



At St Andrew's, children will be taught to become reflective about beliefs and values, and use their imagination and creativity to develop curiosity in their learning. They will be helped to develop and apply an understanding of right and wrong both in and out of school and be encouraged to take part in activities to develop their social skills. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

Marking and Feedback Policy

Rationale



At St Andrew's Infant School, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal--- and may be given on a group basis as well as an individual one. The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step. Written feedback should be selective, targeted and use precise language; we must dedicate more than adequate time for students to act upon feedback; we must devote time to engage in dialogue with students to ensure they understand what they need to do to improve.

All pieces of work should be marked and the following should always be done:

- All work will be marked with at least one tick to acknowledge it has been read.
- Teacher's marking will relate to the learning objective (WALT) and the child's individual targets.
- Where a teacher gives **verbal feedback** and has a discussion with the child about their work, a verbal feedback stamp will be stamped on the child's work and feedback points will be bulleted briefly.



- **Finger spaces**
- **a and c formation**

- Marking should focus upon the learning objectives for the piece of work when it is marked. For example, WALT use connectives to join sentences – Well done, you have used but, and & so to join your sentences correctly! ☺
- Marking should pick out positive aspects of a piece of work; these will be highlighted in **green**.
- Marking will also highlight areas of weakness or strategies for improvement; these will be highlighted in **pink**.
- Where an adult has supported a child – a note in the margin will be made, 'S' in a circle. S ○
- Where a child has produced a piece of work working with the teacher or Teaching Assistant and has been guided and supported throughout the work piece during the main part of the lesson (as a group) it will be stamped with: 
- Each group should have adult impact in the form of guided work at least one session per week by the class teacher (i.e. the teacher will work with each group of children for English input one guided session each week and one session for maths input, ensuring quality first teaching).
- All other work in books will be assumed to be **totally** independent without any adult input.
- All English and maths books will have a traffic light stamped on each page. Children will colour at the end of each lesson.
 - **RED** means I did not understand.
 - **AMBER** means I am not sure.
 - **GREEN** means I have fully understood and could do this again and have met the WALT.
- We aim to correct a small number of words during a piece of writing when addressing spelling. The incorrect word should be underlined and written below the piece of writing in the margin for the child to write out 5 times correctly. Thereafter, every time that word appears (if incorrect) it will be highlighted in pink and written on a post-it note and stuck to the front of the child's book so that they can use this to spell it correctly next time or added to their target card by the teacher.
- Children **must be** given time each week (this may be at the start of the next lesson) to reflect on the comments/spelling corrections/challenges left by the class teacher.
- In maths, there will be few corrections where a child has not achieved the lesson objective (WALT). Incorrect answers should be marked with a dot. Children should correct the answer after the dot.
- Children should be given reasonable opportunities to self-mark their work.