



# FOUNDATION STAGE MARKING POLICY

Version Control		
Date	Version	Comments
01/09/22	V2.0	Control feedback sought



Document Edition	Section	Details of change
2022-2023 September	All sections	Formatting Addition of Links to Other Policies Addition to Equality section Addition of monitoring arrangements

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## 0. Aims

We aim to;

- To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.
- To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.
- To value each individual's contribution irrespective of race, gender, religion or ability.
- To encourage children to be aware of their behaviour and how it affects other people.
- To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.
- To ensure that the curriculum reflects the richness of our multi-cultural society.
- To foster and build on relationships with parents, governors and the wider community.
- To provide a planned process of staff development

## 1. Learning Diaries

- All work must be dated
- All work should have a short comment/explanation about the piece of work
- Photographs should be annotated with a short comment/explanation about what the child is doing. All photographs should have a date
- Adult-led work should have the date, the aim and a short comment about the work
- Children should always attempt to write their name independently onto their work (in Nursery and Reception). Name cards should always be available in class to help children do this. If necessary, an adult can then write the child's name underneath the child's mark-making
- Children's comments should be added to the Learning Diary termly
- Termly targets should be set and shared with the child

## 2. Adult Led Writing

- Well- stocked class libraries
- All work must be dated
- All work should have the aim included on the piece of work
- All written work should be marked using an appropriate strategy – e.g. pink/green highlighter (linked to the aim), positive comment, 'D' (to show a discussion has taken place between the child and the adult')
- For early writers, adults should scribe underneath the child's mark-making/letter shapes

## 3. Key for Annotations

I – independent work

WS – with adult support

? – child has been prompted by an adult question

D – .....

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- . – aim not met, child had no understanding of the task
- / - aim not met, child had little understanding of the task/required lots of adult support
- /\_ - aim partly met. Child needs reinforcement of activity/learning intention before moving on to next steps of learning
- /\_\ - aim met. Child needs to move to next steps of learning

#### 4. Training Opportunities

The school is committed to ensuring that all teaching staff have regular professional development. This may be through whole school INSET training, professional development meetings or phase development meetings.

Partnership teaching opportunities are in place to support any teachers who are new to Cyril Jackson or those who need additional support.

Please see the CPD Policy for more information.

#### 5. Equal Opportunities

The school is committed to the following:

- Opposing all forms of discrimination – individual and institutional, direct and indirect.
- Challenging all forms of discrimination about different groups in society.
- Translating good equal opportunities principles into all our policies and practice.
- Maintaining and developing an inclusive culture where every individual feels valued and aspires to succeed.

See Equality Policy.

#### 6. Monitoring Arrangements

This policy will be reviewed as guidance from the DfE is updated, and as a minimum triennially by EYFS Lead. At every review, the policy will be approved by the LGB.

#### 7. Links with other Policies

This policy links to the following policies:

- Teaching and Learning policy
- Equality Policy

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