

PENS MEADOW SCHOOL

MARKING, ANNOTATION AND FEEDBACK POLICY

Date of Policy: September 2014

Policy Next Review Date: September 2016, November 2018

Member of staff responsible: J. Colbourne (DHT)

1. Policy Statement

This policy is designed to support the marking, annotation, **assessment** and feedback of pupils work in relation to learning across the curriculum. It ensures that there is a clear and consistent approach for both pupils and staff across school.

2. Rationale

At Pens Meadow School, we believe that marking, annotation and feedback is an essential part of planning, assessment, learning and teaching. Through a regular and consistent approach, we are able to assess what pupils have learnt, how they have learnt and **identify their next steps for learning (NSL)**.

3. Aims

Marking, annotation, assessment and feedback at Pens Meadow School aims to:

- Assess pupils progression and achievement towards a specific learning objective
- Provide next steps for learning which will inform planning
- Provide information and evidence to support progress towards **EYFS Small Steps, Dudley Agreed P scale Assessment (DAPA) targets, Mapping and Assessing Pupil Progression (MAPP) targets and KS5 accreditation outcomes**
- Where appropriate, ensure that pupils know how well they are doing and what they need to improve to make further progress
- Where appropriate, provide pupils with opportunities to assess their own work and that of others
- Encourage, motivate, support and promote positive attitudes to learning and achievement

4. Guidelines and Organisation

The key characteristics of Assessment for Learning (AfL) and how these feature at Pens Meadow School are detailed below.

4.1 Learning Objectives

Clear objectives that focus on the knowledge, skills or understanding the pupils will gain are vital in ensuring that effective learning takes place within lessons and across the curriculum. Teacher introduction, demonstration and modelling will relate to the learning objective, as will subsequent tasks and activities. It is important that teachers make sure that all support staff are clear on the learning objective and individual outcomes for pupils. **Learning objectives are phrased as 'Can I...' learning questions and are recorded at the start of each piece of evidence.**

4.2 Learning Outcomes

Differentiation is an essential part of effective planning and teaching. By developing individual/small group learning outcomes, teachers can ensure that lessons are tailored at the appropriate level and that pupils have the opportunity to meet specific learning targets. Where a piece of work provides evidence towards a particular target, then this is noted and the target highlighted in the colour for that term. This piece of work then forms part of the moderation evidence folders.

4.3 Questioning

Questioning is used in a variety of ways and is differentiated according to cognitive ability and understanding. Our key purpose is to develop learning, extend thinking and promote opportunities for functionality and independence. Asking questions can allow the teacher and support staff to build up knowledge and information about the pupils understanding and misconceptions. Waiting or 'thinking' time is essential to give all pupils the opportunity to think and respond. As is pupils having access to an appropriate communication system to allow them to respond appropriately.

4.4 Observation/Photographs

For many of the pupils at Pens Meadow School, adult observations provide a valid way of showing progress over time. Such observations may be planned with a focus and expected outcome, others may be incidental. Observational evidence is recorded in pupil evidence books/folders and annotated accordingly.

4.5 Characteristics of Effective Learning

Pupils at Pens Meadow all have an IEP target based on characteristics of effective learning/key skills for learning. We feel that pupils must develop the pre-requisite skills for learning such as focus, engagement and perseverance before moving on to application and problem solving. Progress towards such targets is documented in pupil evidence books.

4.6 Pupil Feedback

Objects, signs and symbols are most commonly used to feedback to pupils on their achievements within a lesson. Any verbal language used is appropriate to a pupil's level of understanding. Where appropriate, pupils are encouraged to self-assess their own work at various levels.

4.7 Written Annotation

We aim to ensure that all pupils have their work marked in such a way that it will celebrate achievement, lead to improved learning and provide opportunities for assessment. The emphasis in marking will be on a pupils achievement towards a specific learning objective, the expected outcome and where possible, the progress shown towards individual pupil targets. A comment is also made on levels of engagement/behaviour where this has had either a positive or negative impact on learning. Pens Meadow School have consistent written annotation expectations and marking codes (Appendix 1). These are displayed visibly within each classroom.

4.8 Next Steps for Learning

When acquiring new subject based knowledge or working towards an individual target, pupils often need this process broken down into smaller steps. Achievement towards each next step helps to build evidence of a pupils understanding and skill level, often over a period of time. Next steps may also address barriers to characteristics of effective learning such as focus and concentration or extend knowledge by applying mastered skills in different situations or contexts. Next steps may be short term or focused on over a more prolonged time span. Such next steps are recorded and highlighted in pink (Pink for Think).

