



Christ Church & Holy Trinity CE Primary Schools Federation Evaluation, Reflection & Feedback Policy in the Foundation Stage March 2022

Our Christian Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our Mission

Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.

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 Years 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 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

I. 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 is used by the teacher/adult to assist in planning next steps.

These standardised symbols for our school are used:

(√= achieved **W**= working towards **î** = area for improvement)

☺ This symbol may be used to denote that the child has worked well and on task for that activity.

It may be appropriate to use a variety of stickers as a visual response aide for the children.

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 using the following codes:

WT: Working with the teacher

WA: Working with an assistant

WP: Working with a partner

WI: Working independently

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.



Teacher will use the app – Evidence Me to evidence observations against the ELGs.

Understanding Marking in Reception Class

The following symbols will be used to help me understand if I have achieved the learning objective:

✓	Achieved / fully understood
W	Working towards

When my teacher marks my work, the following symbols may be used:

	Successes
	Areas for improvement
✓	Good word/phrase/idea
✓ ✓	Excellent word/phrase/idea
sp. _	Spelling Error
∧	Missed letter, word or phrase
O	Missed punctuation
CL.	Capital letter
/	Missing space

During an adult led activity the teacher I have been working with will write a comment about my learning for other adults to read.

My target is on a post-it note in my book. When I have achieved my target 4 times, I will get a sticker and receive a new target.

Signed: *Avis Hawkins* *March 2022*
Name of Schools Christ Church and Holy Trinity Primary Schools Chelsea
Policy review Date March 2022
Date of next Review March 2023
Who reviewed this policy? Avis Hawkins, Partnership Committee
Ratified by Governors March 2022