Goddard Park

Community Primary School





<u>Early Years Marking Policy</u> Revised November 2013



To celebrate, encourage and support the children in their learning.

To facilitate dialogue between the children, their peers and the practitioners.

To provide information and evidence which practitioners can use in deciding how to take learning forward.

Guidelines:

When marking children's work, please do this with the child. Write down their contribution and let them stamp the work with a stamper. For the more able/older/Reception children discuss together how they may change their work if they were to do it again, bringing their attention back to the learning objective and decide together the child's next steps which is then recorded using the next steps stamper.

Practitioners should date the work, write a title and provide a commentary, for example: "Carmen sorted the pictures and was able to count them, when she her took time and did not rush." Indicate if the activity was independent (Ind) with some support (SS) or fully supported (FS). Record the area of learning and the age band and if the child has fully achieved the learning intention (A), is working within (WW) or is working towards (WT). Please sign your marking. Please mark with purple pens (purple for perfecting!) See the attached example.

With child initiated work, please date, write a brief commentary, what the child has said about the work, indicate again if it was independent and state that it is child initiated (CI) and sign. Please take a photocopy of child initiated work so we have evidence of child initiated work.

For Reception children, please make sure that the pupil premium children are highlighted on the focus tick sheet and the focus sheet so that all staff are aware of these children.

Remember assessment is most effective when children are engaged and it is a two way process between the child and the practitioner.















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