

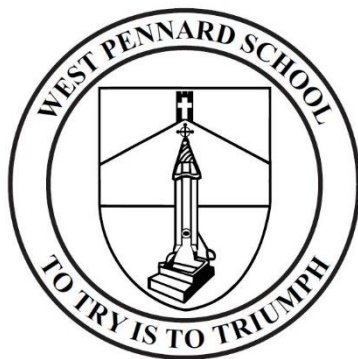
West Pennard CE Primary School Feedback and Marking Policy

Foundation Stage













The purpose of marking in Early Years is to inform staff of how the children achieved on particular tasks and their next steps to help future learning. The work marked is adult-led tasks in their learning journals. All pieces are marked against the learning objectives in **black** with a smiley or straight face and a written comment. All pieces, where appropriate state the child's next steps. During child-initiated learning and in their child-initiated tasks written comments are sometimes recorded by adults and written on their work if this is useful. Written pieces from child-initiated learning are collected, dated and annotated where necessary and placed in the learning journals. At the end of the Summer Term, staff begin to use the whole school marking symbols in preparation for KS1.

Dyslexia Friendly Strategies

- ❖ West Pennard is a 'Dyslexia Friendly School' and teachers are aware of the need to sensitively mark the work of children with specific learning difficulties.
- ❖ Extra time will be given to ensure that children are able to complete the work before marking when possible
- ❖ Spelling errors will be marked according to their spelling age / phonic stage
- ❖ Feedback will usually be done through a dialogue between teacher and child



Symbols used for younger children

-  Vary sentence openers
-  Use your phonics
-  Check your work
-  Use finger spaces
-  Use wow words
-  Hold a sentence
-  Handwriting
-  Capital letters
-  Full stops
-  Write on the line
-  Use connectives / conjunctions
-  Get a wriggle on