

Early Years Foundation Stage (EYFS) Marking and Feedback Policy

Codnor Primary School 2025-2026



Approved by: The full
governing body

Date:

Review Date:

This policy sets out how marking and feedback are used in Reception to:

- Support children's learning and progress in line with the curriculum.
- To develop their skills and knowledge and reach the next step in their learning.
- Encourage children to build confidence, independence and a positive attitude towards learning.
- Provide teachers and staff with information to plan next steps and identify areas needing support.

Marking and Feedback

Marking across EYFS should be developmentally appropriate, positive, consistent and focussed on next steps.

Children across EYFS have their own Learning Journey book to document learning, interests and achievements. Staff also use Class Dojo to document observations of learning and share these with parents. There is no expectation for a specific amount of work to be in books as the focus is on teacher knowledge, but each child must have numerous pieces of work at the end of every half term linked to the topic/ children's interests to document their progress. Staff will work with children during provision areas and support them, encouraging positive attitudes towards learning and help them to achieve their next steps.

Learning Journeys may contain:

- Supported work
- Independent work
- Photos

All work does not need to be evidenced as children take part in learning throughout the day. Evidence is reserved for 'wow' moments for that particular child or to evidence a particular skill they have developed.

Feedback

Staff can give feedback to children in a range of ways. These include:

- Verbal feedback. Most feedback is verbal and in the moment.
- Asking questions to further understand.
- Model activities and support children.
- Use stickers and stamps to praise effort.
- Work with children on specific next steps, for example scissor skills or helping them to use a three wheeled bike.

Maths

When supported with Maths in provision, staff can evidence this through photos or write a specific skill and child that needs support on the skills planning format. If children do a Maths activity that is paper based, this can go into children's learning journey with an I/ S signifying level of support. Staff can also write on the sheet to state next steps and level of support.

Verbal feedback should be given when completing Maths activities, both more structured Maths activities and supporting children to understand Mathematical concepts throughout the day. For example, staff may ask children to get 'one more' pencil when writing in the writing area.

Maths learning should be practical where possible and develop key skills and knowledge of specific concepts.

Writing

All learning will be dated and making symbols added. Staff can also add children's comments and voice of the child if necessary. Staff can write next steps on for children and give verbal feedback on what the child can continue to develop.

Adult focus activities/ group work

Occasionally, staff may support children in specific adult focus activities and group work. If so, objectives can be added along with the date and level of support highlighted.

Independent work

Independent work can be kept for Learning Journey books if it clearly shows that a child has met their next step in learning, or it is a particular 'wow' moment for that child. This will be marked with the date and an 'I' for independent. Staff can give verbal feedback, and write down any specific notes of importance on children's work, such as next steps or comments made.

Differentiation

S by outcome and level of support given. Staff differentiate by supporting children in specific skills in both indoor and outdoor provision.

Marking Symbols for EYFS	
	Identifies work as being independent. This can be used in adult focus activities if children have met the objective independently in Maths, or have carried out a task independently in other subjects.
	Identifies work as being supported. This can be used in adult focused activities if children need support from an adult or peers.
	This symbol identifies a next step for the child. This could include using digraphs independently in writing, using scissors appropriately or getting one less than an object. Next steps do not have to be identified in every piece of work, just where there is a particular next step needed.
	Speech marks can be used to add children's speech, scribe what children are saying and add their voice.
	Verbal feedback given to child.

