



**PensMeadowSchool**

*Living, Growing, Learning*

# Marking, Annotation and Feedback Policy

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NEXT REVIEW DATE: JUNE 2025

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## **Disclaimer**

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable.

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**This policy should be read in conjunction with the EYFS – KS4 Assessment Policy and the Presentation Policy.**

**This policy is supported by the marking key, which is displayed in classrooms and used by all Leaders of Learning.**

## **Introduction**

At Pens Meadow we understand that marking and feedback are integral parts of the teaching process and are vital to close the gap between what pupils know and what they do not know. By marking with the pupils and giving immediate feedback, pupils are able to begin to develop the skills which will enable them to reflect on their successes and areas of development.

At Pens Meadow we understand that quality feedback is vital to pupil progress and due to the complex range of learners in school, needs to be:

Meaningful – appropriate to the development levels, age and subject being taught.

Manageable – proportionate to the task, developing pupils understanding through modelling, immediate verbal feedback, or guided practice to address misconceptions.

Motivating – supporting pupils to make progress through relevant and motivating feedback which encourages them to reflect and make progress.

## Pathways

### Holistic Pathway

Pupils who follow the holistic pathway at Pens Meadow are working below the pre-key stage standards of the National Curriculum and are not engaged in semi-formal subject-specific study.

#### Goals for the lesson

At the beginning of each learning experience these pupils have the learning objectives explained to them verbally using symbols and objects to support their understanding. These may be shared to the whole group or individually to each pupil dependent on the learning taking place.

#### What did they achieve?

Whilst working with pupils, Leaders of Learning verbally share successes throughout the session. At the end of the session, learning and engagement is recorded using Evidence for Learning. This includes an in-depth half termly observation in each subject area focusing on engagement levels in an area of learning. These observations support moderation and inform IEP reviews.

#### Moving learning on

Due to the development levels of pupils on the Engagement Model, most modifications and support is given immediately. Through reactive daily planning, pupil's engagement is monitored and adapted as a result of daily observations and staff reflection.

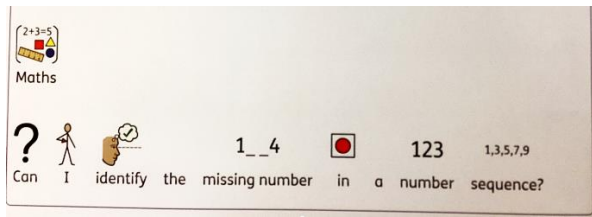
### Semi formal (sensory pathway)

Pupils who follow the semi-formal (sensory) pathway are accessing the semi-formal curriculum but are working below the pre-key stage standards of the National Curriculum. To support these pupils learning styles, marking and feedback for these pupils is formed using both the system for the holistic pathway and the one for the semi-formal pathway.

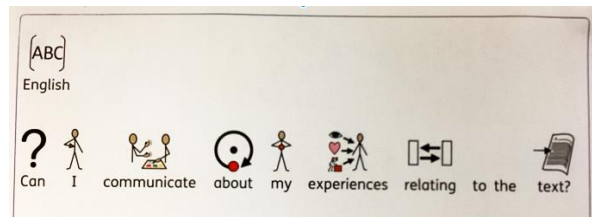
### Semi-formal Pathway

#### Goals for the lesson

At the beginning of lessons, learning objectives, written as learning questions are shared with pupils. This ensures that pupils are aware of what their goals are and how to be successful developing their knowledge, skills and understanding during a lesson. Learning questions are printed out using InPrint and displayed during the lesson to ensure that all staff and pupils are aware of identified objectives and success criteria. These questions may focus on knowledge, skills and understanding to ensure that by the end of a sequence of lessons pupils are able to know more, remember more and do more.



Example of Maths Learning Question.



Example of English Learning Question.

### Moving learning on

Throughout the lesson, staff allocated to teach pupils give feedback on their achievement. This may lead to a mini plenary or bringing pupils together to remodel teaching dependent on the observable performance. At the end of the session, progress towards Learning Questions and success criteria is recorded on the marking stickers. This is completed through reflection with the pupils using language appropriate to their development levels and supported with symbols. All Leaders of Learning promote children's self-assessment throughout this process. This ensures that all feedback is immediate and related to observed performance.

