



Riverside Community Special School

Marking and Annotation Policy and Guidance

This policy was drawn up as a result of our desire to ensure that pupils and staff understood and could see, pupil progress over time. We believe that direct comments to children, about their work, along with purposeful marking of the product will form the basis of a dialogue between the adults in the classroom and the children, leading to more effective teaching and learning. No person shall be treated without due regard for their feelings and individuality, regardless of gender, trans-gender, race, culture, belief, sexual orientation, disability or exceptional need.

Aims:

To enable teachers/practitioners to facilitate children's learning by promoting thinking skills.

To enable teachers/practitioners to evaluate the effectiveness of their teaching and to plan appropriate future learning experiences.

To meet the statutory requirements with regard to reporting to parents on progress, attainment and achievement.

To ensure efficient communication about pupil progress, during lessons, between teachers/practitioners.

Marking and assessment during the lesson should look like this:

- There should be opportunities for prompt and regular written or oral dialogue between adults and child
- Every child should have at least 1 meaningful interaction with an adult about their work that is recorded during the lesson.
- Adults are clear about learning objectives at the beginning of any learning activity
- Children are clear about what they are learning about at the beginning of any learning activity
- Adults provide constructive suggestions about ways in which children can improve their work, as appropriate.
- Adults agree the next step/target with the child as appropriate
- Adults are selective about aspects of work commented upon
- Adults comment on positive aspects of work and recognises effort as well as quality of work
- Adults use the information gained to inform future planning

- Children are encouraged to comment on their own work before it is marked by an adult
- Children are given time to act upon feedback given
- Adults use appropriate questioning to maximise learning
- A code will be used to show pupil progress at the time of the interaction: A= achieved, R= revisit (annotation on photo evidence should be done on a label to be attached to the photo once printed)
- A short sentence can be added to detail any discussion, including any issues around pupil engagement or re-teaching of skill.
- Staff will date and initial the piece of work.
- Annotation can be added to if the pupil achieves the objective at the end of the lesson.

Guidance on recording progress towards IEP targets:

KS2: Mathematics and English targets are placed inside the front cover of books/files. Each target is broken down into manageable steps and highlighted accordingly, to show which steps are being worked on during the current period.

Evidence towards the step is found by date on the target sheet, and appropriate comments attached to the piece of work.

KS1/Early Years: will use Learning Journal type recording in line with best practice.

Practice Review

The practice of annotation during lessons and recording of progress towards IEP targets will be reviewed through learning walks, Leadership and Management drop ins and staff meetings.

Policy Review: May 2019