

# Marking, Annotation and Feedback Framework at The Milestone School



## Intent:

The intent of marking, annotation and feedback is to enhance learning, and evidence progress through:

- providing accessible feedback to pupils on what they have been learning – identifying and praising areas of strength or success
- building pupils' self-esteem, resilience and value in their efforts
- drawing pupils' attention to what they need to improve and how
- developing pupils' awareness and ability to evaluate and reflect on their learning
- developing awareness and ability to identify next steps in their learning, for both pupils and staff (teachers, LPs).
- providing a means of monitoring, recording and evaluating pupils' progress and achievement against their learning outcomes
- ensuring pupils, where possible, understand the meaning of any symbols used in responding to their learning and their purpose
- ensuring that a dialogue is created with pupils, so that questioning and feedback is encouraged

## Implementation:

Each piece of learning is marked and annotated. Where possible, pupils are involved in this process and have an understanding of any feedback provided. Due to the varying needs and abilities of the pupils, marking, annotation and feedback are individual to each pupil. Marking, annotation and feedback in each Phase is outlined below:

### Marking, Annotation & Feedback in Phases

EYFS pathway (Reception – Year 1)	PMLD (L1-3)	Complex needs/ASD (L4-6)	Semi-Formal/Formal (L7-16)																																																									
<p>In EYFS, we make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning. This creates a cohesive and efficient system, informing planning relevant activities and opportunities for each child.</p> <p>Feedback is immediately given to a child through verbal and visual praise and recognition and marking and annotation is completed by:</p> <ul style="list-style-type: none"> <li>- Observations</li> <li>- EFL recording of evidence/photographs/statements</li> <li>- Annotated photographs</li> <li>- Child initiated learning</li> <li>- Snapshots of significant achievements</li> <li>- Celebrations of special events (at home, or in school)</li> <li>- Quotes from the child</li> <li>- Comments from the parents/carers</li> </ul> <p>Teachers will evidence 2 areas a week, as identified on the termly evidencing schedule.</p>	<p>Pupils working on the Engagement Model require detailed annotations in order to populate the pupil's individual Engagement Model profile. Annotations support progress against learning outcomes and intentions.</p> <p>Annotations and accounts completed as part of assessment for pupils on the Engagement Model should include:</p> <ul style="list-style-type: none"> <li>- Date and time</li> <li>- Direct link to the learning intention</li> <li>- Reference to other media e.g. photos, videos ...</li> <li>- Reference to the areas of the Engagement Model observed e.g. this may be more than one for each annotation</li> <li>➤ <b>Contextual information:</b></li> <li>- Location and environment</li> <li>- Support provided</li> <li>- Activity – session, stimulus, familiarity ...</li> <li>- People – who they were with and their familiarity to them (adults/staff, children/peer)</li> <li>- Mood/feelings of the pupil</li> <li>- Extenuating factors</li> <li>➤ <b>Ideas for next steps/adaptations</b></li> </ul>	<p>Within the parameters of the TEACCH approach, teachers plan and teach using both structured and kinaesthetic sessions. These are marked and annotated differently. Teachers upload evidence to EFL for each core subject/pathway on a 3-week rolling programme.