



# Marking and Feedback Policy

## Prep School & EYFS

**Regulation ISSR: Part 1, 3**  
**Reviewed and updated by: Miss E Scott**  
**Approval: Full Governor Board**  
**Last Review: Autumn 2024**  
**Next Review: Autumn 2025**

This policy will be amended before the review date if necessary.

### Introduction

Feedback is information given to the learner about their performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in pupils' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

### Aims

The aim of this policy is to ensure and promote high quality feedback throughout the school by providing an approach that is both manageable, meaningful and effective. It will also standardise the school's approach to feedback to ensure consistency.

Different methods of feedback delivery can be effective, and feedback should not be limited exclusively to written marking. Effective feedback aims to:

- Provide a dialogue between teachers and children
- Give children clear strategies on how they can develop their learning
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform planning
- Positively reinforce children's achievement and efforts
- Celebrate success whenever possible in order to raise self-efficacy and encourage all children to work to their full potential.
- Assist children in their endeavours to bridge the gap between their current level of achievement and their aspirational performance.

## Giving Effective Feedback

Well-constructed feedback prompts effective responses from the children to move their learning forward.

The principles for effective feedback come under three main headings:

**Laying the foundations for effective feedback** - Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)

**Delivering appropriately timed feedback** - teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.

**Planning for how pupils will receive and use feedback** - Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

## Procedures

Five types of marking and feedback occur during teaching and learning in the Prep School:

1. **Verbal Feedback (VF):** we recognise the importance of children receiving regular verbal feedback. Adults will talk to children about how they have met the learning objective and question the child about a specific part of the work. This can correct children's understanding and extend their learning. Verbal feedback may be given during a 1:1 with a child or in a group basis. Children of all ages and abilities need oral feedback.
2. **'Light' marking:** acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
3. **Developmental Marking:** personalised feedback on attainment and success of the LO is given at a developmentally appropriate level and a *response from children is required* to strengthen the teaching and learning process. This is done in order to accelerate and deepen learning. This should help a child to 'close the gap' between what they have achieved and what they could have achieved. There must be dedicated time for children to read and respond to the teacher's comments as appropriate. They should respond with a purple pen.
4. **Self-assessment and Peer assessment:** children are often encouraged to self-evaluate by identifying their own successes and looking for target areas. Success criteria can be used to support self-assessment. Children are also encouraged to generate success criteria. Peer-assessment: children will have the opportunity to mark each other's work and they will do so using the agreed success criteria, mark code and taught guidelines. This is done through the use of 'smiley faces' and a star/target. Self and Peer-assessment will be done using a purple pen and the child's initials will be noted at the end of the work. Peer and self-assessment have a key role to play in marking and feedback – they empower children to take control of their learning.

5. **Shared Feedback:** teachers mark work as a class, on the whiteboard. This enables the teacher to model the marking process and teaches particular points at the same time.

### **Non-negotiable Procedures for Marking Children's Work**

- All marking is to be carried out in green pen.
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The agreed Marking Code is to be followed in all cases (see Appendix 1).
- The Marking Code should be accessible to all children and discussed at regular points in the year.
- All children's work is to be at least 'light' marked by Teacher or Teaching Assistant. Where a Student Teacher has marked the work, this should be initialled and checked by the class teacher to ensure that the policy is being accurately followed.
- Feedback comments must be at an appropriate level of challenge. When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling, no more than 3 spelling corrections for a piece of work will be given.
- Marking feedback may take place at the end of a piece of work or at intervals throughout a lesson.
- Children's additions should be completed in a purple pen.
- Ensure that children follow class expectations and the marking code.
- Merits should be awarded when appropriate.

### **Children's Presentation of Written Work**

Before any child hands in any piece of work, they should spend an appropriate amount of time checking they have considered the expectations. This time will initially need to be planned into the lesson to encourage this as a habit.

Expectations:

- Every piece of written work must be dated and have a title or learning objective.
- Date and LO underlined with a ruler.
- Consider either verbal or written feedback from previous learning.
- Previous learning should be annotated based on the marking symbols, where applicable.
- Handwriting presented neatly.
- Work is checked against success criteria, where applicable.
- EW clearly labelled.
- Use of a purple pen when making additions/annotations and completing self/peer- assessment.
- Self/peer-assessment is initialled.

## Setting Out Pupil Written Work

Rule off before starting a new session of work.

Begin each piece of work with the **date**, the **title** or **lesson objective** and underlined with a ruler in pencil.

For example

Monday 11<sup>th</sup> September 2023

*Ancient Greek Innovations*

*L.O: to understand how Ancient Greek innovations are still used today.*

The date, title or learning objective should be underlined using a **RULER**.

**Check** spellings, you are unsure of, in a dictionary or your textbook.

Carefully trim and **stick** loose sheets in your book.

For Years 4, 5 and 6, **write in ink** and **draw in pencil**.

Ensure that children start writing **next** to the margin and use the whole line.

Colouring should be completed in pencil crayons in all exercise books.

For Mathematics exercise books:

Fold each page in two to create a double margin (unless you are drawing graphs, etc.)

All work in Mathematics should be done in **pencil**

**Always present your very best work!**

## EYFS and Pre-Prep

From the outset children are encouraged to self-evaluate their learning by identifying their own successes and thinking about how they can improve their work. In Reception, this might start by identifying their best attempt at writing a newly taught letter/sound. Children will also be encouraged to develop the mutually supportive skills of peer assessment, with the opportunity to mark each other's work. Smiley faces and/or a tick using a **purple pen** are the most acceptable form of self and/or peer assessment used by the children in Reception and Year 1 and Year 2.

