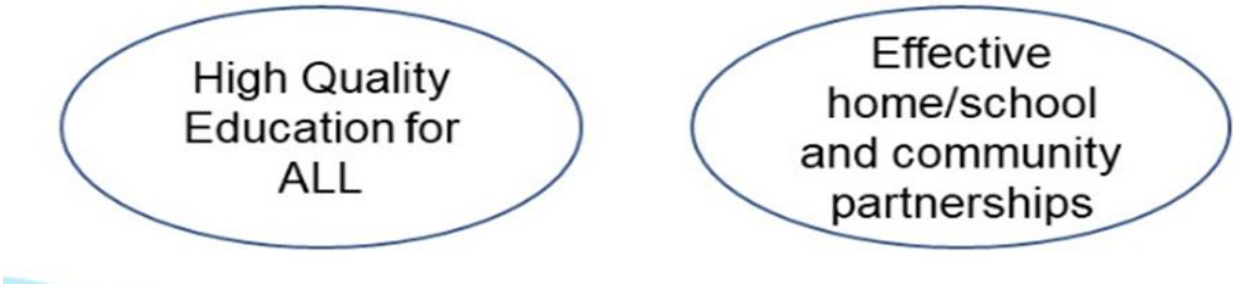
Marking and Feedback Policy
Nursery to Reception

Our Shared Vision

Striving for excellence in everything we do



Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: Governors (QED	**Date:** 6.10.2026
Signature (Chair of Committee):	**Signature (Headteacher):**

Last reviewed on: October 2026	**Next review date:** October 2027

Rationale:

We believe that marking and feedback should be manageable. Verbal feedback to pupils can be just as valid as written feedback and there is no need for teachers to give evidence of verbal feedback.

We do not require teachers to provide detailed written feedback when they are reviewing pupils' work or acknowledging their efforts.

Evidence collected through book scrutiny exercises, are not used to form judgements about the effectiveness of teachers' practice.

The marking and feedback policy aims to establish a reflective and interactive dialogue between the child, teacher and other adults. It must enable the child to contribute to the learning experience by helping them to make judgements about their own learning successes and needs, and reflect on the overall outcome of the work.

While we implement whole-school policies and systems for marking and feedback, we acknowledge that practice will need to vary according to the age and needs of pupils as well as by subject or area of learning.

Documents considered when compiling our Marking and Feedback Policy:
OFSTED latest guidance
Reducing teacher workload: Marking Policy Review Group report (March 2016) Marking Guidance
NEU Marking Policy Checklist
NASUWT Marking Guidance

Purpose of Marking:

ensures that teachers and parents understand where children are with their learning and what they need to do to improve further;

informs interventions to make sure that the child's progress is on track

supports children's evaluation of their own learning.

Marking/Feedback Guidance:

Within the EYFS there are numerous opportunities for effective marking and feedback:

- ✓ Written comments on pieces of work in Learning Journeys and workbooks. (This will be indicated by the use of a stamper on children's work and on short observations where a next step has been given)
- ✓ Constructive comments (written and oral) during and after practical activities

- All EYFS staff are responsible for feedback and marking in the EYFS. It is important that it is clear which member of staff has given written or oral feedback. This will be shown by members of staff initialling feedback on written pieces of work and initialling both long and short observations.

- Where photographs are taken as evidence, it is important that a short observation is completed to go alongside it. Staff will identify if a child's work was completed independently or with support.

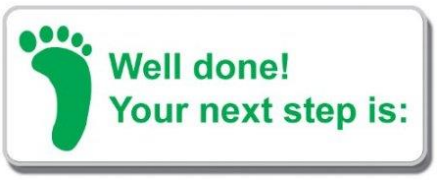
- Supply staff should also initial any written feedback or comments collected through observation.
- Ensure children's understanding of feedback given through questioning and follow up activities.
- Provide children, as often as possible, with a next step to move learning forward.
- Be positive and constructive, and give praise readily to motivate children.
- Verbal feedback should take precedence.
- Feedback should be related to ability and attainment.
- Feedback should be related to learning intentions taken from weekly planning and planning for continuous provision.
- Written feedback should take place in the presence of the pupils.
- Marking and feedback should be used to inform future planning for personalised learning.

The school will ensure that these guidelines are being used consistently throughout the EYFS through moderation of EYFS Learning Journeys and observation of verbal feedback during practical adult led activities and continuous provision.

Marking and Feedback Symbols/Stamps:

The first two stamps require the adult to put a written comment.





These two stamps are used to assist with the assessment process as they indicate whether the pupil has completed the work without adult help.


Independent
Work


Teacher
Assisted Work