



EYFS marking policy

In EY assessment is ongoing. “Wow” moments are captured on Tapestry or through work in books. Each child’s book and Tapestry profile will reflect their own individual learning journey.

- All pieces of work in books must be dated.
- All pieces of work must be initialled by member of staff who completed the work with the child.
- Any work completed independently must be marked with an I in a circle.
- Work that is completed with support must be annotated. This should be done like an observation E.g. Tom had written $2+2=5$ *adults name* worked with Tom using counters to check his calculation. Tom took 2 counters in 1 hand and 2 in the other hand, *adults name* encouraged him to line them up to count them carefully to find the total. Tom touch counted each counter and noted that the answer was 4 not 5.
- Anything that children say that is related to their work must be annotated onto their work as a quote. E.g. “ssss is for snake”
- It is noted that sometimes worksheets are needed to scaffold learning for example giving the children a writing frame, however formal worksheets are not to be used

General

- All staff marking **must model neat and legible handwriting**
- All marking to be in **red pen**
- Marking by TA’s must be monitored by class teachers.
- TA’s must be given sufficient time to complete any marking/time to upload observations to Tapestry, this is reflected in their contracts.
- Following the whole school marking policy green highlighters and pink highlighters are used to feedback to children in the moment. Green indicates something that children have done well, pink indicates “think pink” and children may need to make a small correction

Observations

- Must include the **child’s voice**
- Add context where possible to add background to the journey of the learning
- Group observations must show **clear learning points for each child** involved. If a child was simply present during the learning they do not need to be added to the observation
- Observations are not to be uploaded for a whole class/large group learning experience
- All staff are responsible for uploading observations



- If an adult is involved in the observation their initials must be used. E.g. SL asked how many counters *child A* had got.
- Anything that a child has said must be in inverted commas e.g. Ben “it is c c c for cake”

Example of an observation

The children had been learning the sound t in phonics. Rob approached SL holding a toy tiger. Rob said to SL “Look it is t t t for tiger”

SL “Well done! T is for tiger, I wonder if we have anything else in the classroom that starts with a t t t”

Rob “ YES!” Rob then carefully moved around the classroom picking up different objects. He stood over the cars and picked one up he clearly said “car, car, car...Miss Lochhead it’s not t for car”

SL “You are right Rob its not a t for car” SL emphasised the C sound when saying the word car.

Rob “C! c, c, car!” Rob continued to scan the room, he paused and picked up a train “t t t train!!!!”

SL “Yes well done Rob t t train and t t tiger”

context

Sustained shared thinking- opportunity to develop further.

Detail the process of the learning like a narrative.

Repetition for clarity of learning.

This is an observation that would be recorded as a “Wow” moment as it shows the children using prior learning during their own independent exploration.