Eaton House Belgravia Assessment, Recording, Reporting, Marking and Feedback Policy

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Introduction

Marking and feedback are approached professionally and purposefully to support each pupil's learning and progress. They are integral to adaptive teaching, ensuring that the National Curriculum, used as a baseline, is extended for pupils working at greater depth and supported for those requiring additional reinforcement. While some variation in marking symbols and grading systems is permitted to reflect individual teaching styles and the age of the child, all pupils are entitled to consistent, timely, and constructive feedback. Marking is regarded as an integral part of the assessment process, helping to reinforce expectations, guide improvement, and celebrate success.

Policy Aims

- Marking and feedback are integral to effective teaching and learning. At Eaton House Belgravia, we mark pupils' work and offer feedback in order to:
- Demonstrate that pupils' work is valued and promote a sense of pride and ownership in learning.
- Boost self-esteem and motivation through constructive praise and encouragement.
- Provide pupils with a clear sense of their progress and outline the next steps in their learning journey.
- Offer precise feedback on how well pupils have met the learning objective and/or individual targets.
- Encourage self-reflection and independent learning by helping pupils recognise their strengths and areas for development.
- Clarify expectations and raise standards through consistent guidance.
- Assess understanding and identify misconceptions that can be addressed in future teaching.
- Support both formative and summative assessment processes.
- Inform lesson planning by providing ongoing insight into pupil progress and needs.
- Ensure pupils play an age-appropriate role in reflecting on their own learning.

Core Principles of Marking and Feedback

- Marking and feedback are central to the assessment process and must be meaningful, manageable, and motivating. Done well, they drive progress, address misconceptions, and promote high standards of teaching and learning. All pupil work is acknowledged and responded to supportively, in line with the following principles:

Purpose and Impact

- Marking and feedback should be positive, purposeful, and progress-driven, recognising effort, achievement, and improvement over time.
- Comments must be constructive, limited to one or two specific, achievable targets, and clearly linked to the learning objective.

- Feedback should always be accessible and age-appropriate, enabling pupils to understand and act upon it.

Approach

- Oral feedback is prioritised in EYFS and lower year groups; it should be immediate, encouraging, and clearly understood.
- Written feedback, where appropriate, may follow a 'praise–prompt–praise' structure (or similar) to ensure motivation and clarity.
- Pupils are given regular, dedicated time to respond to marking (Response and Reflection time), allowing them to consolidate and apply next steps.
- Presentation and effort are consistently acknowledged to instil pride and responsibility in learning.

Consistency and Monitoring

- All work must be dated, with a clear title and reference to the learning objective.
- Spelling, grammar, and punctuation are corrected selectively and consistently, with discretion according to age and ability.
- Common misconceptions should be addressed efficiently through whole-class feedback or plenaries; significant issues are logged and shared with colleagues to inform planning.
- The quality and consistency of marking is monitored regularly by Year Group Leads and the Senior Leadership Team through book reviews and moderation.
- Moderation meetings are scheduled termly to ensure parity of standards across year groups and to validate teacher judgments.

Range of Feedback

- Feedback may be delivered by teachers, Assistant Teachers, or, when appropriate, through carefully guided peer and self-assessment.
- Self- and peer-assessment are encouraged to build independence, reflective skills, and ownership of learning.
- Self-evaluation tools (e.g. checklists, sentence stems, traffic lights, or smiley faces) support pupils in reflecting on their learning.

Timeliness

- Marking should be timely, ideally completed before the next relevant lesson, so that feedback has maximum impact on pupil progress.
- Response and Reflection (RAR) is a non-negotiable part of the marking cycle from Year 2 upwards, ensuring pupils act on feedback to improve future work.

Guidance for Teachers

- The primary purpose of marking and feedback is not to penalise, but to promote progress and accelerate learning. Marking should celebrate effort and achievement while providing

clear, constructive guidance for improvement. A balanced approach ensures that pupils remain motivated, while misconceptions are addressed promptly and accurately.