</p> <p><u>For structured 'work' time</u></p> <p>Staff working alongside pupils will complete annotation sheets alongside completion of daily 1:1 tasks. This will include:</p> <ul style="list-style-type: none"> <li>- Date</li> <li>- Supporting adult</li> <li>- Outcome</li> <li>- Link to strand and level of pathway</li> <li>- Achievement of outcomes</li> <li>- Support provided</li> <li>- Visual structure addressing learning styles:</li> <li>- child's readiness to learn</li> <li>- contextual information linked to the level of support</li> <li>- reference to the engagement model (where pupils require a profile)</li> <li>- Comment against achievement of outcome</li> </ul> <p>Next steps are identified every 2<sup>nd</sup> or 3<sup>rd</sup> piece of learning - these could include:</p> <ul style="list-style-type: none"> <li>- A new outcome</li> <li>- A restructure</li> <li>- Simplifying a goal</li> <li>- Changing materials or visual supports</li> <li>- Adapt the teaching strategy</li> </ul>	<p>When pupils' work is put straight onto EFL it will include the date, outcome and a comment as a minimum. Every piece of completed learning, should be annotated. This will include the following as a minimum:</p> <ul style="list-style-type: none"> <li>- Date</li> <li>- Outcome</li> <li>- Achievement of outcome</li> <li>- Support provided</li> <li>- Next steps</li> <li>- Pupil feedback</li> </ul> <p>Teachers will 'deep mark'/evidence the minimum 2 subjects a week, as identified on the termly evidencing schedule. This may include on an evidence sheet, as below:</p> <table border="1" data-bbox="1706 1165 2864 1988"> <tr> <td><b>Name:</b></td> <td></td> <td><b>Staff Initials:</b></td> <td></td> </tr> <tr> <td><b>Date:</b></td> <td></td> <td><b>Subject:</b></td> <td></td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>Intent</b></td> </tr> <tr> <td>Learning Outcome</td> <td colspan="3"></td> </tr> <tr> <td>Cross-Curricular Learning Outcome</td> <td colspan="3"></td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>Implementation</b></td> </tr> <tr> <td>Context for Learning</td> <td colspan="3"></td> </tr> <tr> <td colspan="4" style="text-align: center;"><b>Impact</b></td> </tr> <tr> <td rowspan="2">Readiness to Learn</td> <td>Engaged</td> <td>Partially Engaged</td> <td>Disengaged</td> </tr> <tr> <td colspan="3">Comment (provision needed to re-engage):</td> </tr> <tr> <td>Achievement of Outcomes</td> <td colspan="3" style="text-align: center;">Pupil Feedback</td> </tr> <tr> <td>E D S G</td> <td colspan="2">Attitude to learning</td> <td>Next step</td> </tr> <tr> <td>Support provided</td> <td colspan="2" rowspan="3">Progress</td> <td rowspan="3"></td> </tr> <tr> <td>WG SG 1:1</td> </tr> <tr> <td>VP (B) VC (U) M PS</td> </tr> <tr> <td>HS AS</td> <td colspan="2"></td> <td></td> </tr> </table>	<b>Name:</b>		<b>Staff Initials:</b>		<b>Date:</b>		<b>Subject:</b>		<b>Intent</b>				Learning Outcome				Cross-Curricular Learning Outcome				<b>Implementation</b>				Context for Learning				<b>Impact</b>				Readiness to Learn	Engaged	Partially Engaged	Disengaged	Comment (provision needed to re-engage):			Achievement of Outcomes	Pupil Feedback			E D S G	Attitude to learning		Next step	Support provided	Progress			WG SG 1:1	VP (B) VC (U) M PS	HS AS			
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<b>ACCREDITATION ASSESSMENT – KEY STAGE 4 PUPILS</b>			
N/A	ASDAN life skills evidencing sheets EfL recording	ASDAN life skills evidencing sheets EfL recording	ASDAN life skills evidencing sheet AQA evidencing sheet Pearson evidence proforma BTEC evidencing proforma DofE evidence

**IMPACT:**

Marking, annotating and feedback enhances pupils' learning, motivation, and overall development. They work together to guide pupils' learning journeys and identify strengths and areas for improvement. By being personalised, clear, and encouraging, it creates an environment where pupils can thrive, offering them the recognition and guidance they need to reach their full potential.

Regular, positive reinforcement, through both marking and annotation, boosts self-esteem, by celebrating small achievements and motivating our pupils. Further, supporting teachers to give differentiated feedback and focus on individualised progress. Marking and annotating identifies next steps in learning and informs teachers' planning and teaching.

Annotations also serve as a form of communication with parents/carers, providing them with a detailed insight into their child's progress.