Newton International Academy, Barwa City

Marking Policy (EYFS)

An International Community of Learners, Striving for Excellence and Celebrating Success

Approved by: Senoir Management Team
Date Approved: September 2026
Next Review Date: September 2027
Review Cycle: Annual

NEWTON INTERNATIONAL ACADEMY | BARWA

EYFS Marking Policy

Our vision, mission and values:

Vision: An international community of learners striving for excellence and celebrating success.

Mission: We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence at their level, enjoy creative diversity, develop critical thinking skills, and become lifelong learners and responsible citizens.

Values

Rationale

At Newton International Academy, we believe that all learners deserve rich, high-quality feedback that supports their ongoing progress. Our marking and feedback practises are rooted in our commitment to inclusive, learner-centred education. We recognise feedback as a powerful tool to bridge gaps in understanding, foster high expectations, and instil a growth mindset. By providing constructive feedback, we aim to enhance not only academic outcomes but also personal growth, resilience, and a lifelong love for learning.
Our approach reflects our belief that every pupil can improve with the right guidance, encouragement, and appropriate challenges. Feedback at NIA is viewed as an ongoing process integrated into teaching and learning, empowering pupils to take ownership of their learning, build metacognitive skills, and encourage self-regulation. By clearly identifying strengths and areas for improvement, we support every pupil in becoming a reflective and independent learner.

Aims

The aims of our marking and feedback practises at NIA are to:

- Inform pupils of their current achievements and provide clear guidance on how to improve.
- Promote self-reflection and ownership of learning among pupils.
- Provide timely and meaningful feedback that enhances learning and development.
- Reduce teacher workload while maximising the impact of feedback on pupil learning.
- Create a consistent and supportive culture of feedback across all primary classrooms.

EYFS Marking Policy

The EYFS approach
In the Early Years, we approach marking and feedback as an essential tool for planning, assessment, evaluation and learning. Much of children's work in the EYFS is practical therefore, the majority of feedback is given verbally.

When observing children, it is important to provide instant, constructive feedback, focusing on success and what they need to do next so that we can identify individual targets for each child at their level.
Through this we are able to acknowledge success, promote pride in personal achievement and improve the standard of teaching and learning.

- These targets are manageable, timely and accessible for all adults to move the child's learning forward, linked to Development Matters or Early Learning Goals.
- Children's work is annotated where necessary, taking photographs of the child to support assessment - optional depending on activity.
- Children's work is dated and chronologically filed in termly Learning Journeys to show progression.
- Photographs and written observations are used when they provide meaningful evidence of learning; staff are not expected to photograph or record every learning experience.

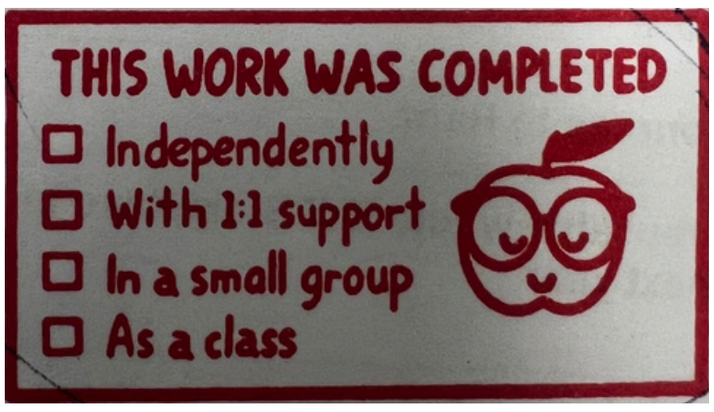
Assessment and feedback in F1 will be predominantly verbal and observational. In F2, there will gradually be more recorded/written evidence where developmentally appropriate, particularly as children prepare for Year 1.

We feel marking should;
- Aid learning;
- Assist assessment and informing planning, including the provision;
- Encourage and promote pride in achievement;
- Motivate pupils and promote a positive attitude to learning;
- Promote professional discussions between EYFS staff;
- Ensure consistency between all staff members responsible for giving feedback.