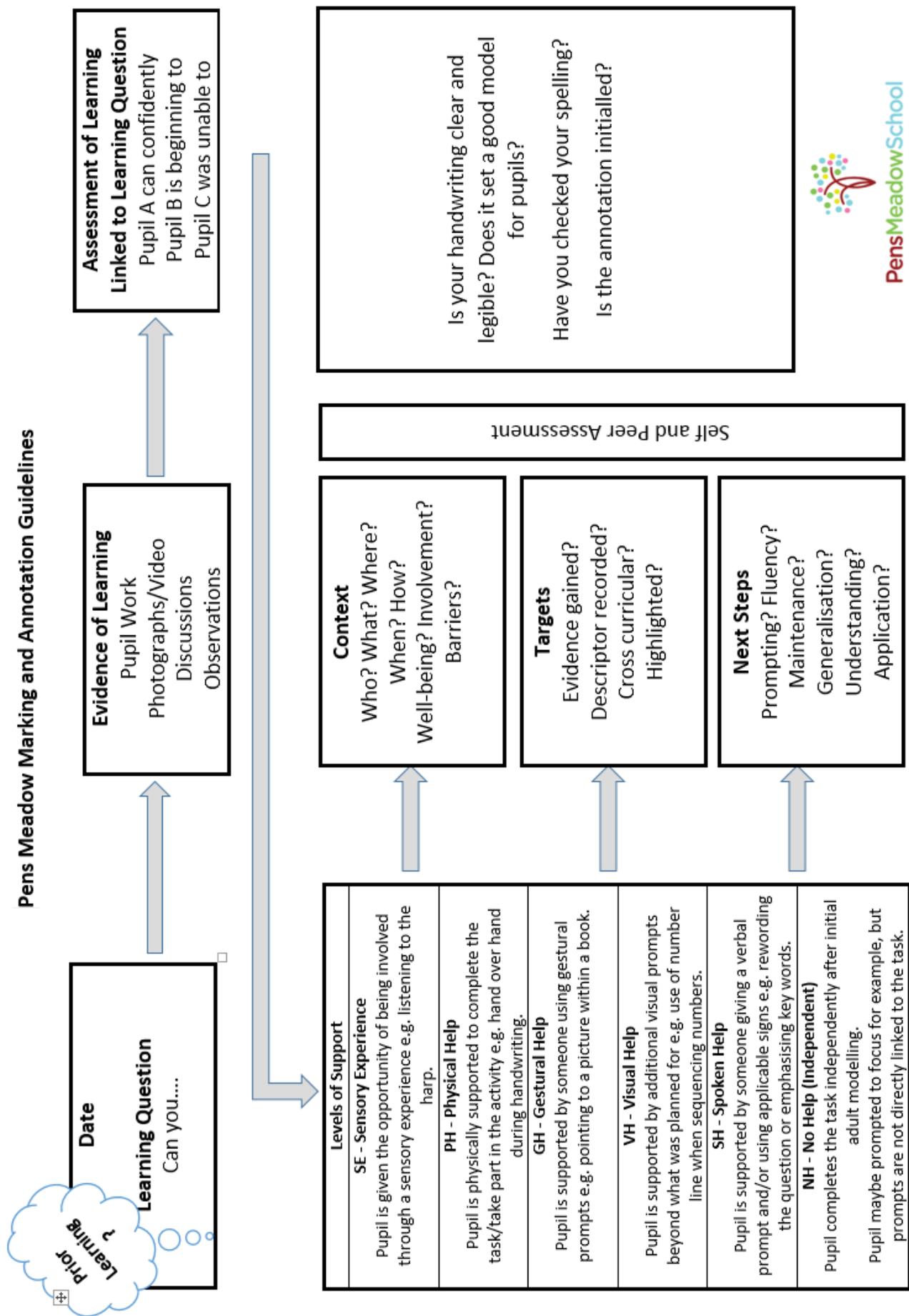
5. Assessment, Monitoring and Review

In order to ensure consistent implementation of this policy a range of moderation exercises, book trawls and lesson observations take place. These form part of the schools monitoring and assessment cycle and are conducted by a range of stakeholders including class teams, SLT and governors.

6. Implementation and Review

This policy will be reviewed in line with the school's review cycle.

Pens Meadow Marking and Annotation Guidelines



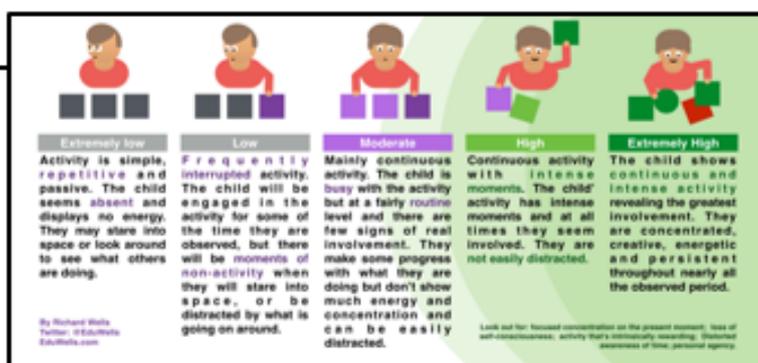
Planning for Next Steps

Prompting	Learners complete tasks independently									
	from dependent to independent									
	The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
CSD Scale (Continuum of Skill Development)	1	2	3	4	5	6	7	8	9	10

Fluency	Learners reach a level of mastery combining speed and accuracy.									
	from approximate to accurate									
	The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
CSD Scale (Continuum of Skill Development)	1	2	3	4	5	6	7	8	9	10

Maintenance	Learners maintain competency over time through repetition. They remember how to do a task after a break.									
	from inconsistent to consistent									
	The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
CSD Scale (Continuum of Skill Development)	1	2	3	4	5	6	7	8	9	10

Generalisation	Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
	from single context to many contexts									
	The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.			The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.			Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	
CSD Scale (Continuum of Skill Development)	1	2	3	4	5	6	7	8	9	10



When acquiring new subject based knowledge or working towards an individual target (EYFS/DAPA), pupils often need this process broken down into smaller steps. Achievement towards each next step helps to build evidence of a pupils understanding and skill level, often over a period of time.

Next steps may also address barriers to learning such as focus and concentration or extend knowledge by applying mastered skills in different situations or contexts for example.

Next steps may be short term or focused on over a more prolonged time span.