



**PensMeadowSchool**

*Living, Growing, Learning*

# Marking, Annotation and Feedback Policy

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NOVEMBER 2018

NEXT REVIEW DATE: NOVEMBER 2020

Staff Responsible: Michal Pawlowicz

### 1. Policy Statement

This policy is designed to support the marking, annotation 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, learning, teaching and assessment. Through a regular and consistent approach, we are able to assess what pupils have learnt, how they have learnt and what their next steps need to be.

### 3. Aims

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

- Assess pupils progress 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 Progress and Attainment (DAPA) targets and relevant accreditation criteria.
- 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. At Pens Meadow these are written as a 'Learning Question'. At Post 16 clear objectives that focus on the knowledge, skills or understanding linked to units for accreditation are identified.

#### 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. Outcomes can be differentiated in a variety of ways including activity, level of support, level of questioning, and expected length of focus/engagement for example.

#### 4.3 Questioning

Questioning is used in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions can allow the teacher and support staff to build up knowledge and

information about the pupils understanding and misconceptions. 'Processing' 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.

#### 4.4 Observation

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, whereas others may be incidental. Observational evidence is recorded in pupil exercise books, evidence folders and/or learning journeys. At Post 16 evidence sheets are written as witness statements for accreditation. At Entry 1 (Asdan Personal Progress OCR Life and Living) the Continuum is used to assess stage of achievement. A similar five stage progression has been identified to allow staff to record progress towards Entry 2.

#### 4.5 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.

#### 4.6 Marking and Annotation

Pens Meadow use a consistent system and marking code when annotating pupils work. This is outlined in Appendix 1.

Evidence of pupils work can be in many forms including written adult observations, photographs, video clips or book tasks for example. All evidence of learning should be accompanied by an adult comment.

#### 4.7 Next Steps

When acquiring new subject based knowledge or working towards an individual target (EYFS/DAPA/ACCREDITATION), 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. See Appendix 2.