How do we mark children's work and give feedback to move learning forward?
Marking in EYFS is predominantly through verbal feedback during lessons or observations during Child Initiated Learning. All staff in EYFS will follow procedure by:
- Stamping the piece of work with the date stamp & teacher's name (or teacher's signature)
- Using the "This Work Was Completed" stamp to show how the activity was set up and the level of adult support given: Independently, With 1:1 support, In a small group, or As a class.
- Using the "Learning Objective" stamp to show the child's progress against the objective: Achieved!, Getting there, or Not yet achieved.
- Giving a sticker for effort acknowledgement.

EYFS Marking Policy

The two stamps now used across EYFS:



(See example in Appendix A)

Principles of Marking and Feedback:

- It must be manageable.
- It should be positive and motivating for the children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- Time should be given for children to consider marking comments and for them to verbally respond.
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging a child in their own learning.
- It can be given by an adult working with the child.
- It must positively affect the child's progress and learning outcomes.

Marking and Feedback Process:

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked.

- Clear statements of WALT/WILF will be given so children can reflect on assessment.
- We set out clear learning objectives and success criteria, which enable the adults and pupils to mark effectively against the success criteria.
- Teachers are engaged in on-going assessment throughout lessons and will intervene whenever children need redirecting, either as individuals or as a group.

Strategies for Marking and Feedback:

We use a range of strategies to provide feedback to the children. These include verbal feedback, marking stamps, use of WALT/WILF, and self-assessment, when appropriate. The aim of all strategies used is to move the children's learning forward and so that progression is evident.

Following the strategies mentioned above, children's work will be marked using the two stamps shown on the previous page:

- The "This Work Was Completed" stamp – ticked to show whether the task was done independently, with 1:1 support, in a small group, or as a class.
- The "Learning Objective" stamp – ticked to show whether the objective was Achieved!, Getting there, or Not yet achieved.

EYFS Marking Policy

Children are encouraged to work independently and 'have a go' by themselves by using their own previous learning and new information following the teacher's input. Resources around the room enable children to develop that independence. The children will respond to feedback, the extent of which will vary according to the maturity of each child, the individual child's needs and the type of work being undertaken.

All work must be dated either by the child or by an adult supporting.

Developmental/ Quality marking:

Literacy marking in handwriting books (mid Term 1 for F2) will focus on the learning objectives for each lesson and will also correct grammar or spelling errors.

Maths marking on worksheets will also take place to show the lesson objective has been met/needs improvement.

A termly assessment tracker & weekly success tracker will be completed to show the children's level of understanding in all learning areas.

Verbal feedback:

When giving feedback to young children verbally, it is important to not only acknowledge and praise what is good but draw the child back to the learning objective. Use this opportunity to share with the child what has been done, how it has been done and how it can be developed.

Teachers' verbal feedback should be focused mainly around the learning objective of the task and, if necessary, separated from the context.

Learning objectives need to be focused to be useful for feedback.

Young children need a nurturing climate when talking about their work.

Teachers need to say explicitly what the child could do to improve the work, or the child simply answers the teacher's questions.

