

Sheringham Woodfields School

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Registered Charity: Friends of Sheringham Woodfields School - 1127142

ANNOTATION AND FEEDBACK POLICY

Approved by SMT: 23 rd November 2020	Approved by Staff: 30 th November 2020	Approved by Governors: 2 nd December 2020
Next Review date: Autumn 2021	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 ensure that we can clearly demonstrate progress over time for every pupil through work books, folders and portfolios.

Principles:

- Annotation and feedback are parts of every lesson/learning activity.
- All class based 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.
- Feedback is part of the school's wider assessment process.

Annotation

At a minimum, annotation on pupils' work (in books, folders, etc) will include:

- Pupil Name
- Date
- Subject/strand
- Level of support using the following codes:
 1. NH No help
 2. SH Spoken help
 3. GH Gestural help
 4. PH Physical help
- A description of the task or activity
- A description of what the pupil was learning

- Indication of whether feedback was given to the pupils.

A printed stamp is available for classes who wish to use it with the above areas on it (see appendix 1).

Alternatives are allowed provided the above areas are covered.

For our more able pupils written annotation may include what the pupil needs to improve upon. Opportunities should then be given for them to achieve this.

EYFS recording is done on Tapestry.

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.

Appendix 1: Annotation stamp used on pupils'

EVIDENCE	
Pupil:	
Date:	
Subject/Strand:	
Level of Support: NH /SH / GH / PH /	
Task/Activity:	
.....	
The pupil was learning to	
.....	
.....	
.....	
.....	
Feedback given to pupil: YES / NO	