

Worlds End Junior School Mathematics Marking Policy



Introduction

This policy is based upon the NCETM Marking and Evidence Guidance for Primary Mathematics Teaching. In this document, 'marking' is taken to mean the process whereby a teacher looks at pupils' written work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design. In primary mathematics they require:

- well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

We believe that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

The policy must be:

- ✓ consistently applied by all staff;
- ✓ clear in its purpose;
- ✓ manageable;
- ✓ productive in its outcomes;
- ✓ informed by pupils' individual learning needs and assessments.
- ✓

Teacher's handwriting

All teacher comments should model the school's handwriting policy. **It is vital that all teacher comments are legible.**

Guidance on Marking Mathematics at World's End Junior School

- In line with other subjects, work is highlighted pink when it is correct (tickled pink) and green when it is incorrect (green for growth)

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, teachers simply indicate where each slip occurs through highlighting. When appropriate, the teacher may encourage pupils to correct them.
- If errors demonstrate lack of understanding for a small number of children, the teacher will address this by working with the child during Same Day Catch Up (an intervention led by the teacher which occurs the same day). A record of Same Day Catch Up is noted in a book, information recorded includes, the date, objective covered, names of the children and any relevant observations. This allows teachers and the subject leader to identify children who regularly struggle in lessons and put in additional support such as a. If Same Day Catch Up cannot occur, written feedback may be given (see guidance below).
- If errors demonstrate lack of understanding for a large number of children, the errors will be addressed in the next lesson. A record of this is noted in the Same Day Catch Up book. This allows the maths leader to monitor the books in order to identify potential training needs of the teachers.
- Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Therefore, when the teacher feels it is appropriate, work in maths books and workbooks may be marked by the children. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. Maths journals are always marked by the teacher.
- It is not be a routine expectation that next-steps be written into pupils' books. The next lesson should be designed to take account of the next steps.
- However, if teachers wish to write appropriate comments, including next steps, in the children's books, they may. The emphasis in marking should be on both successes against the learning outcome and improvement needs against it.
- Any written comments consideration should be given to the following questions:
 - Can children read your comments?
 - Have you modelled effectively the school script?
 - Can the children understand your comments?
 - Do you allow time for the children to read your marking?

"Self- esteem is the most significant factor in being a successful learner."

(Enriching feedback in the Primary Classroom. Clarke 2003)

- Teachers reward effort and pleasing work with motivational stickers or stamps.
- Any written comments should take on a positive, rather than negative, form.

Formative feedback/marking

Episodic teaching allows many opportunities for oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvement needs against the learning outcomes.

- It may give reassurance or a quick check on progress.
- In the course of a lesson, teachers' comments to children should focus firstly on issues about the learning outcome and secondly on other features.

Peer and self-assessment

Peer and self-assessment is a vital part of this marking policy. By developing these skills, the children learn how to check their own work and to identify their own targets for development.

For self and peer assessment to be effective the following points should be considered:

- A growth mindset culture should be prominent within the classroom;
- Children should be trained in the process of self-evaluation/peer assessment. This process should be regularly modeled by the class teacher;
- Children should agree some 'golden rules' of response for partner/peer assessment/feedback, to safeguard self esteem;
- Feedback/peer assessment can be oral or written, according to the ability of the child/ren and the nature of the task.

Shared marking

Using the visualiser at regular intervals to either model effective AfL or to look at, dissect or mark a child's work is a powerful tool. This helps to model the marking process and teaches particular developmental points at the same time.

Another strategy is to show two pieces of work, for example written explanations of reasoning, to discuss the differences and how to improve the work.

Initialling work

When anyone other than the class teacher has marked the work, for example PPA teacher, supply teacher, teaching assistant or child, the work must be initialled. If the work is not initialled, the assumption is made that the class teacher has marked that work. This supports the monitoring process.

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