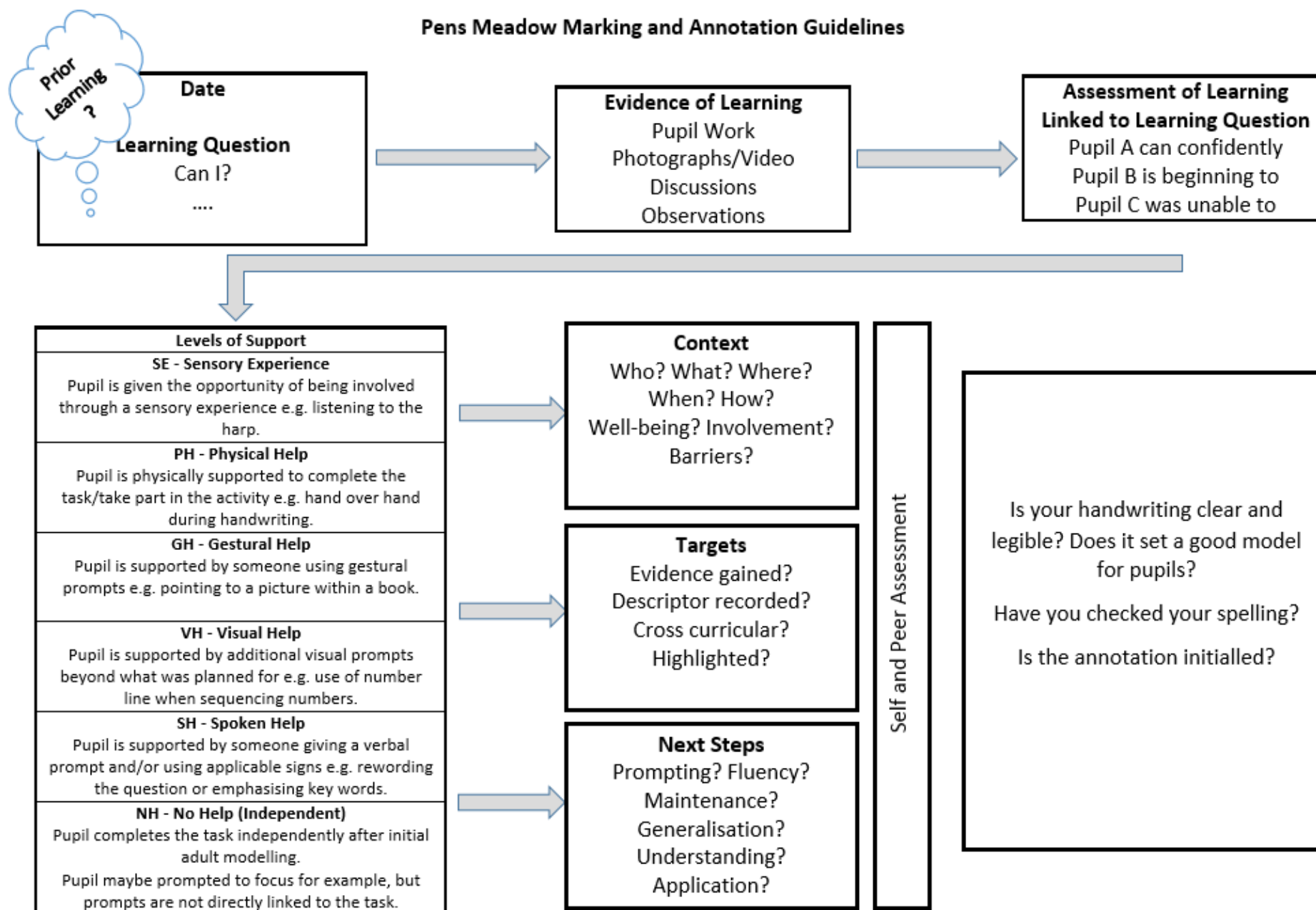
### 5. Assessment, Monitoring and Review

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. At Post 16, all accreditation is moderated before sending for external assessment.

### 6. Implementation and Review

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

**Pens Meadow Marking and Annotation Guidelines**



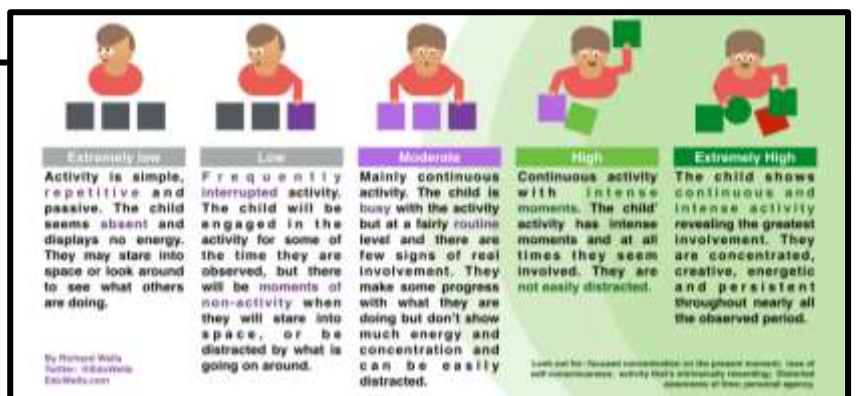
## Appendix 2 – Planning for Next Steps

Prompting	<i>from dependent</i>									
	Learners complete tasks independently									
										<i>to independent</i>
	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	<i>from approximate</i>									
	Learners reach a level of mastery combining speed and accuracy.									
										<i>to accurate</i>
	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	<i>from inconsistent</i>									
	Learners maintain competency over time through repetition. They remember how to do a task after a break.									
										<i>to consistent</i>
	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	<i>from single context</i>									
	Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.									
										<i>to many contexts</i>
	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



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