

Nursery & Infants Marking Policy

St John's College, Cardiff

NURSERY & INFANTS MARKING POLICY

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

Infant School & Nursery.

Version: September 2023

(Marking and Feedback is a Development Target for this academic year so practice and process will evolve throughout the year)

All staff support with marking and are responsible for giving verbal and written feedback to the children they have been working with. The class teacher has overall responsibility for ensuring that books, activity sheets and homework has been marked appropriately. Written feedback is for parents, other members of staff and those children who are able to read. Therefore, the most important feedback which is given to the child is often a discussion about the task.

Children are praised verbally and rewards such as stickers, a choice of activity and certificates of achievement are used. Children are asked to give feedback on their understanding using a variety of strategies including traffic lights, thumbs up and colouring the smiley face.

Children are made aware of their targets when the teaching staff talk to them about how to improve their work or skills. Nursery and R5 children use, 'I can' statements to help them focus on the weekly learning outcomes. The children are given verbal feedback on their next steps. Individual written target cards are also used in R6 and R7. These can usually be found attached to the child's desk lid. The children also begin to choose their own target for improvement and this may be PSE related.

Formal work is marked using ticks for correct answers and crosses or circles for incorrect work. In the case of Mathematics, where a correction is required, a new box for the new answer will be used. We believe that it is emotionally healthy for a child to accept that learning involves making mistakes and that this is nothing to be concerned about. We ask the children to correct their mistakes and we may draw another answer box for them to complete. We may dot the answer and give the child the opportunity to self-correct, particularly reversed numerals or letters. The teacher or teaching assistant will also help the children with any corrections and a 'c' may be placed by the correction. This process allows other teaching staff and parents to see if the child understood the work immediately or if they needed help. In R7 'sp' is used to indicate a spelling error for a high frequency word. We do not necessarily correct all spelling errors; it is left to the teacher's judgement to decide which words to focus on. As it can be demoralising for a child to see a page of corrections, we believe it is better to concentrate on learning the correct spelling of a smaller selection of words. Marking may be completed using black or red ink.

The teacher or teaching assistant will usually write a comment on the work marked. This can include:

- a description of the task or learning outcome;
- how much the child has understood;
- the amount of adult support need or if an independent level of working was achieved;
- how to improve and what steps to take next.

We mostly focus on the positive and aim to encourage the children, with written praise such as 'good work' and/or 'Da iawn.' Direct feedback will always be given in a nurturing manner. However, we will also comment on work that we feel does not reflect the child's best efforts or when the presentation of work is messy. We may also comment when a child has had difficulty focusing on the task, as young children's concentration can be variable.

We take photographs as evidence of the learning process. Nursery and R5 have a Learning Outcomes Book which contains photographs, samples of work and observations made by staff relating to the child's current level of working. These books are sent home at the end of the year for parents to keep.