- Teachers should follow the guidance below when marking pupils' work:
- From Year 1 upwards, work should always be dated and clearly linked to the learning objective. In Kindergarten, this is teacher-led and reinforced verbally.
- Marking should be proportionate to the task and its purpose—not every error requires correction if the focus was on a different skill or objective.
- Pupils in the Pre-Prep use pencil; in Year 3, pupils may progress towards a pen licence once handwriting is consistently neat and fluent.
- Errors should be crossed out with a single line. Where work is deemed unacceptable, pupils should redraft following a clear discussion of what needs improving.
- The depth of marking should reflect the pupil's age, ability, and readiness to learn, with feedback targeted at the next achievable step.
- Feedback that could be perceived as negative should always be framed positively and paired with clear, actionable guidance.
- Teachers should prioritise impact over quantity, making use of whole-class feedback, verbal comments, or 'live marking' during lessons where effective.
- Pupils must be given time to respond to feedback; expectations for response should be modelled explicitly and embedded into classroom routines.
- Standards of presentation (including handwriting, layout, and pride in work), spelling, and punctuation should be reinforced consistently through feedback and classroom practice.
- Feedback for pupils with SEND and EAL should be adapted to their needs, using scaffolds, visuals, or simplified prompts to ensure clarity and accessibility.
- The ultimate measure of effective marking and feedback is its impact on pupil progress, independence, and confidence in learning.

Assessment Cycle at Eaton House Belgravia

To ensure accurate and meaningful tracking of pupil progress, Eaton House Belgravia follows a structured assessment cycle across all year groups. Assessment is purposeful and proportionate, combining ongoing teacher assessment with a small number of standardised assessments and screeners at appropriate points throughout the academic year.

Quest forms the core of our standardised academic assessment cycle, alongside CAT assessments in Years 2 and 3. PASS is used to support our understanding of pupils' attitudes to learning and school, while RWI phonics screening and dyslexia screening are used where appropriate. Formal writing assessments take place in the Spring Term.

Assessment information is used alongside teachers' professional judgement and day-to-day formative assessment to identify strengths, gaps in learning and any additional support or challenge required. It also enables staff and school leaders to monitor progress over time and ensure that teaching responds effectively to pupils' needs.

Marking Symbols and Codes

Kindergarten & Year 1
Marking should be primarily verbal, immediate, and positive. Use smiley faces, stamps, or short encouraging phrases to celebrate effort. Written symbols are not yet meaningful at this stage and may discourage confidence. The focus should be on motivation, spoken feedback, and building pride in learning.

Year 2
Gradually introduce simple symbols (e.g. ☑,. , sp) alongside continued verbal feedback. Model their meaning during lessons and display them clearly in the classroom. Feedback should remain encouraging, with next steps explained simply and constructively.

Year 3
Pupils begin to respond more independently to marking. Structured self-correction opportunities (e.g. RAR) should be embedded, with encouragement to edit spelling, punctuation, and presentation. Symbols such as *sp*, *C*, and ^ should be used consistently to promote accuracy and independence.

Marking Codes Summary

Code	Meaning	Example Use
✔	Correct / accurate	For correct answers or strong points in writing
.	Incorrect / needs correction	Placed next to an error in maths or writing
^	Missing word	Where a word has been omitted
//	New paragraph	Indicates where a new paragraph should begin
sp	Spelling error	Correct spelling written in margin
C	Capital letter missing	Beginning of sentence without a capital
?	Unclear / does not make sense	Meaning ambiguous or confusing
VF	Verbal feedback given	Teacher note that feedback was oral

Self-Assessment

Self-assessment is a valuable element of the learning process, enabling pupils to reflect on their progress, celebrate successes, and identify next steps. In the Pre-Prep years, it must remain age-appropriate, simple, and purposeful, supporting children to become reflective and increasingly independent learners over time.

Self-assessment is not expected for every piece of work or across all subjects. It is most effective in English, Maths, Humanities, and Creative Projects, particularly at the end of a topic, task, or extended piece of work.

The purpose of self-assessment is to:

- Encourage pupils to reflect on what they have done well.
- Help them recognise areas for improvement or challenge.
- Support a growth mindset and positive attitude to learning.

Progression through the Pre-Prep:

- **Kindergarten – Year 1**
  Self-assessment is mainly oral and visual. Pupils may point to or circle smiley faces  or traffic lights  to show understanding. Teachers may annotate responses where useful. The focus is on motivation and engagement, not correction.
- **Year 2**
  Children begin using simple written self-assessment alongside guided Response and Reflection (RAR). Examples include circling a traffic light in their book, choosing a sticker, or completing a teacher-modelled sentence stem ("Next time I will…"). This should be brief (2–3 minutes), used once or twice a week, ideally at the end of a block of work or extended task.
- **Year 3**
  Pupils use RAR more explicitly. They write short reflective comments using sentence stems ("I'm proud of…", "Next time I will…"), and may also use simple success criteria checklists. Teachers should provide one follow-up acknowledgement or prompt to encourage pupils to act on their reflections.