Date:		Whole class		Small Group		1:1		
Staff Name:		SE	PH	GH	VH	SH	I	
Genre: Character Description		Text: Monkey Puzzle–Julia Donaldson						
Can I explore sensory materials and objects relating to the book?								
Success Criteria						E	G	S
Explore sensory materials relating to animals in the book.								
Show an interest in objects relating to the book.								
Begin to select an object from a choice of 2 when asked, "Find elephant," etc.								

Example of English learning grid.

Date:		Whole class		Small Group		1:1		
Staff Name:		SE	PH	G H	V H	S H	I	
Focus: Place Value								
LQ: Can I count backwards from ten?								
Success Criteria						E	G	S
I can count backwards from 10 to 0 by rote								
I can count backwards starting from numbers within 10								
I can fill in missing numbers counting backwards from 10								

Example of non-English learning grid.

### Moving learning on

Throughout lessons, staff work with pupils to address their misconceptions. Any further implications for learning identified through formative assessment are then planned into the following lesson. This means that planning at Pens Meadow is reactive, and 'in the moment', assessment is timely and frequent to support the pupils to make progress.

When pupils are working within their zone of challenge, they will make a range of errors and mistakes.

Where pupils make errors, this demonstrates that the pupil has not yet mastered or understood the learning and will need intervention through a range of strategies to address the misconception.

- Where pupils make mistakes, these are identified and self-corrected by the pupil. Any mistakes or errors corrected are noted on pupil's work where appropriate.
- Pencils are used to correct errors in maths, art , diagrams, graphs etc and purple polishing pens in all other subjects.

## Role of Adults

All Leaders of Learning mark within the lesson, ensuring that pupils are given feedback at a level appropriate to their development. Verbal feedback supported with symbols is embedded in each lesson and celebrates successes tailored to the success criteria as well as identifying next steps. Where appropriate pupils are encouraged to reflect on their own work developing self-reflection skills at each step of the learning process.

Where pupils have met steps within the Development Documents, in maths and English, this is dated on the learning grid at the back of the book and shared with the pupil to demonstrate progress made.

## Marking at Pens Meadow

- Marking is completed by the Leader of Learning working with the pupil during the session.
- Marking is completed using a blue or black pen.
- Levels of support are recorded in the table. See below for definitions of the codes used.
- If a pupil achieved their success criteria, then the LQ: of the learning question is highlighted green to show that the LQ has been achieved. Eg. LQ: I can match an object to a story I have heard.
- Where a pupil has exceeded the LQ or a surprising wow moment related to IEPs, EHCPs or learning is observed this should be recorded with a comment by the sticker.
- Where pupils have completed an aspect of a target on the Development document sheet this is recorded by using a T in a circle at the end of the piece of work. Progress may be evidence in a cross curriculum work as well as in a specific subject. This is then dated on the learning grid for the Development Document Step in the back of the maths, English and science books as appropriate. See appendix 1

## Levels of support

The following levels of support are highlighted on the learning sticker.

SE	Sensory Experience	Pupils is given the opportunity of being involved in a sensory experience e.g. listening to a harp.
PH	Physical Help	Pupil is physically supported to complete the task/ take part in the activity for example hand over hand in a handwriting activity
GH	Gestural Help	Pupil is supported by somebody giving gestural prompts for example pointing to a picture within a book.
VH	Visual Help	Pupils is supported by additional visual prompts beyond what was planned for e.g. use of number line when sequencing numbers
SH	Spoken help	Pupils is supported by a someone giving a verbal prompt and/or using applicable signs e.g rewording the question or emphasising key words
I	Independent	Pupil completes the task independently after initial adult modelling. Pupils may be prompted to focus but prompts are not directly related to the task.

## Annotations

Annotations are recorded next to the sticker in the book. They are specific to the learning and provide evidence towards the success criteria. They should be different to the information recorded on the marking label. Where staff have supported misconceptions (errors) or marked and identified mistakes this should be noted in the annotations or marking.

## Photographs

Photographs must show learning and are annotated to give the learning context. This may be in pupil's books or in Evidence for Learning dependent on the pathway the pupil follows.

