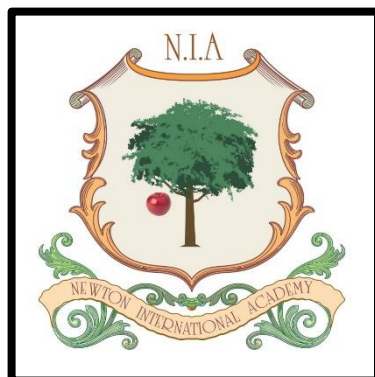


NEWTON INTERNATIONAL ACADEMY LUSAIL

Marking and Feedback POLICY



ACADEMIC
YEAR
2025 - 2026



*"An international community of learners
striving for excellence and celebrating
success"*



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An International community of learners striving for excellence and celebrating success



Last Reviewed Date: June 2025

Reviewed by: Hannah Green, EYFS Coordinator Next

Review Date: June 2026

Rationale

At Newton International Academy, Lusail, we value the importance feedback plays in an effective teaching and learning cycle with EYFS Pupils. This policy supports our aim for teachers to use feedback well, to value and celebrate the children's efforts and achievement, identify strengths and next steps in their learning and to inform and shape future planning. We believe that Verbal feedback and encouragement is the most important for pupils at this age. However, we use some symbols to help explain the feedback to pupils, verbal and written.

Purposes

Marking and feedback is a part of the ongoing learning process and not just an end result in EYFS.

Reasons for marking:

- To recognise, encourage and reward children's effort and achievement, and celebrate success;
- To provide a dialogue between teacher and children with clear, appropriate feedback about strengths and weaknesses in their work;
- To improve a child's confidence in reviewing their own work and setting future targets,
- To indicate 'next steps' in learning;
- To enable the teacher to tailor curriculum planning to the children's individual needs.

Aims and Expectations:

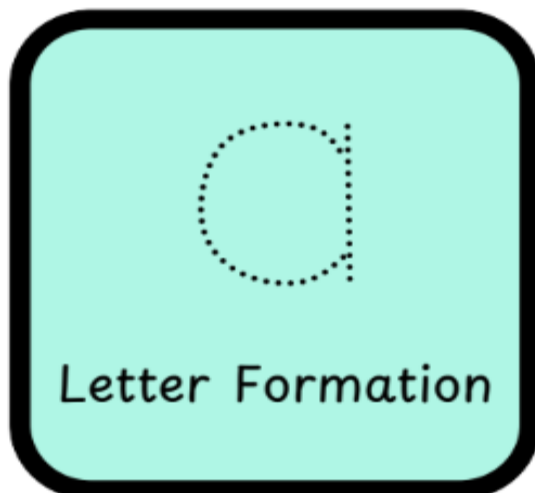
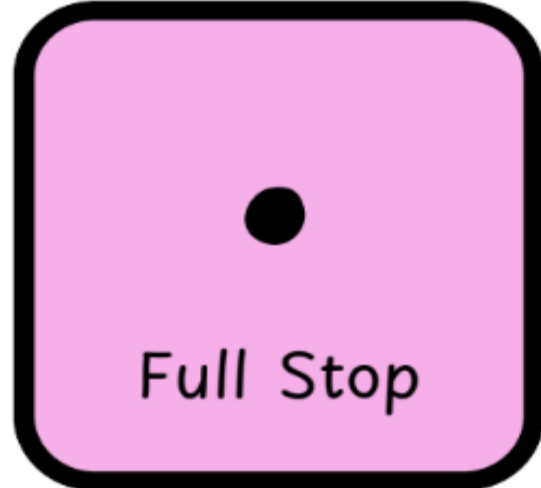
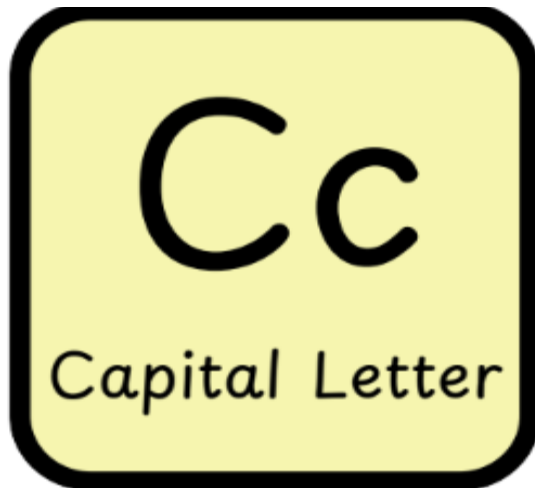
- Frequent written or oral feedback using the marking symbols.
- Positive comments.
- Green for good and Pink for progress.
- Regular opportunities to use and apply their skills through 'Next Step' tasks which deepen their learning.
- Clear WALTs and WILFS used for every piece of work.

Marking and feedback should:

- Be manageable for teachers;
- Give children opportunities to become aware of and reflect on their learning needs;
- Inform future planning and individual target setting;
- Be accessible to children;
- Sometimes include self and peer assessment.



Appendix 1





Tricky Words



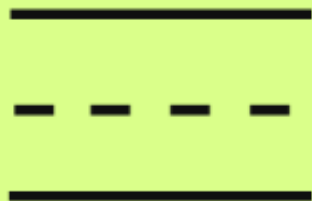
Verbal
Explanation



Pencil Grip



Good Posture



Writing on
the line



Correct Size



Appendix 2

