



Newton British Academy Barwa City

EYFS Marking and Feedback Policy

Policy Date: June 2025 - June 2027

Review Date: June 2026

“An international community of learners striving for
excellence and celebrating success”

Introduction

In Early Years at Newton British Academy ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the students are making progress towards the Early Learning Goals. We make systematic observations and assessments of each student's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each student. Feedback is given to the student verbally and in the form of written symbols directly on their learning. Each student has an Online Learning Journey to record highlights of their learning journey over the year.

Aims

- Providing relevant and timely feedback to students
- Ensure a consistent approach to marking and feedback across the school
- Ensure the involvement of students in extending their own learning

Objectives

- Show we value the student's work and motivate them to produce high quality work
- Gauge the student's understanding and identify any misconceptions
- To demonstrate what the student's strengths are and how they can improve their work in the future through timely and high quality feedback
- Create an ethos where mistakes are acceptable as long as learning allows students to remedy them
- Embed opportunities for the student to learn how to assess their own work critically in order to create independence in learning and take responsibility for their own improvements
- Embed opportunities for the students to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism
- Create an ongoing conversation between student and adult which will aid progression
- Create challenging but achievable targets for improvement
- Provide a basis for summative and formative assessment
- Provide a basis for lesson planning
- Establish a consistent approach to marking against specific learning criteria so that students understand how their work is marked

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It must be manageable
- It should be positive and motivating for students
- It must be at the student's level of comprehension
- It may be given verbally
- It should be given promptly and regularly
- It must give recognition to effort and achievement noting improvements made
- The process should directly engage the student, either orally or through written response
- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the student (which may be cross curricular)
- Time should be given for students to consider marking comments and for them to respond to them using purple response pens

- It should promote students's self-assessment, linking marking and feedback into the wider process of engaging the student in their own learning
- It will provide information to the teacher on the success of the teaching and inform planning
- It will provide information to the teacher regarding student progress
- It will be given by any adult with whom the student is working
- It can be given by a peer as part of the learning process
- It will positively affect the student's progress and learning outcomes

EYFS Specific Marking & Feedback

In EYFS symbols will be used to indicate a specific skill which has been met or is a next step, these symbols will be used as visual aids to support student's comprehension of any feedback received. These symbols will be consistent in every class in EYFS. They will show progression from F1 where they will focus on skills needed to achieve, such as good sitting, joining in and verbalising ideas. Then build on these in F2 where the skills will be more specific to letter formation and sentence structure (See Appendix 1).

Teacher Marking

The main forms of marking and feedback which will be used are as follows:

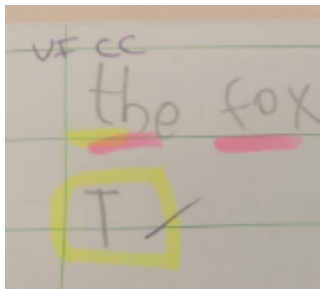
1. Verbal Feedback from an adult

Direct contact with the student and discussion of the work is particularly appropriate with younger, less able or less confident students. Where verbal comments are given a record, with letters 'VF', should be made in the book as a permanent reminder for the student and teacher.

If a student has been prompted or redirected as a result of assessment in the lesson a record, with the letters 'VF', should be made.

Feedback may be given through the plenary process.

Example verbal feedback



2. Written Marking

Using two coloured highlighting pens - **Green for Growth (Next Steps)** **Pink for Proud (something they've done well)**

Pink to highlight, or indicate something within a piece of work, that is praiseworthy - no matter how small. It may compare what a learner is doing right now with what they have done wrong before noting an improvement.

Green to target a specific area for improvement related to the learning intention, success criteria or individual student target. This Blue comment will form the students personal **Next Steps** to improve or to extend learning.