## Videos

Videos capturing pupils learning are annotated either in pupil's books or in Evidence for learning. Where a video is in Evidence for Learning, but the pupils have a book for their learning, a V in a circle needs to be annotated and the video saved with the corresponding date.

## Pupil Voice

If a pupil is asked a question and gives an answer the question should be summarised, and the pupils voice should be recorded verbatim after a speech bubble.

Occasionally, a pupil may say an answer that is different to what they have written, for example writing 5 and saying 6, giving meaning to marks they have made or orally explaining a response to a question. Their speech is recorded verbatim with a speech mark first to demonstrate that it is the pupil's voice.

Where a student is working with symbols this is recorded by a vertical rectangle and then the symbol they gave.

## **Marking pupil's work**

See appendix at the bottom of the document.

Correct answers are marked with a tick and when they are incorrect a dot. When the misconception has been corrected, either underneath or next to the original answer, the dot is left, and the correction is marked with a tick. Any errors should be left and not rubbed out.

If pupils have made one or two mistakes but appear to understand the concept, corrections are completed when the work is marked as part of the lesson. When pupils make a couple or few mistakes, staff intervene and annotate work with codes to show where interventions took place. Where it is too late to intervene, the work is left and started again, with support, on the next page in the book.

If students are making consistent errors and have two or three incorrect answers due to misconception, these students will need to recap learning and try again with scaffolding. This is down to the judgement of the Leader of Learning working with them.

Work is annotated using the level of support codes at the point of intervention where there is a change in main support level eg a student does 3 sums with SH and then 1 with independence. The sticker is ticked with the code that records the most used level of support e.g. the pupil worked with VS for the majority of the time.

## **Reversals**

Reversals are corrected when pupils are learning correct letter formation at Step 10 or above on the Handwriting Development Document.

Reversals for graphemes and digits are corrected in writing and maths where a pupil can correctly form the shapes.

Reversals are modelled using a yellow highlighter/ felt tip with a start dot on each shape and a directional arrow on first two shapes. Each shape is modelled five times for the pupil to write over. Pupils must complete the handwriting intervention practice with an adult to prevent overlearning misconceptions.

## **Spellings**

Spellings are corrected once pupils are able to spell key words or use a word bank to support their writing, accessing phonics phase 3 or above.

Where a pupil has misspelt a tricky word that they have learnt or copied off a word bank they practise this word at the bottom of their work by writing it three times. The word must be modelled by an adult with modelling and explanation of the mistake prior to writing it.

### **Behaviour**

If a pupil is displaying behaviour that is inconsistent with them being in their just rightness and is unable to access their learning this behaviour should be recorded using the school systems and processes for Behaviour for Life and Learning. As this is not an assessment of the pupil's performance it is not noted in the pupil's books. However, a B in a circle needs to be annotated by the marking label.

### **Handwriting**

Comments in books should be written modelling the kinetic letters handwriting scheme. Writing should be clear, legible, and set a good role model for the pupils. It is important that pupil's names are spelt correctly, and that grammar and spellings are checked for accuracy.

### **OCR Accreditation**

Pupils in year thirteen have accreditation evidence completed for maths and English. In Year Fourteen pupils are accredited in Home Management (catering) and Art or World of Work (horticulture).

Once work has been identified for accreditation the OCR form for the unit needs to be completed with two- three pieces of evidence per learning objective.

### **Work related learning (It is the responsibility of the lead for WRL to ensure these are completed)**

For pupils who are completing work related learning, a summative assessment baseline and end point assessment is completed at the beginning and end of the experience. This scores pupils PSHE levels on a scale from 1-6.

A weekly evaluation is then completed grading their PSHE scores for the session alongside evaluation notes and outstanding accomplishments. This information feeds into the pupils end point assessment scales.

### **Forest school (This is the responsibility of the forest school HLTAs)**

For pupils who are completing work related learning, a summative assessment baseline and end point assessment is completed at the beginning and end of the experience. This scores pupils PSHE levels on a scale from 1-6.



A weekly evaluation is then completed grading their PSHE scores for the session alongside evaluation notes and outstanding accomplishments. This information feeds into the pupils end point assessment scales.

