

South Hiendley J, I & EY School

Maths Marking and Feedback Policy



Principles

The way we respond to children's work should show the children that we respect their efforts, achievements and feelings. It should help to develop positive attitudes to learning by:

- celebrating success
- improving children's motivation
- setting further challenges
- encouraging children to see their mistakes as an essential part of learning

We mark children's work in order to:

- focus on the child's achievements and demonstrate that the work a child has done is valued and appreciated
- encourage and praise
- give an opportunity for communication between the teacher and the child on a personal level
- evidence attainment against set criteria (e.g. lesson objectives, year group/class objectives etc.)
- make children aware of what they need to do next to improve their performance
- help the teacher to plan future activities, assess next steps and to set targets
- continue routine monitoring to benefit pupils and teachers by checking whether concepts have been understood

Principles to be applied to the marking of children's work

1. Children will be aware of the learning objective for each lesson and this will be displayed in their books and marked against.
2. When appropriate, marking will be mainly focussed on the specific 'published' objective for any single piece of work. At the same time, a child may have an ongoing generic target, which can also be a focus of the marking. An example of this could be to set out calculations correctly.
3. Highlighter pens will be used to draw attention to children's work where they have been successful (yellow - Yippee Yellow) and where children need to make corrections (green - Green for Growth).
4. In year 1, a system of pictorial prompts is used with the teacher highlighting in the Yippee Yellow and Green for Growth. This supports the children in becoming familiar with our marking scheme without the added pressure of reading and understanding the feedback. (see Appendix 1)

5. As well as highlighting, there will be written comments as to how something can be improved.
6. Children's work should be annotated in the top right-hand corner to show who it was done with, and whether it was done with or without support as follows:
 - Ⓣ (teacher)
 - Ⓣⓐ (teaching assistant)
 - Ⓢ (supply teacher)
 - Ⓦ (independent)

Where maths buddies are used, they may sign another pupil's book to show that they have given support.
7. Marking will be done with a purple pen. Children should respond appropriately to teachers' comments (e.g. comment, initial), using a green pen.
8. Teachers should check to see whether further comments are needed. Whenever possible, the majority of marking in maths will be carried out with children during lessons. However, it is the teacher's responsibility to monitor this process and comment in books accordingly. Oral feedback may be given to children during the lesson and this will be indicated using Ⓞⓕ. Such feedback will support children in correcting errors, or extending their learning. This will be particularly relevant in EYFS and Year One.
9. As often as possible, children will be involved in marking their own work and in working with learning partners. They will be systematically taught how to assess their own and others' work against learning objectives and success criteria.
10. Children will be given time at the start of the next relevant lesson to look at feedback, and, where appropriate, respond to it.
11. When marking children's work, members of staff will strive to model the high level of presentation and handwriting that they would expect from the children.

Self and Peer Assessment

- Children should be encouraged and given opportunities to assess their own work and work of their peers using strategies such as:
 - Smiley faces
 - Highlighting
 - Assessment slips
 - Post-its (Yippee Yellow/Green for Growth)

Suggestions for feedback to children

- Reminder prompt
 - There are too many digits after the decimal point.
 - Make sure that you have written the sum down correctly.

Try this one

$$\begin{array}{r} \pounds 1.24 \\ + \pounds 6.98 \\ \hline \end{array}$$

- Scaffolded prompt
36 can be partitioned into _____ and _____ .
- Example prompt
36 can be partitioned into 30 and 6.
How else could you partition 36?
- True or False response
Which is incorrect?
22-11=11
34-21=13
61-34=31
- Making it clear what the children need to do - Finish off.....correct.....
amend..... develop in a certain way.....

See examples attached.

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