequence. • Parents understand what their child has done well, and next steps in learning. • Gaps in learning closing. • Increased achievement in Prime Areas and RWM • Children ready to transition to the next stage of their learning journey.	• Children, with some support from parents and staff, develop trusting relationship with adults, peers and school community. • "It's ok to make mistakes, because we learn from them" approach. • Children are confident, happy and with some support from parents and staff, can talk about their learning. • Parents grow in confidence and can support their children's learning more effectively, including with the use of technology. • Children, with some support from parents and staff, are fully engaged and motivated. • Staff plan effectively to address gaps in learning and next steps, including any targeted support required. • Children, with increasing independence, make progress through securing new knowledge and skills. • With some support from parents and staff, children are ready to access the next learning sequence. • With some support from parents and staff, children begin to self- evaluate their learning and talk about how to improve their work. • Gaps in learning closing. • Increased achievement of KPIs • Children ready to transition to the next stage of their learning journey.	• Children develop trusting relationship with adults, peers and school community. • "It's ok to make mistakes, as long as we learn from them" approach. • Children are confident, happy and talk about their learning. • Children use technology effectively, to access and submit learning activities. • Children are fully engaged and motivated. • Staff plan effectively to address gaps in learning and next steps, including any targeted support required. • Children independently, make progress through securing new knowledge and skills. • Independently, children are ready to access the next learning sequence. • Children confidently and independently self- and peer- evaluate their learning and can talk about how to improve their work. • Gaps in learning closing. • Increased achievement of KPIs • Children ready to transition to the next stage of their learning journey.