



Christ Church Primary School Policy for Evaluation, Reflection and Feedback in the Foundation Stage.

(This is also appropriate for Year 1 depending on cohort and individual ability)

This Policy gives guidance to staff on the purpose, types and frequency of evaluation, recording and feedback in the Foundation Stage. All evaluation should have a clear purpose for the child and the teacher (Effective Assessment and Feedback). **Evaluation** involves continuous observation of child directed and adult- led activities; verbal feedback and recording in Learning Journals and Early Year Profiles. **Verbal Feedback** involves encouraging children to talk about their activity (giving 2 stars and a wish) –**Evaluation** and **Reflection**. Written feedback is used where appropriate. The Marking Policy for Y1-3 and Y4-6 is a separate document.

AIMS

We aim to

- Evaluate the children's achievements in a positive manner, related to the Learning Goals, in a way which reflects the ethos of the school.
- Annotate children's recorded activities regularly and consistently in ways that highlight strengths and areas for both improvement and development, as a means of recording observations.
- Observe and record learning behaviour in all 6 areas of the Early Years Foundation Stage Curriculum.
- Produce enthusiastic learners, who are keen to be independent.
- Begin to encourage children to become involved in the appreciation of their own and other's achievements.
- Provide a structured system of marking to enable teachers to maintain high standards within a manageable framework.

PURPOSE OF EVALUATION AND ASSESSMENT

- To inform the teacher of a child's progress and needs for the future planning.
- To provide feedback on current tasks or activities
- To demonstrate the value of a child's work thus giving encouragement and building confidence.
- To allow for children the opportunity to evaluate and reflect upon their strengths and achievements.

TYPES OF WRITTEN EVALUATION

1. Acknowledgement Marking.

In Foundation Stage Acknowledgement Marking is used where appropriate eg. In Reading Record books and in formal maths and written tasks against the Learning Objective. Acknowledgement Marking and is used by the teacher/adult to assist in planning next steps. These standardised symbols for our school are used:
(√= achieved **W**= working towards **O** = not achieved/understood **↑** = area for improvement)

It may be appropriate to use a variety of stickers as a visual response aide for the children. To allow the children to be reflective and respond to visual marking the following stickers are used in literacy.

Taking pride	Good thinking
Good vocab	Capital letters full stops

The colours correspond to the literacy targets given to parents.

When a child works with an adult, the child's comments will be noted on the task page or sheet. Teaching Assistants and Supply Teachers will initial beneath their Comments or Acknowledgements on children's tasks.

It is helpful to indicate a level of support provided. Adults will show whether the children worked alone, with a peer, with an adult or with the Class Teacher.

2. Observational Evaluation.

Observational/ comment (as appropriate) stickers are used by Class Teachers and Teaching Assistants in various parts of the lesson, providing immediate assessment or feedback.