Suggested tools for self-assessment:

- **Traffic lights**
  -  "I found this tricky and need more help."
  -  "I'm nearly there but need more practice."
  -  "I feel confident with this now."
- **Smiley faces (KG–Year 2)**
  -  "I understood and enjoyed this."
  -  "I did OK but could improve."
  -  "I found this difficult."
- **Sentence stems (Year 2–Year 3)**
  - "I'm proud of…"

- "Next time, I want to…"
- "I found ___ easy/hard because…"

Self-assessment should always be visible, purposeful, and brief. It is not intended to add to staff workload, but to develop pupils' metacognitive awareness and embed RAR as part of their learning routine.

Self-Assessment Progression Summary

Year Group	Approach	Tools	Frequency	Teacher Role
KG–Y1	Oral and visual self-assessment	Smiley faces 😊, traffic lights 🔴🟡🟢	Informal, as part of plenaries	Encourage reflection; annotate if helpful
Year 2	Simple written self-assessment	Traffic lights, stickers, sentence stems	1–2 times per week (end of block or task)	Model stems; guide RAR process
Year 3	Explicit written reflection (RAR)	Sentence stems, success criteria checklists	Regular use in extended pieces	Acknowledge/respond to pupil comments

Setting Out Work

Children in the Pre-Prep are not expected to write the full learning objective in their books. Instead, teachers ensure pupils understand what they are learning through clear verbal communication, modelling, and repetition.

Key approaches include:

- Stating the learning objective at the start of the lesson in age-appropriate language and revisiting it during the session.
- Using visual cues or symbols to reinforce meaning (e.g. a pencil for writing, a number for maths).
- Encouraging children, where appropriate, to repeat the learning objective aloud or summarise it in their own words (e.g. "We are learning how to describe a character").
- Displaying the learning objective on the board or screen, even if it is not recorded in books.
- Annotating the objective in the margin of the child's work where needed (particularly in EYFS and Year 1).
- In Year 2 and Year 3, encouraging capable children to record a brief title or simplified version of the objective to promote independence.

All written work should include:

- The **date**: short format for Maths (e.g. 25.07.25) and long format for all other subjects (e.g. 25th July 2025).
- A **title** that relates to the task, either provided by the teacher or generated with the class.

Why this matters:
This approach ensures that:

- Expectations are clear and consistent for pupils, staff, and external scrutiny.
- Pupils are not burdened with unnecessary transcription tasks that distract from learning.
- Learning remains visible, purposeful, and accessible to pupils and adults reviewing work.

Use of Worksheets

Worksheets are used purposefully and selectively across the Pre-Prep and should support, rather than replace, high-quality teaching, practical learning and appropriate opportunities for pupils to record independently in their exercise books.

Where worksheets are used, they should be clearly linked to the learning objective and follow the agreed Eaton House Belgravia worksheet format to ensure consistency and high standards of presentation:

- narrow page margins;
- a 2¼ pt page border, using an appropriate colour;
- the heading/learning objective in Sassoon Infant Std, size 14;
- the date aligned to the right-hand side of the page;
- instructions and captions in Sassoon Infant Std, size 14;
- font size may be increased where appropriate to the task or age of the pupils, for example in Kindergarten where pupils require more space for handwriting.

Worksheets should be well presented, appropriately challenging and provide sufficient space for pupils to complete their work to the expected standard. Teachers should consider whether a worksheet adds value to the learning; where pupils can appropriately record the learning directly in their exercise books, this should ordinarily be preferred.

Marking on worksheets should follow the same expectations as in exercise books:

- Green pen for teacher comments or corrections.
- Feedback that is constructive, age-appropriate, and accessible to the child.
- Where possible, verbal feedback should be given during the task and briefly annotated on the sheet.

To avoid over-reliance:

- Worksheets should not be used excessively or as ‘filler’ tasks.
- Teachers should prioritise practical, discussion-based, and open-ended learning opportunities.

- Resources from commercial providers (e.g. Twinkl) may be used occasionally, but only when adapted to the needs of the class and aligned with the curriculum.

Positive alternatives include:

- Creating bespoke resources tailored to pupils' current learning, making tasks more meaningful and engaging.
- Prioritising practical activities, games, and collaborative work to embed key concepts.
- Using whiteboards, journals, and digital tools as flexible alternatives that reduce photocopying and allow for instant feedback.
- Employing worksheets selectively for assessment or consolidation, ensuring they are always high-value rather than routine.

