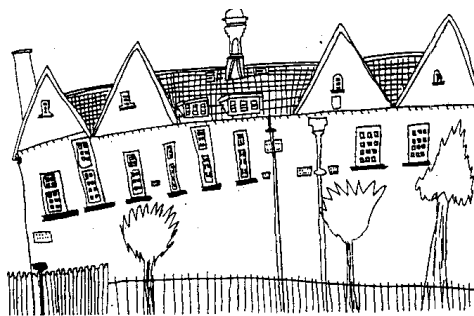


Letchmore Infants' And Nursery School Feedback and Marking Policy



September 2026

Review Date - September 2028

Rationale

At Letchmore Infant & Nursery School we believe that children should receive constructive feedback, focusing on success and improvement. Children should also be encouraged to reflect purposefully on their own performance, enabling them to become independent learners, celebrating their achievements, and identifying ways in which they can further progress.

Guiding Principles

The Independent Teacher Workload Review Group (2016) noted that 'written marking had become un-necessarily burdensome for teachers' and recommended that 'all marking should be driven by professional judgement, and be **meaningful, manageable, and motivating**.

The Sutton Trust's research showed that effective teacher feedback was the most important factor in improving pupil outcomes, and that it is the quality of interaction between pupils and teachers that really matters. Their research found that, 'if delivered well, effective feedback can boost learning by an extra nine months in an academic year.' To provide the most effective feedback, teachers must have a sound understanding of where their pupils are in relation to learning goals, adapt their teaching in response and plan how to plug the gaps.

Feedback and Marking Aims

- Raise standards of pupil attainment and progress.
- Feedback to be provided in the moment to allow children to reflect and respond to marking.
- Engage teachers in purposeful dialogues with the children.
- Give recognition and praise for effort and achievement, and identify clear strategies for improvement.
- Inform future targets and planning.
- Respond appropriately to individual learning needs.

Feedback and Marking in the Early Years

Observation is the most valuable assessment tool available to practitioners in the Early Years. These may be accompanied with supporting photographs or evidence (e.g., pictures, emergent writing etc.) Immediate verbal feedback from practitioners is the most useful tool when providing feedback to each child to move them forwards with their learning.

Practitioners discuss the progress of each child, and this is monitored and measured to ensure that each child is reaching their full potential.

In Reception, alongside the Early Learning Goals, children are monitored and assessed against the EYFS Profile. The EYFS Profile is the statutory record of the children's progression.

Oral Feedback

Letchmore Infants' & Nursery School recognises the importance of children receiving regular, constructive oral feedback. Open questions should focus on supporting children in developing their own evaluative skills. Where possible feedback is 'in the moment' allowing children to respond immediately.

Talk Partners

Talk partners are used positively within classes at Letchmore Infants' & Nursery School. When questioning children, it is essential to engage all pupils as much as possible. It is preferable to use thoughtful open questions rather than too many closed questions. Children should also be given appropriate 'thinking time.'

Formative Feedback

Feedback is given in relation to learning objectives and personal targets.

When giving quality feedback, teachers follow a coded marking system and may give verbal prompts to further their learning and progress:

a) Reminder Prompt

(e.g., 'Can you think of a better word than 'good'?')

b) Scaffolded Prompt

(e.g., 'What kind of a monster was he? Can you change 'bad' for a word that makes the monster sound even scarier?')

c) Example Prompt

(e.g., 'Choose one of these to improve upon the word 'bad'... 'ferocious,' 'terrifying,' 'evil'.')

Summative Marking

On occasion summative marking may be appropriate and used to inform data.

Consistency

To ensure consistency throughout the school:

1. All marking will be carried out by a teacher or classroom assistant. Supply teachers should write 'supply' alongside any comments that they choose to make.
2. Feedback will be completed at the time of learning wherever possible.
3. Learning will be dated by the child or by the teacher/classroom assistant as appropriate.
4. Emergent writing is positively encouraged and is therefore not formally corrected. Notes may be recorded to convey the child's verbal contributions.

Correction of Spellings

Children should not be expected to correct all spellings when reflecting on their writing. Spellings can be corrected by the child or adult as appropriate. This will focus on common exception words.

Number Reversals

Number reversals will be written accurately by the adult next to the misconception and then written correctly in an appropriate space for the child to then practise forming the number accurately.

Coded Marking

Coded marking is used where appropriate.

Children self-evaluate and edit to make simple additions, revisions and proof-reading corrections to their writing using a **purple** polishing pen in Year 2.

All written learning will be coded whenever possible, as follows:

-  I inside the star = independent learning
-  S inside the star = supported learning
- Initials to be added of the person who is marking.

Monitoring the Quality of Marking

Subject Leaders and the Senior Leadership Team carry out 'book look' exercises as part of their monitoring role. Feedback and marking should reflect the key principles of this policy.