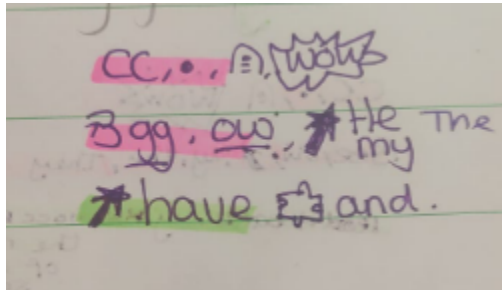
This procedure of highlighting must be embedded at the outset of the year so that the students understand what it means. The student feedback which includes verbal feedback and the highlighter procedure will be supplemented by NBA's 'Yellow Box' which allows students to respond to feedback by stretching themselves or working on the next steps as communicated by the teacher.

Purple Teacher Pen:

Purple is used by teachers to write a comment, or indicate something within a piece of work, whether it is an achievement or an area for growth.

Symbols will be used to indicate a specific skill which has been met or is a next step, these symbols will be used as visual aids to support student's comprehension of any feedback Received and will be written in purple.

Example marking with symbols, pink, green and purple pen

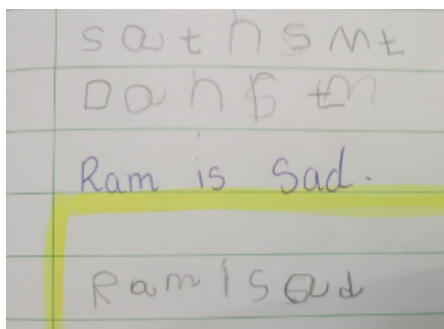


Yellow Box

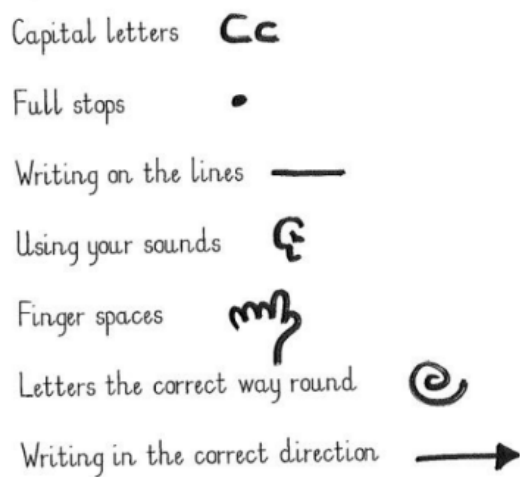
Yellow box gives pupils the opportunity to respond to feedback. It allows the teacher and child to:

- Consolidate learning and act on feedback from teacher
- Correct misconceptions
- Extend learning

Example Yellow Box



Please see below an example of some of the symbols used:



Guidance will be given to students on how to respond to marking in an effective way to promote progress.

3. Independence Level

In order for the teacher to evidence progress and understand how independently a student has met learning intentions, a record should be made to show what level of support was given. Independent work should be marked with letter 'I', work supported by the teacher should be recorded with a 'CT' and work supported by a Teaching Assistant should be marked by them with a 'TA', they should add a note indicating what level of support the student received and initial. If a student has produced a piece of learning that has taken place in their student Initiated time and was completed independently then the teacher may keep the learning as evidence and mark it with 'CI'. If a student has taken part in a focused group activity led by an adult then the learning will be marked with 'AL'.

All marking is to be initialled and dated by the teacher.

CI	work completed during student Initiated play
AL	work completed during Adult Led activities
I	work completed independently
TA	work completed with the support of a Teacher Assistant
CT	work completed with the support of a Class Teacher

4. Student Marking

One of the Characteristics of Effective Learning in the Early Years Curriculum focuses on Creating and Thinking Critically. In order to engage the student in their own learning, students must have the opportunity to look critically at their own work and that of others.

During all activities both Adult Led and Student Initiated students will be given opportunities to:

- Plan, make decisions about how to approach a task, solve a problem and reach a goal
- Check how well their activities are going
- Change strategy as needed
- Review how well their approach work

Associated Policies and Documents

- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- Inclusion Policy
- Home Learning Policy
- ClassDoJo Policy