



Student Work Scrutiny Policy - EYFS

Version	Document Title	Status	Author	Approved by	Date	Reviewed On	Next Review Date
0.1	Student Work Scrutiny Policy - EYFS	Final	SLT	Principal/ Vice Principal	May 2023	June 2026	June 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Marking, Including Verbal Feedback, Policy EYFS

This policy should be read in conjunction with the EYFS Assessment Policy

Aims:

- To enable and support all students to make excellent progress
- To increase our students' self confidence
- To develop our students' awareness of how they learn
- To encourage and support our students to reflect on their own learning
- To develop motivation and independence

How:

We use two main methods of marking and feedback.

1. Verbal Feedback from staff

- We value the use of immediate verbal feedback, particularly with the younger students. This is always given using language appropriate to the age and stage of the student.
- We teach students that it is by making mistakes and taking on challenging tasks that they will learn and progress.
- Verbal feedback will always be positive and specific. E.g. 'I liked the way you remembered to use a full stop... I can see how hard you worked on this'. It should then be followed by a target. 'Next time you could try/have a go at...I will help you to...'
- Where appropriate staff will make a note of the conversation that they have had with the student. E.g. when students review their own books.

2. Written Marking

- All written work should be marked and book/s kept up to date at all times.
- Written comments should be read to students if they are unable to read them for themselves. Where students can read the comments they should be given time to do so. The teacher should ensure that the student understands the comments and targets.
- A comment should be written at the end of the piece of work related to the learning objective.
- This should be followed by a target that is particular to the individual student. E.g. Now try to use some WOW words in your writing.
- All written work will be marked in green.
- Spelling is corrected to support students in spelling more accurately across the curriculum.
- Teachers can write the correct spelling above the incorrect spelling. This should be only used where a student would be expected to be able to spell the word. Attempts at unknown words should not be corrected. 2-4 spellings can be selected to write out three times at the end of the piece of work.
- Ticks may be used for correct answers. Dots should be used for errors.
- Children should be encouraged not to rub out, but to put a line through errors.

Marking codes/symbols:

The following codes will be used when annotating students' work. These are introduced gradually to match the students' learning and attainment.

I	Independent work
S	Completed with support
C	Copied word or phrase
/	Correct spelling independently
T	Target/ next step
AI	Adult initiated
CI	Child Initiated

Praise

- Praise is an essential element of our feedback.
- Teachers praise students explaining what the praise is for.
- Teachers use praise actions.
- Students praise each other verbally and use praise actions.
- Stickers and certificates are used to reward effort.
- Work is shared on work walls in classrooms.
- Work is shared with parents.

Work Scrutiny

Work is scrutinised termly during EYFS meetings. All staff attend these meetings in order to: share work, evaluate this work and look for ways to improve our procedures with the clear aim of improving outcomes for our students.

The Head of School/Department records these meetings.