A floor book is then completed demonstrating the coverage and learning for the group.

## Reading

A record of pupil's reading is kept in reading folders. At Ridge Hill this is a class folder and at Pensnett is in reading groups. Records are kept for pupils changing reading books and when they are heard read in groups or 1:1. For pupils reading in phonics groups on Thursday and Friday these records are kept in folders in their phonics groups.

## Floor books

For pupils up to Year 10 floor books are used to capture learning in design and technology, food technology, horticulture, Religious Education, ICT, Physical Education and Music. These books have a marking label clearly stating the Learning Question and success criteria at the top. They then have examples of pupil's work, photographs, pupils voice, annotations. These pages can be shared with the pupils and their reflections added. These can be added with post it notes and floor books should be a working document.

## Next steps

The Continuum of Skill Development can be used to support the pupil's journey to mastery with their skills and understanding. This continuum demonstrated the developmental stages that pupils move through to reach mastery.

Encounter (Emerging)	Engaged (Emerging)	Gaining	Mastered (Secure)
<p>The learner is provided with support throughout the task. Support may be in the form of physical, gestural, or spoken help.</p> <p>The skill is approximate, and the learner's behaviour needs considerable shaping in order to complete the task.</p> <p>The skill has been observed on a single occasion only.</p>	<p>Support is still provided but there is a reduction in the level of frequency of prompting given.</p> <p>The learner's performance is increasingly purposeful and co-ordinated, but it is not yet sufficiently accurate to effectively accomplish the task.</p> <p>The skills are observed on more than one occasion but only intermittently.</p>	<p>The task is completed with minimal prompting.</p> <p>The learner performs independently but this needs consolidation in order to become consistent.</p> <p>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.</p>	<p>The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.</p> <p>The skill is smooth, swift and accurate. No further refinement is needed.</p> <p>The skill is consolidated and maintained over time. It is remembered after a break.</p> <p>Skills are reliable demonstrated in different settings or</p>

<p>The skill is demonstrated in a single setting or context, with limited stimuli materials and with the same staff.</p>	<p>The skill is repeated but with some variation in setting, contexts, materials or staff.</p>	<p>The skill is reliably repeated but may need refreshing after a break.</p> <p>The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.</p>	<p>contexts, with different stimuli or materials and with different staff.</p>
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## Monitoring

Pupils progress is monitored through book scrutinies, moderation, and deep dives. Marking, and feedback have an important part in triangulating evidence and staff teams will be given feedback following evidence collection.

Reading

Name:

Year Group:

Year Completed:

Pathway: Semi formal/ Sensory.

Step 1	Evidence Dates	Date completed
<p><b>Step 1.1</b> Encounter and passively accept object cues related to the sequence of events in the text.</p>		
<p><b>Step 1.2</b> Encounter and passively accept tactile and multi-sensory experiences related to the text <u>e.g.</u> sound, visual stimuli, taste, touch, smell.</p>		
<p><b>Step 1.3</b> Show intermittent reactions and emerging awareness of tactile and multi-sensory activities related to the theme of the text.</p>		
<p><b>Step 1.4</b> Begin to demonstrate consistent responses to co-active exploration of a range of familiar multi-sensory media.</p>		

### Marking Key

Please mark in blue or black ink



Correct



Incorrect



Highlight L.Q. if pupil has succeeded all their success criteria.



Speech bubble to record student's voice – write the exact words the pupil used.



Symbol to record student's voice – write the symbol given.



Work shows evidence of having met the target. A corresponding date needs to be written on the development tracker at the back of the book



Marking label needs to be annotated with the V and the corresponding video needs to be uploaded.



Behaviour has prevented work being completed at the time of task. If completed later complete assessment sticker and B will show completed at a later time.



Worked marked by a non-regular supply.

Tricky words spelling |

x3 modelled to copy underneath

Digit or letter reversals

x5 modelled to overwrite 3

SE	Sensory Experience
PH	Physical Help
GH	Gestural Help
VH	Visual Help
SH	Spoken Help
NH	No help needed/ Independent

E	Emerging Skills
G	Gaining Skills
S	Secure