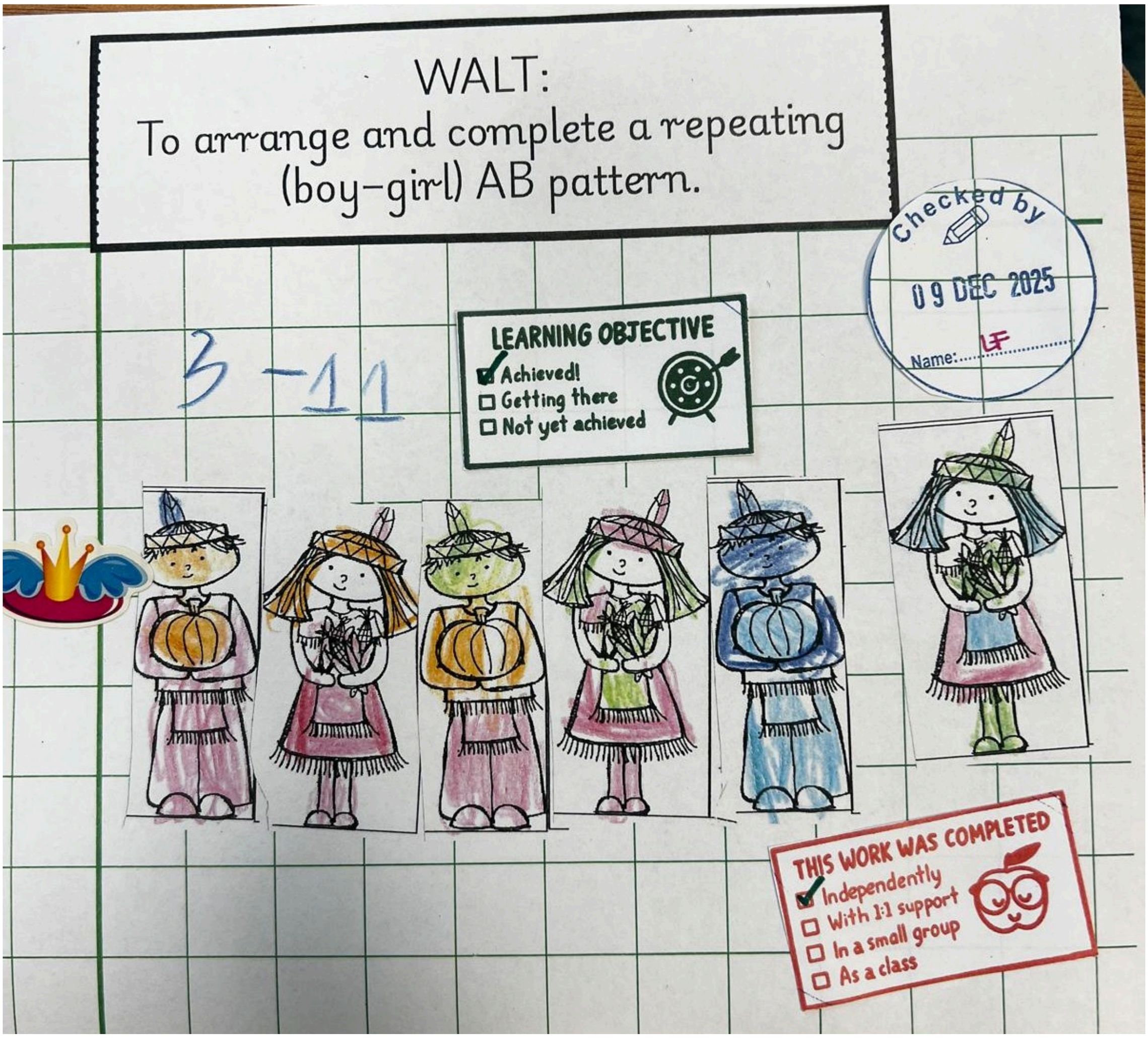
Feedback marking:

Children should be clear about the learning objective and be given support to understand success criteria – what good learning will look like. Marking is sometimes done with the child, as improvements may need to be made immediately, whilst the learning is 'current' or feedback can be used to focus on improvements that can be applied in the future.

Feedback and marking can be used to develop and extend an idea by a word or a sentence. It may be appropriate to remodel a passage (this can always be done in conjunction with the class teacher). It can also be used to help the child scaffold their work and clarify their thoughts and ideas. Spellings and handwriting should be corrected as soon as possible to embed the learning.

EYFS Marking Policy

When marking and discussing children's learning, questioning plays a key part in assessing their understanding and taking their learning forward. They should be given the opportunity to think, reason and explain. A teacher's annotation can expand and explain the child's understanding beyond their ability to record it. In EYFS we are working towards verbally sharing 'What went well' and 'even better if' which will be used for handwriting books and on the worksheets. This can be shown to parents through Learning Journey observations or communicated on ClassDojo. Parents then will be able to identify the support their child needs at home.

Positive marking:
This plays a vital part in building a child's confidence and self-esteem. A child's efforts and success may be demonstrated in many ways, e.g., display of work in class and throughout the school, placing into a book/Learning Journey, or at Parent Teacher meetings to invite parents into school to see a piece of written work.

APPENDIX A: Marking Stamps