This approach ensures consistency in marking across all formats, reduces unnecessary workload, and supports meaningful, engaging learning experiences.\

Setting Out Work Summary

Year Group	Learning Objective Recording	Date Format	Titles	Teacher Role
KG–Y1	Oral, visual, symbols; teacher may annotate margin	Short date (Maths), Long date (other subjects)	Teacher-provided	State/revisit LO; annotate if needed
Year 2	Simplified written LO or title if capable	Short date (Maths), Long date (others)	Teacher-provided or class-generated	Encourage independence in recording
Year 3	Pupils record brief LO/title independently	Short date (Maths), Long date (others)	Child records or generates	Support independence; check consistency

Spelling

Overview

Spelling is explicitly taught throughout the Pre-Prep, with formal termly assessments introduced from Year 1 onwards. Teachers model accurate spelling consistently across all curriculum areas and build pupil confidence by drawing attention to key vocabulary, high-frequency words, and subject-specific terminology.

Correcting Spellings in Written Work

Not every error requires correction. To keep marking purposeful, teachers should identify up to three age-appropriate spelling errors per piece of work. These should be:

- Underlined in the pupil's writing.

- Rewritten correctly by the teacher at the end of the work.
- Followed by an "x3" prompt (e.g. *cabbage x3*) to indicate that the pupil should copy the word three times.

Dedicated time—ideally at the start of the next lesson—must be provided for pupils to complete these corrections.

Response to Marking
This focused approach keeps spelling feedback manageable and meaningful. Pupils develop independence, editing skills, and personal responsibility by addressing a small number of targeted errors. Teachers must regularly check that corrections are completed and revisited to ensure sustained progress.

Supporting Spelling Development

- Add repeated individual errors to personal spelling lists or homework.
- Use a "Spelling Fix" box or sticker in books for pupils to practise key words.
- Share and address class-wide common errors through phonics or spelling sessions.
- Revisit corrected words in later lessons to reinforce retention.

Progression by Year Group
Reception (KG):

- Phonics-based spelling patterns introduced and reinforced.
- Teachers model correct spellings and may write words for tracing or copying.
- Corrections are mostly verbal, with opportunities for children to practise key words.

Year 1–2:

- Termly spelling assessments introduced.
- Teachers highlight up to three errors per piece, underlined and rewritten at the end.
- Pupils copy corrected words three times and begin to notice and self-correct familiar words.
- Simple RAR (Response and Reflection) prompts may be used (e.g. *"Check your spellings again"*).

Year 3:

- Consistent correction and reflection embedded.
- Pupils write corrected words at the end of their work, copy them three times, and track progress using lists or checklists.
- Teachers monitor responses closely and adjust weekly spelling lists accordingly.
- Regular RAR responses expected (e.g. pupils editing their own spellings independently).

Spelling Across Pre-prep summary

Year Group	Teacher Approach	Pupil Response
KG (Reception)	• Phonics-based patterns introduced • Teachers model correct spellings	• Trace or copy words • Corrections mainly verbal

	• May write words for tracing/copying	
Year 1	• Termly spelling assessments • Highlight up to 3 errors • Teacher rewrites correctly at end	• Copy corrected words x3 • Supported by reminders
Year 2	• Continue underlining up to 3 errors • Encourage noticing and self-correcting familiar words	• Copy words x3 • Add to lists/"fix" boxes • Respond to simple RAR
Year 3	• Consistent underlining and modelling • Build in correction time • Monitor use of lists/checklists	• Copy words x3 • Track lists/checklists • Independent RAR

KG and Year 1 Marking and Feedback Guidance

Marking and feedback in KG and Year 1 must reflect pupils' developmental stage and align with the EYFS Statutory Framework and KS1 National Curriculum. The emphasis is on immediate, verbal, and positive feedback, supported by simple visual cues, rather than detailed written correction.

Key Principles

- **Verbal feedback first:** Most marking is oral, given during or immediately after the task, ensuring children can respond straight away.
- **Visual encouragement:** Smiley faces, stickers, and stamps celebrate effort and motivate learners.
- **Clarity of support**: Adults annotate with *"Independent," "Teacher Assisted,"* or *"Adult Assisted"* to indicate the level of input provided.
- **Simplicity in corrections**: Avoid over-marking. Teachers may highlight **one key focus** (e.g. missing capital letter or finger space) rather than multiple errors.
- **Learning objectives**: Shared verbally and visually, not copied out. Teachers may annotate the LO in the margin if needed.
- **Spelling corrections**:
    - *KG*: Teachers model correct spellings; children may trace or copy.
    - *Year 1*: Teachers may highlight one or two age-appropriate words and write them correctly for children to practise.
- **Next steps**: Use short, positive comments to guide improvement (e.g. *"Great describing words — next time, add a full stop"*).

