



Old Town Infant School and Nursery Marking and Feedback Policy

Updated: September 2023

Purpose and Aims

- The sole purpose and aim of marking and feedback at Old Town is to further children's learning.
- Our aim is to offer informative, helpful and supportive feedback to enable our children to independently make their own improvements.
- We want to empower our young learners to be courageous and confident in reaching their potential in every aspect of their learning.
- Where possible children will receive oral feedback with clear next steps to work on immediately or the next lesson.
- Feedback is part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.
- Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Subject Specific Feedback and Marking

All subjects

- All learning will be completed underneath a specific, learning focused intention (LI) with the short date (maths) and long date (literacy and topic).
- Letters will be used to identify the level of support given to children; I – independent, T – worked alongside a teacher, TA – worked alongside a TA.
- If necessary, an additional context can be added onto the LI sticker to give more clarity on teaching and learning.
- If there have been additional scaffolds children have used these will be indicated alongside letter S.
- All learning must be marked using pink and green pens/highlighters. This can either be a tick or highlighted/underlined in the correct colour.
- Correct learning will be pink (proud) and learning that needs to be developed in green (growth).
- Next steps and challenges can be used in green to show children's learning being moved on. Children should ideally have the opportunity to complete this during the lesson or at the start of the next session (including same day intervention).
- All adults working with children are expected to provide feedback and mark learning with class teachers having a secure overview of the whole class. Therefore, there always needs to be opportunities for class staff to discuss progress of individuals or groups at the end of the session.

Example of LI sticker

Maths

20/9/19

LI: To represent numbers on a number line.

T TA I S

Literacy and Topic

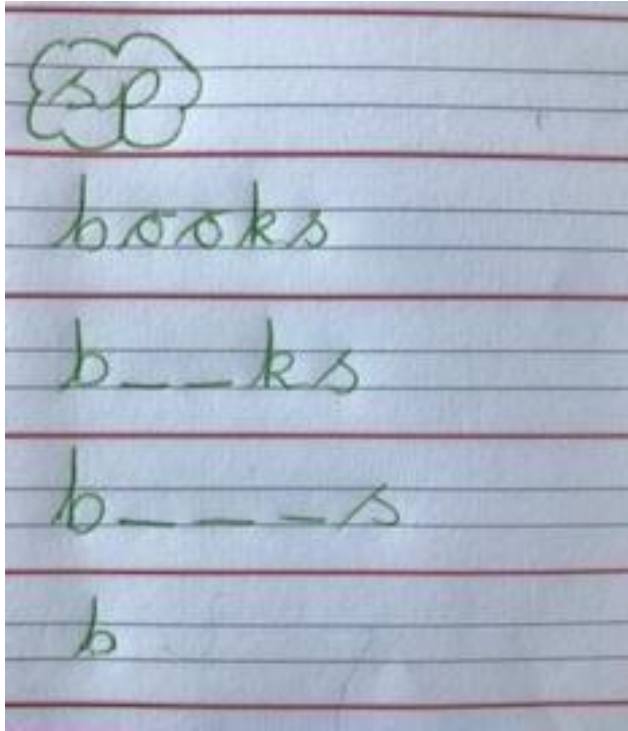
Monday 7th
October 2019

LI: To use was and were correctly.

T TA I S







Literacy and Literacy opportunities in Topic and Science

- Marking symbols will be introduced to children from reception onwards (refer to individual year groups writing progression documents for more information).
- Up to 3 symbols used per piece that link to the learning intention including a symbol in green to identify a next step or challenge. The green symbol will also be added to the top of the next page to guide the child on what to focus on.
- Up to 3 spellings will be identified for children to work on developing. Differentiation here can provide children with different levels of challenge. Children need to be the ones working on improving spelling rather than copying a spelling.
- Marking and feedback will focus around the intention of the lesson as well as basic skills that have been taught in prior teaching.
- Teachers will annotate writing to pinpoint where children are correctly using skills or where improvements need to be.















Marking Symbols



















EYFS

		
write on the line	write from left to right	read your work
		
finger spaces	capital letter	full stop

Year One

			
spelling	write on the line	handwriting	write from left to right
			
read your work	finger spaces	capital letter	full stop
			
edit your work	conjunction	question mark	exclamation mark

Year Two

			
spelling	write on the line	handwriting	write from left to right
			
read your work	finger spaces	capital letter	full stop
			
edit your work	conjunction	question mark	exclamation mark
			
comma	adjective	noun phrase	apostrophe
			
openers	adverbs		