Feedback should be regularly provided to pupils during lessons as part of the learning process. Feedback will often take the form of verbal discussions and reward stamps, or stickers may be used to constructively comment and recognise good achievement. Feedback in these year groups will incorporate many of the elements outlined in this policy and will evolve depending on the needs and accessibility of the pupils, taking into account the age and stage of development of the children.

## **Responsibilities**

Class teachers are responsible for: ensuring that this policy is consistently carried out, including enabling children to respond to feedback. Ensuring the marking code is consistently adhered to across the school.

Learning Leads are responsible for monitoring that the policy is being consistently carried out in their particular subject area.

The SENDCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

The Head of Prep is responsible for: ensuring that effective feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school and that time is allocated to ensure this takes place.

## **Equality of Opportunity**

All pupils are entitled to have feedback in accordance with this policy.


## **SEN and Inclusion**

Effective feedback must be accessible to all children and will reflect their individual needs and abilities. This may mean writing comments for specific children in an accessible colour, it may mean recording a verbal feedback and response.

## **Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Head of Prep and Learning Leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on learning. Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers. Evaluation of feedback and response will be assessed through the impact on moving learning forward.

Appendix 1 – Marking Code Prep

<p style="text-align: center;">Sp</p> <p>Placed in the margin</p>	<p>Incorrect words are underlined and Sp put in the margin. The number of errors marked is with the knowledge of the individual child and at the discretion of the teacher, as a guide, 3/4 words per piece of work. In English, children are encouraged to self-correct words where appropriate. In work related to the integrated curriculum, the focus will be on topic related words and high frequency words. The correct version of the word is written beneath the piece of work and repeated three times.</p>
<p style="text-align: center;">P</p> <p>Placed in the margin</p>	<p>The correct punctuation may be added by the teacher in discussion with the child or the child encouraged to check and correct the work themselves, as appropriate to their current knowledge and understanding. This applies to all subjects. Any corrections made by the pupils are to be done using a <b>purple pen</b>. Capital letters, full stops, commas, apostrophes and speech marks will be checked.</p>
<p style="text-align: center;">//</p> <p>Marked in the appropriate place</p>	<p>This sign means that a new paragraph should have started.</p>
<p style="text-align: center;">?</p> <p>Placed in the margin</p> <p style="text-align: center;"></p> <p>Beneath the work in question</p>	<p>This means that there is something confusing on the line. It may be the way in which an idea is expressed, a muddled idea, or words may be missed out (teacher may qualify). This could also indicate a specific error in grammar. A section of work/sentence may also be underlined to identify where the confusion lies.</p>
<p style="text-align: center;">^</p> <p>Marked in the appropriate place</p>	<p>A word/s has been omitted or additional detail is needed.</p>
<p style="text-align: center;">VF</p>	<p>This sign means that verbal feedback has taken place.</p>
<p style="text-align: center;">S</p>	<p>This indicates supported work (by teacher, TA or trainee teacher etc.)</p>
<p><b>At the end of the piece of work</b></p>	
<p style="text-align: center;">*</p>	<p>Indicates positive feedback.</p>
<p style="text-align: center;">T</p>	<p>Signifies the pupil needs to talk to the teacher about their learning.</p>
<p style="text-align: center;">EW</p>	<p>Denotes the work has been completed as an extension task.</p>
<p style="text-align: center;">M</p>	<p>Denotes work that is of a high standard that has been awarded a merit.</p>

All of the above is to be executed at the discretion of the teacher.

Appendix 2 – Marking Code EYFS and Pre-Prep

<p><b>Capital letters/lower case letters used incorrectly</b></p>	<p>Teachers will write the correct letter over (or above) the incorrect letter.</p>
<p><b>Full stops</b></p> <p>•</p>	<p>Double line underneath omitted full stop and full stop put in the correct place by the teacher. This may be done in discussion with the child or the child encouraged to check and correct the work themselves, as appropriate to their current knowledge and understanding.</p>
<p>^</p>	<p>A word has been omitted. eg:           the   in ^ car</p> <p>The omitted word might be added by the teacher or the child as part of verbal feedback</p>
<p>Sp</p> <p>In the margin</p>	<p>Identify any repeated high frequency/tricky word spelling errors from within the child's work. Write the correct spelling once above the incorrect spelling within the work. This will always be based on the teacher's professional judgement and knowledge of the individual child's age and stage of development and word/phonic knowledge.</p> <p>e.g.</p> <p>Spelling: <i>went</i></p>
<p>VF</p>	<p>This sign means that verbal feedback has taken place.</p>
<p>□</p>	<p>To show a correct answer</p>
<p>□</p>	<p>A positive comment about the work</p>
<p>S</p>	<p>This indicates supported work (by teacher, TA or trainee teacher etc.)</p>
<p>T</p>	<p>Signifies the pupil needs to talk to the teacher about their learning.</p>
<p>I</p>	<p>Denotes work done independently</p>
<p>EW</p>	<p>Denotes work that has been completed as an extension task</p>
<p>M</p>	<p>Denotes work that is of a high standard that has been awarded a merit (Y2)</p>

Reversals of numbers should be underlined in green pen and either corrected above/below the original number by the teacher or child as the work is completed and in discussion with the child.

All of the above is to be executed at the discretion of the teacher.