



Early Years Marking and Feedback Policy

Philosophy

In Early Years at The Croft Primary School ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and carers. Each child has a Learning Journey, a Literacy book and a Maths book to record highlights of their learning journey over the year. Their Learning Journey is a shared document and parents and children are encouraged to make contributions.

The Early Years Foundation Stage states that *“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share”.*

Learning Journeys

A learning journey is a celebration of a child’s achievements and interests during their time in Reception and it shows the journey of a child’s learning and development through carefully chosen, dated and sequenced:

- Observations (recorded on stickers/post it notes)
- Annotated photographs
- Child initiated pieces of work
- Snapshots of significant achievements
- Quotes from the child
- Comments from the parents/carers

The entries into Learning Journeys will be dated and linked to the appropriate area of the EYFS in order to indicate a child’s progress in their learning and development.

Literacy and Maths books

The Literacy and Maths book are used to record adult-initiated pieces of work. Entries into this book will be weekly and the work will be linked to the focus of the learning that week. These books are a way of tracking a child’s progress in their Literacy and Maths skills over the year. These books, as with Learning Journeys, will be regularly shared with parents.

The learning objective and date (long date for Literacy and short date for Maths) will be displayed either on the work or on a sticker using an ‘I can’ statement.

EY Marking and Feedback

Children's work is annotated where necessary (using a green pen), giving the context to the piece of work and/or recording the 'voice of the child'; this supports adults in the assessment of the child's overall understanding and attainment. Work is marked to the Learning Objective (LO) and if a child has achieved the LO it will be highlighted green.



This part is correct



I need to look at this again



I have been working with an adult (initialled)



I have completed this work independently



This is something I need to practise



This is something to celebrate linked to the learning objective