

LETHBRIDGE PRIMARY SCHOOL

(BOOK LAYOUT AND) MARKING POLICY GUIDE FOR MATHEMATICS

Book layout

Ensure the date and the success criteria or Age Related Expectation (ARE) is displayed at the top of each piece of work.

General Daily Marking

- Use a coloured pen to mark all work with. Use a tick ✓ to show correct answers and a dot . to show incorrect answers.
- Indicate the level of support given for each piece of work using the symbols:
I = independent work (no support)
S = support (Teacher or TA). This should include a short explanation of the type of support given.
- VF indicates when verbal feedback has been given.

Stamps or stickers could be used to indicate support.

- Indicate level of understanding using the symbols next to the learning objective:
√= little or no understanding
√√= some understanding
√√√= understood completely
- **All mathematics work should be marked regularly**

Presentation

Numbers need to be correctly formed. Don't accept incorrectly formed digits – always correct and ask them to practise. Rulers should be used where necessary. Insist upon neatness and accuracy. Children should be taught to use one digit per box in squared books, and they should be taught to line up columns precisely. Work that is not presented correctly must be redone.

Verbal Feedback

Children should receive feedback verbally throughout a lesson, in response to their work. This can be done individually, as a group, or as a whole class mini-plenary. Mini-plenaries should be used to share good examples, to correct common misconceptions, or to assess if children need to consolidate more or move learning onto next step.

Next Step Marking

Children should be encouraged to record their work as often as possible throughout a unit. Marking comments should focus on mathematics. Comments on the children's work should:

- Provide the children with opportunities to reflect on and deepen their understanding;
- Provide the children with opportunities to demonstrate that they have the ability to work at a higher level of thinking;
- Provide the children with focused feedback on where their errors and misconceptions lie, making clear what is wrong and what to put right;

Where appropriate, children should be given the opportunity to respond to marking. Where mistakes have been made, the teacher should write out an example of how it should be done and give them an example to try themselves. It might also be appropriate to give them something harder to try or ask them to explain what they have learnt.

The children should be encouraged to use comments such as:

I think.....because.....

If ... then.....because.....

You can't.....because.....

You have to.....because.....

I have noticed that

Children can be given this time to reflect on their work, either at the start of a lesson, or at another appropriate time of the day. Always use positive praise, including stamps and/or stickers.

Next steps

- * Must be linked to the success criteria or ARE.
- * Can be printed for an individual or group

Investigative and Practical Work

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment. The children should be given the opportunity to self – evaluate each objective using an age appropriate method e.g. 'face' evaluation or traffic lights. Workings can be recorded in their Maths Jotter and this is unmarked.

Targets

At the beginning of each academic year, the child's end of year ARE should be written on the front cover. This should be reviewed at the end of each long term as some children will achieve their targets sooner and will therefore need to be challenged further. All teachers have a copy of the ARE documents and the calculation policy which links targets to strategies. The appropriate ARE should be

displayed in the front cover of the child's book and as part of a working wall, or in a suitable area for when teaching is taking place. This means that a range of expectations and strategies for addition will be displayed in the class when addition is the teaching focus (then subtraction, multiplication and division). It will also be appropriate to display a range of strategies and expectations for shape, data, measures, where these are the focus for the class.

Peer and Self-Assessment

Children should be given the opportunity to read and respond to other children's work. This can be done verbally, on post-its, or by sharing on a visualizer. Children should be asked to assess themselves against the expectations they've been set in each lesson. This can be done by showing thumbs, using smiley faces etc. The teacher should ask children to consider their next steps following the lesson, by referring to the targets displayed in class.

Example of good marking:

5.9.12

I can add 2 digit numbers, partitioning with an empty number line

$61 + 14 = 75$ ✓

$35 + 17 = 52$ ✓

$47 + 11 = 58$ ✓

I loved the way you explained this to Jack

Fantastic! You are now confident at partitioning using an empty numberline

Next Step: Partition without a numberline

Example: $23 + 12 = 23 + 10 + 2 = 35$

You Try: $32 + 16 =$

Amazing addition!

Foundation Stage

Most work will be child initiated or practical therefore it will not be marked according to an ARE but checked for progress upon the Early Learning Goals.

- Next steps will be included as and when appropriate. Most of this occurs verbally.
- The success criteria will be marked using the one, two or three tick system.
- Children should be introduced to evaluating their own written work by thumbs up during the Foundation Stage or by traffic lighting.

New Policy presented and approved by Governors September 2015

Reviewed by Governors July 2016

To be reviewed July 2017