

Nursery & Infants Marking, Feedback and Assessment Policy

St John's College, Cardiff

NURSERY & INFANTS MARKING, FEEDBACK & ASSESSMENT POLICY

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

Version: September 2025

In the Nursery and Infant School, we want to encourage children to achieve their best, and celebrate and praise achievements; feedback, marking and assessment all have a role to fulfil in achieving this goal.

Formative Assessment

Formative Assessment is central to the improvement of teaching and learning and takes place during every lesson. It is informal and ongoing and provides immediate feedback to both pupil and teacher allowing for immediate adjustments to support, challenge or keep on track as well as providing guidance for next steps planning.

Examples in N&I:

- Questioning to check comprehension and identify misconceptions;
- Self-Assessment;
- Peer Assessment;
- Verbal Feedback during and following learning activities;
- Written Marking.

Summative Assessment

Summative Assessment refers to an activity that summarises pupil achievement and attainment at a certain point in time.

Examples in N&I:

- ASPECTS Baseline for Nursery;
- BASE Baseline for R5;
- PiRA (reading) and PUMA (maths) tests for R5-R7;
- Writing Assessments;
- Spelling Tests;
- Monster Phonics Assessments.

Roles and Responsibilities

Summative Assessments are planned for set times of the school year and are normally carried out and marked by the Form Tutors with support from other staff as required.

Formative assessment takes place during learning and all adults are involved with providing feedback to pupils to impact learning.

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

Tracking and Monitoring

Summative data is collected onto tracking sheets and is used to inform future planning and intervention decisions. It is used alongside formative assessments to guide teachers in creating end of year targets in Reading, Writing and Maths.

Infant pupil targets are made according to the following colour-coordinated bands which relate directly to SS scores:

Band	Standardised Score Equivalence
Very Low	<75
Low	75-84
Below Average	85-94
Average	95-105
High	106-119
Exceptional	120+

Pupil Progress Meetings are held three times a year to monitor the progress and attainment of pupils. This discussion and analysis of data highlights pupils who are working at, above or below their predicted targets and who may need further support or intervention.

Reporting

In the Nursery and Infants, pupil targets are for internal use though specific data can be shared with parents on request.

Guidance for Verbal Feedback

In the Nursery and Infants, feedback is often completed orally using carefully planned questions throughout focused tasks or 'Play to Learn' time. All staff are an essential part of the process in order to promote active learning and high aspirations. 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.

Guidance for Written 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.
- 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.

Marking Codes

The following codes and symbols may be used to assist written marking. Use them appropriate to the task and age of the child.

- L.O. Learning Objective
-  Verbal feedback
-  Unsure of a pupil's meaning
-  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

Peer and Self Marking

In the Infants, 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 in other subjects and when using mini whiteboards.

Self-Assessment (use according 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.
- Stampers with the symbols below are used as a way of allocating specific targets to 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)