



Marking and Annotation Policy.

Cited by	Review date
Lorraine	March 2024

Contextual Information

Park Lane School forms part of Cheshire East LA'S provision for pupils with severe and complex learning difficulties, which includes pupils with additional physical and sensory impairment as well as those pupils with Autism Spectrum Condition and those who have additional medical conditions. . The school is situated within Cheshire East with a catchment area that includes Congleton, Wilmslow, Knutsford and Poynton. There are currently 95 pupils aged from 2-19. There is a very small percentage from ethnic minority backgrounds.

Mission Statement

Partnership, Learning and Success for All.

Rationale.

Feedback to pupils is essential in ensuring they know they have done good work, tried hard, achieved or exceeded their learning or personal targets. Feedback in Park Lane school is given in a number of ways including verbal praise, written comments, photographs, certificates, rewards, stars, house points and merits.

Written annotation on pupil work is a means of giving pupil feedback on their learning, progress and achievements as well as providing teaching staff with a means of assessing pupil progress and planning the next learning steps for pupils. It is essential that annotation is used consistently across the school so that it forms a tool in assessing and planning each pupil's learning outcomes.

Aims.

To ensure all pupils are challenged and aspirations for all pupils are high.

To ensure pupil's achievements are celebrated.

To support pupil learning and to provide them with clear support in their next steps in learning

To ensure marking and feedback is clear, useful and relevant to the pupils.

To be a tool in raising pupil self-esteem.

To provide a means of assessing pupil progress and in planning for pupil's next steps in learning.

To have a clear system of marking and annotation that can be used by all staff.

Preparation for Adulthood.

“Preparation for adulthood is not something we should only think about at school transitions such as the end of each key stage or post-16 planning. Preparation for adulthood should be a continual process for the child and young person that happens at the end of each lesson, topic, unit of study and school day.”

Guidance.

This guidance is to be used alongside the school Teaching and Learning Policy.

Written annotation should be used on all pupil work that is recorded including work recorded using symbols and photographs. In particular annotation should be evident on all recorded work in English and Mathematics.

Annotation should be:

Clear

Legible.

Written in purple ink

Related to pupil’s individual learning targets or lesson objectives.

It should focus on pupil progress and achievement.

Positive and supportive, recognising what the pupil has achieved or tried hard to achieve.

The written comments should be shared with pupils using communication methods that ensure pupils have maximum opportunity to understand what is being said to them. Each teacher can use a personalised stamp to share with pupils and record that pupils have received feedback

It should involve individual pupils in identifying their own achievements where appropriate.

The table below shows the Standard Annotation Codes for Park Lane School

Code	Use of Code in Annotating Work.
I	Independent-work was completed without any help including gestures.
VP	Verbal prompt-pupil was given verbal/signed instruction as to what to do.
GP	Gestural prompt-pointing or gesturing as to what to do
PP	Physical prompt-specify degree of physical support given to pupil (e.g. hand over hand, physical support at elbow.)

CO	Choice of-pupil given a choice of equipment (e.g. choice of 2,3,4 symbols)
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Review of Policy

The policy will be reviewed bi-annually. Copies are available in the main office or reception area.