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RUNNYMEDE COLLEGE

Delight, Ornament, Ability

Pre-Prep Marking and Feedback Policy 2025-2026

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Pre-Prep Marking and Feedback Policy

Overview

At Runnymede College, we recognise the importance of feedback as an integral part of the teaching and learning cycle. We aim to maximise the effectiveness of its use in practice. The purpose of this policy is to provide clear guidelines and to ensure that there is a consistent approach to feedback and marking throughout our school. All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required. At Runnymede, we believe marking should be rooted in what is best for pupil progression and celebration. Additionally, we are mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Guiding Principles

Effective feedback should:

- Be provided in a timely manner, mainly live and verbal when possible
- Provide clear information to children about the strengths and weaknesses of their work
- Encourage children to strive and improve and promote independence of self correcting
- Identify achievements and the next steps in their learning
- Relate to learning objectives for each lesson and the school development plan
- Be read by pupils with appropriate time to respond
- Provide children with clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Be manageable for the teaching team

Although excellent teaching and assessment are central to students' high attainment, not all pieces of work should or can be quality marked. However, all work must be acknowledged in some form. Different methods of feedback delivery are effective and should not be limited exclusively to written marking. The Department of Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Additionally, the Education Endowment Foundation found that giving verbal feedback shows slightly higher impacts overall. As such, Runnymede are focusing on alternatives to written marking which can provide effective feedback in line with the EEFs recommendations, which emphasise marking should be: **meaningful, manageable and motivating**.

Expectations

- Feedback of children's work, whether verbal or written, should be regular and frequent
- When appropriate and possible, verbal feedback should be provided to pupils
- Feedback should be linked to learning objectives and school development action points
- Feedback should take place in expected colours
- Feedback should be appropriate for the age and stage of the child
- Marking and feedback should be used to plan subsequent lessons

The Policy in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. At Runnymede, we recognise there are three stages of feedback:

1. **Immediate feedback:** provided at the point of teaching and learning
2. **Round up feedback:** provided at the end of a task or lesson
3. **Follow up feedback:** provide during the following lesson, which enables children to identify and improve for themselves areas for development identified by teachers who have reviewed work

Feedback in the Early Years Foundation Stage

The Early Years Foundation Stage introduces children to adults beyond their family who guide and support them. Feedback needs to nurture, support, guide and stimulate children to form positive relationships and healthy learning habits. For most of their time Early Years, children will be given immediate verbal feedback which is the most appropriate for their age and stage of development. Verbal feedback continues to be the primary source of feedback throughout the Pre-Prep age range.

Where appropriate, work may be annotated by an adult to help to capture and celebrate a child's communications, thoughts or intentions. It may also be annotated with an assessment by a teacher, to generate a child's next steps.

As children move through Reception they will learn how to use Self-Assessment during Phonics lessons, as outlined by Read Write Inc. In Reception children will have at least one piece of written work marked in pink and green every week.

Monitoring and Evaluation

The Headteacher, Deputy Headteacher and all middle leaders will review the quality of marking as part of their ongoing role of appraising books. Feedback will be given to teachers as appropriate.

The desired outcomes of this policy are improvements in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

Written Marking Codes

In the Pre Prep school, immediate verbal feedback is the most powerful and important. Written feedback supplements this and begins to support children to identify strengths and respond, where appropriate.

The codes below will be consistently used to support children to access written feedback. We use the colour code **green for great** and **pink for stop and think**

I	Work completed independently
WS	Work completed with support
CS	Work completed with continuous support
T	Specific target
V	Verbal feedback given
who x3	Pink pen to model spelling, calculation or other
pl__	Spelling support, also sp near the word
○	Try again
^	Something missing
✓	Correct

This policy should be read in conjunction with the following additional policies:

- SEND Policy
- Pre-Prep School Pupil and Parent Handbook
- Pre-Prep Curriculum Policy