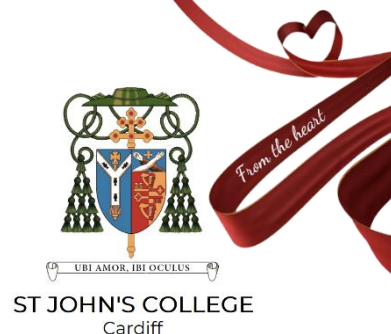# Nursery & Infants Marking Policy

St John's College, Cardiff

NURSERY & INFANTS MARKING POLICY

This policy applies to the following section/s of the School:
Nursery and Infant School

Version: *September 2024*

In the Nursery and Infant School, we want to encourage children to grow in confidence in order to achieve their full potential as they learn and play, and to celebrate their successes and the successes of others around them. Feedback and marking have a particularly crucial role to fulfil in achieving this goal.

Feedback is at the core of assessment for learning in that it acknowledges achievement while at the same time points the way forward for pupils by identifying next steps or improvements. In Early Years, it is often completed orally using carefully planned questions throughout focused tasks or during provision. To be effective, feedback should be made in relation to the learning objectives and/or pupil targets. It must be given in ways that pupils can understand and act upon: it must be positive, clear and appropriate in its purpose, productive in its outcomes and child centred.

All staff support with marking and are responsible for giving verbal and written feedback to the children they have been working with.

Verbal Feedback

Verbal feedback is given a high priority to consolidate, challenge and extend learning and in ensuring that all pupils understand their successes and next steps. All practitioners are an essential part of the process in order to promote active learning and high aspirations. Verbal feedback should give opportunities for pupils to engage in a dialogue and then reflect and/or act upon guidance. Verbal feedback should be specific, accurate and clear; carried out during every lesson and may be acknowledged with a code, question or comment. In the Early Years, the majority of feedback may be oral using carefully directed and considered questions and comments to move the learning forward.

Marking

- Every piece of work should be labelled with the learning objective and marked either by the pupil, teacher or teaching assistant. The exceptions to this are: PSE (Jigsaw) books where there is no expectation for marking due to the personal nature of responses, and phonics where a light touch is appropriate.
- Every piece of work should be dated and initialled by the person marking.
- Green pens will be used for marking.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- The LO should be highlighted to demonstrate understanding. If green is not achieved, a brief comment should be made on specific support given e.g. resources, adult help, reinforcement, extra practise, help to focus or why the pupil was unable to achieve the LO.

	Understanding	Adult speak	Child Speak
Green	Understood Achieved	Super! You understood this!	I did it!
Orange	Partly achieved Some help needed	Nearly got it! You just needed a little bit of help.	I needed some help
Pink	Lots of support Beginning to understand Will need to revisit concept	This was very tricky! We'll look at this again.	This was tricky! I needed lots of help

- Any comments made should be brief and feedback should be linked to the learning objective, success criteria, SPAG, number formation or presentation.
- Oral responses by pupils may be scribed by the teacher on work.
- In practical tasks, field notes may be used to record the Learning Objective.
- It is important for pupils to realise that learning involves making mistakes. In Maths, incorrect answers must be marked with a dot and corrections may be noted with a 'c.' It is often not necessary to rub out incorrect answers but to draw a further answer box to make the correction in. For number reversals, ask the child to practise the number a given amount of times in a suitable place on the work. (This may be linked to age; a 6 year-old would practise the number 6 times.)
- Not all spellings need to be corrected but focus should be given to high frequency words. Similar to Maths, pupils should be given the opportunity to practise the given word a number of times.

Peer and Self Marking
- In formal work, this may be completed in Maths from R5 to R7 where correct and incorrect answers are often clearer to assess.
- Pupils will use pencil (plain or coloured) to Peer and Self Mark.
- Peer and Self Marking may also be completed at the discretion of the teacher on other subjects and when using mini whiteboards.

Codes and Symbols – use as appropriate to the task and age of the child.
- L.O.   Learning Objective
- (VF)   Verbal feedback
- ∿∿∿   Unsure of a pupil's meaning
- (I)   Independent work
- 1:1   One to one support needed
- GW   Group work
- ☺   'I like this' comment
- ®   'Remember to' comment
- ✔✔   To denote particularly impressive aspects of work
- ◯   Circle to indicate position of an error
- c   Correction made
- PA   Peer assessment
- SA   Self assessment
- sp   Spelling to be corrected at the foot of the page
- p   Punctuation error

Self-Assessment - use as appropriate to the task and age of the child.

- Self-assessment is used to help pupils reflect on their own learning and think about how they can improve their work.
- Symbols are used as a way of highlighting specific targets for pupils. These may be linked to the Learning Objective or key literacy and numeracy skills that impact upon the work produced.
- The specific symbols should be discussed as a class before the task is started and attention drawn to them as appropriate throughout the task.

- At the end of the lesson, pupils should highlight how well they think they have achieved the target. This is a taught process and pupils develop in the honesty of their self-reflection.
- Teachers may tick or highlight alongside to show their agreement or assessment of the target

LITERACY

	Letter formation (All)		Write name (N/R5)		Finger spaces (R5-R7)		Use a dictionary (R6/R7)
	Letters on line (All)		Writes sounds they hear (N/R5)		Full stops (R5-R7)		Connectives (R6/ R7)
	Read own work (All)		Appropriate Pencil grip (N/R5)		Capital letters (R5-R7)		Proofread (R6/R7)
							Joined handwriting (R7)

MATHS

	Number correctly orientated (All)		Tens and ones written in correct order (R6/R7)		1 number in 1 box (R7)
	Counting accurately (All)				Used correct operation (R7)