Why this matters?

This developmental approach ensures feedback is:

- **Appropriate** to children's age and stage.
- **Manageable** for staff to deliver consistently.
- **Purposeful**, helping pupils build confidence without being overwhelmed.
- A secure **foundation for more formal marking** in Year 2 and beyond.

Pupil Voice in Assessment

Pupil voice forms an essential part of assessment for learning at Eaton House Belgravia. Teachers actively seek and respond to pupils' perspectives on their learning through age-appropriate methods. These may include plenaries, exit tickets, self- and peer-assessment, class discussions, surveys, or visual tools such as traffic lights and smiley faces for younger children.

Through these strategies, pupils from Kindergarten to Year 3 are given opportunities to reflect on what they have learned, share their understanding, and identify areas where they may need further support. Teachers use this feedback diagnostically to adapt planning, address misconceptions, and build on pupil curiosity. In doing so, assessment becomes a two-way process that values the contributions of learners, fosters independence, and strengthens engagement across the curriculum.

Report Writing

A school report is one of the most eagerly anticipated documents that parents receive. Families read and re-read them, children treasure them, and they often become part of a pupil's personal record of school life. Reports therefore serve as both:

- An official record of the school's judgement on a child's progress, effort, and wider development.
- A personal reflection of a child's achievements, growth, and contributions.

For parents, it is the clearest window into how their child is doing; for children, it is a meaningful recognition of their journey.

Reports at Eaton House Belgravia

Written reports are issued at the end of each term (Christmas, Spring, and Summer). Teachers are expected to provide balanced, evidence-based judgements on:

- **Effort** – attitude, diligence, and approach to learning.
- **Attainment** – current standards in relation to school expectations.
- **Next steps** – practical, pupil-friendly advice for progress.
- **Personal growth** – triumphs, individuality, and wider contributions.

Reports should celebrate success, highlight progress, and offer constructive guidance, capturing the whole child both academically and personally.

Principles of Effective Reports

Reports must be:

- **Clear and succinct** – accessible to both child and parent.
- **Balanced** – recognising achievement while identifying growth areas.
- **Evidence-based** – grounded in real work and observable effort.
- **Personal** – written so that anyone reading can recognise the pupil.
- **Actionable** – giving specific, realistic guidance, never vague praise.

Concerns should not appear in a report for the first time: these must already have been raised with parents.

Report Writing Framework

Element	Focus Areas
Effort	• Attitude to learning • Organisation • Consistency and diligence
Attainment	• Standards reached • Strengths and progress made • Areas for development
Response & Targets	• Clear, pupil-friendly next steps • Practical advice for progress
Triumphs	• Stand-out achievements • Memorable contributions
Holistic Development	• Wider contributions to school life • Friendships and values • Clubs, enrichment, personal growth

Style and Conventions

All reports must follow consistent style guidance:

- **Language and tone**: professional, clear, and parent-accessible.
- **Capitalisation**: lower case for subjects and seasons (*maths, history, autumn term*); capitals for official names (*Spring Term, Good Show, Arundel House*).
- **Inverted commas**: for topics and school events (*'Victorians', 'Good Show'*).
- **Dates**: written in full (*22nd March 2025*).
- **Italics**: for titles of works (*Romeo and Juliet, The Times*).
- **Numbers**: one to nine in words; 10+ in numerals; % always with numerals.
- **Abbreviations**: write in full on first use, then initials (e.g. *Independent Schools Inspectorate (ISI)*, thereafter *ISI*).
- **Common pitfalls**: *practise/practice, its/it's, learnt (not learned), focused (preferred).*

Approved acronyms: EHBPP, EHBP, DT, PE, RS.

At a Glance

- Reports issued termly (Christmas, Spring, Summer).
- Structure using **EARTH** (Effort, Attainment, Response & Targets, Triumphs, Holistic Development).
- Must be: clear, succinct, personal, balanced.

- Include: effort, attainment, next steps, personal growth.
- Style rules:
    - *maths, history, geography* (lower case)
    - *Spring Term, Arundel House, Good Show* (capitals)
    - Full dates (*22nd March 2025*)
    - Italics for books/plays/newspapers
    - Numbers: one to nine in words; 10+ in numerals
- Approved acronyms: EHBPP, EHBP, DT, PE, RS.
- Watch out for: *practice/practise, its/it's, learnt, focused.* OBJ