

Sheringham Woodfields School



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Registered Charity: Friends of Sheringham Woodfields School - 1127142

ANNOTATION AND FEEDBACK POLICY

Approved by SLT: 21 st February 2023	Approved by Staff: February 2023	Approved by Governors: 22 nd March 2023
Next Review date: Spring 2025	Person(s) responsible for review: SLT	

Rationale:

- To provide high standards of teaching to promote pupils' learning and progress.
- To ensure that feedback and annotation is consistent across the school.
- To clearly communicate to pupils what they have learned and where appropriate where they need to progress to next.
- To celebrate with pupils what they have done well and to share this with others to support and motivate.
- To ensure that we can clearly demonstrate progress over time for every pupil.
- To inform the planning of Teaching and Learning

Principles:

- Annotation and feedback are parts of every lesson/learning activity.
- All staff are expected to use feedback during lessons.
- Feedback should be appropriate to the needs of the pupil and can take many different forms.
- All staff are expected to support the class lead in completing annotation of work.
- We acknowledge that many of our pupils are unable to read or comprehend the annotation on their work.

Annotation

Annotations of pupil's work and learning are recorded on our online assessment platform Evidence for Learning (EFL). Annotations are recorded in a comment template and must include:

- **Activity**
- **Observations** (which must detail pupil specific observations linked to their individual learning outcome(s) for that session or activity)
- **Support Given**, using the following abbreviations:

NH No help

SH Spoken help

GH Gestural help

PH Physical help

- **Recorded by** (the initials or name of the person who has recorded the entry).

Alternative comment templates are allowed, provided the above areas are covered.

All work is then tagged with relevant subject specific or informal learning areas and linked to EHCP outcomes or Personal Learning Goals (PLGs) where appropriate.

Learning opportunities are assessed in line with the appropriate framework for the class. These include the Engagement Model and our own framework which encompass elements of the Differentiated Early Years Outcomes, National Curriculum Attainment Targets and Rainbow Continuum.

All evidence and annotations on EFL are used by class teachers to inform next steps for teaching and learning.

Feedback:

Feedback is the way the adult communicates with the pupil throughout and beyond the lesson to recognise and consolidate their learning by:

- Communicating with the pupil what they have learned.
- Checking and reinforcing the learning that has just taken place.
- Challenging the pupil through further questions.
- Helping the pupil to recognise and celebrate their own and others success.
- Creating high expectations.
- Supporting pupils in understanding how to improve their work.
- Supporting pupils in understanding their next steps in learning.

Feedback to pupils will occur through a variety of ways across the school including:

- 1:1 verbal feedback.
- 1:1 use of signs or symbols.
- Self-assessment during plenaries.
- Staff sharing successes during plenaries.
- Peer group/class celebration.
- Certificates.
- Assemblies.
- Sharing good work with other staff (including SLT).
- Sharing good work with parents.

Monitoring and Evaluation

This policy is monitored and reviewed by:

- Class leads as part of their self-evaluation of their own teaching.
- Through regular work scrutiny by the SLT.
- Through discussion at progress meeting by class leads and their peers.
- Through analysis of pupils' progress through assessment.
- During lesson observations and learning walks.
- With class leads as part of their Appraisal.