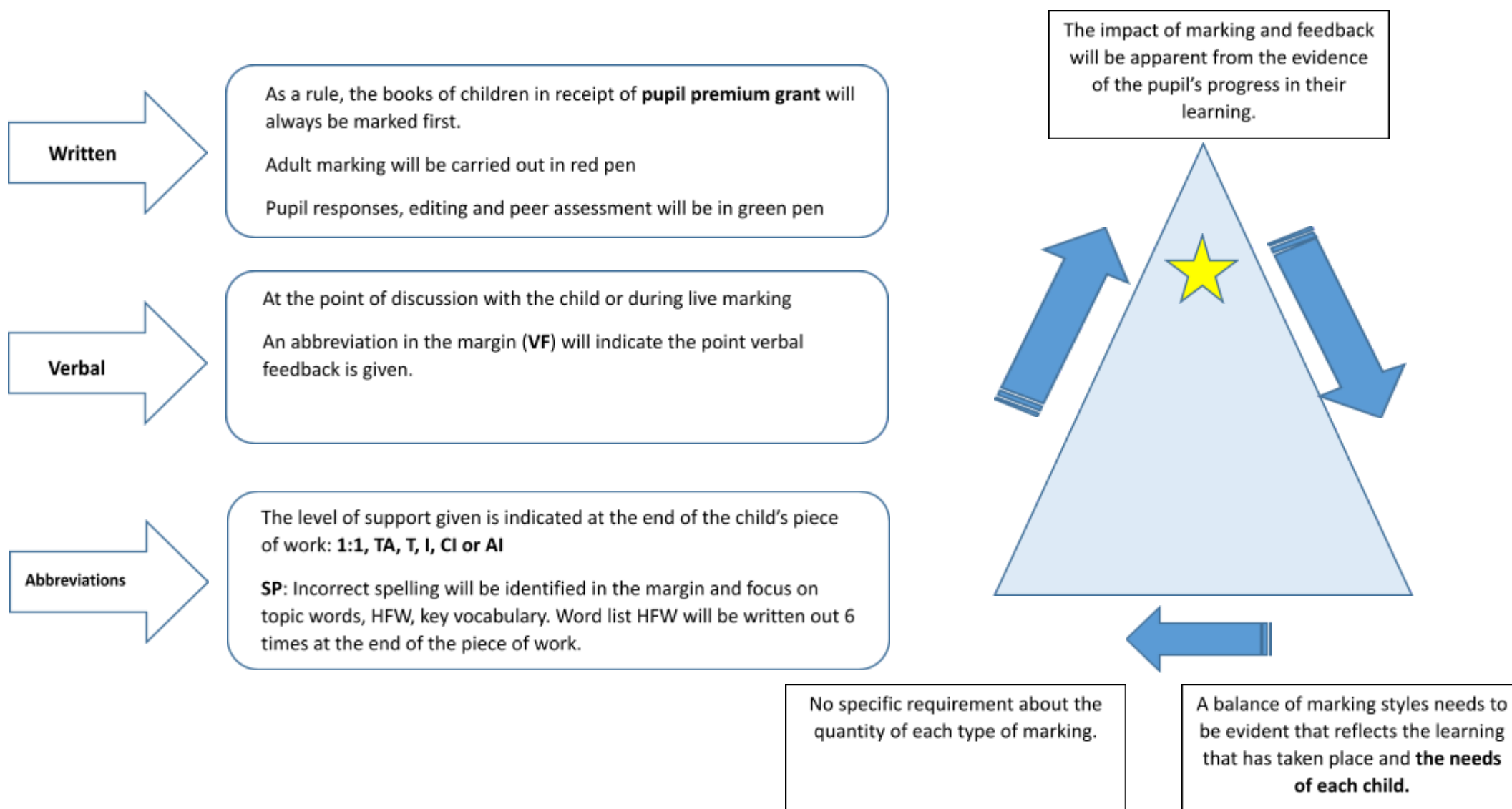


Marking and Feedback Policy

Feedback should always be used to promote progress and motivate pupils. In EYFS Children will be exposed to the vocabulary used in effective feedback and marking to develop reflective learning practices. As children develop and progress, so will the different forms and level of feedback that they receive.



All work must be acknowledged

Adult:

- Range of prompts used to support learning that include: reminders OR extra scaffolds OR further challenge that deepens understanding.
- There is marking that indicates to the teacher the depth of achievement against the learning objective.
- Self and Peer assessment is evident in books for the skill/ genre/ topic/ writing cycle. This is individual to the class and includes positive feedback and suggestions for improvement. These will be written on sticky notes and stuck into the child's book.

Learning Progress:

- Differentiation on the same date is evident across different children's work that supports progress for that individual.
- When targets or improvement tasks are provided, these are responded to and support the pupil to make progress.

Any targets or improvement task provided (from adults, self or peers) are responded to and feed into pupil progress

Presentation adheres to presentation guidance for age group and work shows progress in presentation.

Pupils:

Teacher feedback is timely
Progress is evident due to provision of resources, support and tasks being well matched to pupil abilities.

Pupils can demonstrate the progress they are making and can use their books to support this explanation where appropriate.

