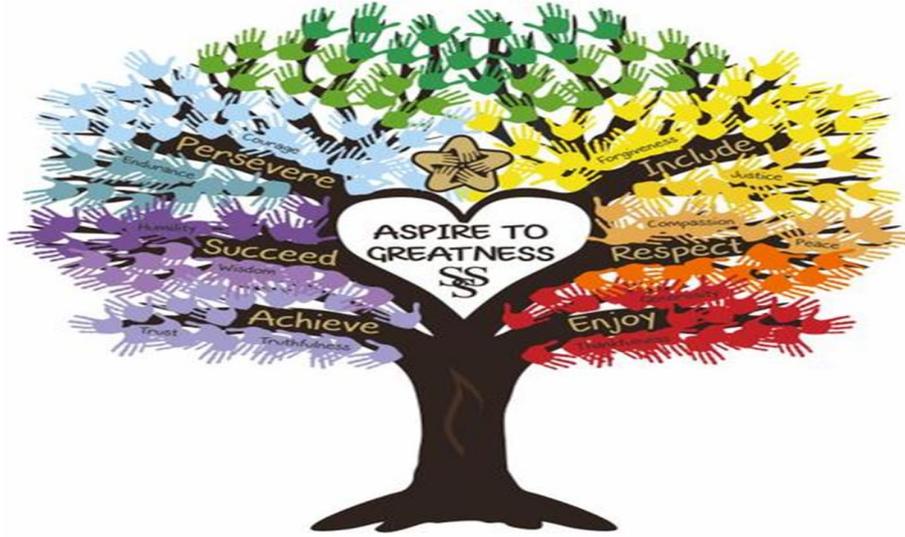


## Maths Marking Policy

### Aspire to Greatness”

‘For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.’ Ephesians 2 v 10



The best marking is 1-1 with a child and immediately so support can be provided to enable children to become effective learners who make maximum progress. Ofsted recognises that where pupils have been encouraged ‘to judge the success of their work’ the greatest improvements are made. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. The sole focus is to further children’s learning.

Marking away from the child has little impact on learning. Teachers are encouraged to mark on site and mark smart- not long. It is formative marking and assessment which has impact.

#### **Marking is used to:**

1. Inform pupils on strengths and areas for development
2. Develop confidence and self esteem (through teacher comments and through self–assessment, reflection and evaluation)
3. Support assessment through AFL
4. Develop a consistent approach throughout the school

#### **Effective feedback and marking strategies**

Marking should be varied and include:

1. Verbal feedback
2. Peer assessment
3. Effective questioning-opening ended
4. Target setting (including verbal targets)
5. Ticking

6. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on feedback and marking- children should be taught to use the agreed marking code for peer marking.
7. Teachers will aim to mark as much work during lessons with pupils.
8. Feedback will be mainly verbal rather than written.
9. Written comments should be kept to a minimum, unless the teacher is developmentally marking.

### **Non-negotiable Procedures for Marking.**

- All marking is to be carried out in red pen.
- All marking is to be done in a clear legible hand. The marking code is to be followed in all cases. The marking code should be accessible to all pupils in the learning environment.
- Developmental marking will be used at appropriate times during the year.
- Key maths vocabulary (e.g shapes) should be corrected.
- The words MET: PARTLY MET: INT should be used
- Intervention /editing by the children in pencil or purple pen as suitable for the task.

### **Assessment and Intervention to address gaps or misunderstanding in learning**

- **Assessment sheets** should be placed at the front of the books. (KPIs). These should be updated regularly when staff have a better idea of how the skills have been understood. Tick and date when taught (and children have an understanding -there may have a number of ticks against a skill)
- Intervention gap work should be noted as **INT (intervention)**

- **MARKING CODES**

<b>V</b>	Verbal Feedback V
<b>TA/FR</b>	Teaching assistants should sign TA: and then initial e.g. TA:JM
	Self Marked child signs own work on a line at the bottom of the work
	Peer Marking child signs own work on a line at the bottom of the work
<b>SP</b>	Spelling near word or in margin (as appropriate)
<b>S</b>	<i>Supply teacher marked</i>

The marking policy will be reviewed on a regular basis by all the staff to ensure that it is effective and workable.

