

# **Woodlands Primary School**



## **Marking of Mathematics Policy**

**Date Reviewed: September 2022**

**Next Review Date: September 2023**

**The 'marking of mathematics' policy has been created to ensure that children are fully involved in the marking process of their work and understand why and how their work is marked.**

**We recognise that children's mistakes are a valuable part of the learning process.**

**Purposes:**

- To encourage the child to reflect on what they have learned
- As an aid to the planning process i.e. to help with planning for progression, to show knowledge, skills and understanding which, in turn, are linked to the National Curriculum
- To inform the child of their next steps individually, in groups or as a class
- To share comments in relation to National Curriculum learning objectives.
- To provide further challenge for children who need it or extra support for those who are struggling with a concept
- To encourage children to present their work to the highest standard in order to make good progress
- As evidence that the work has been reviewed

**Marking Procedures**

*Who marks?*

- All teaching staff
- All TAs within the session where appropriate
- All supply teachers (work is initialled)
- Students (self-assessment and peer assessment)
- All marking is completed in pink and green (pen or highlighters)

***What are we marking against?***

- All work is titled using Can I ... - the objective being marked against
- All titles begin Can I ..... and indicate the support (if any) that has been provided by class teacher or teaching assistants using G/S/I
- KS1 title is typed when necessary and pupils write the short date, progressing to the full objective
- KS2 date and Can I statements should be written by the child wherever possible. A high emphasis is placed on the children recording their work accurately. Children are encouraged to learn from their mistakes and avoid using erasers. Mistakes should be seen as an opportunity for learning.

## **READY - RESPECTFUL - SAFE**

- Work is marked in pink to identify where the child has met their learning objective. Should the child have met all objectives then correct answers will be highlighted or ticked alongside highlighting the Can I statement. If the child has not fully secured the objective, only the relevant section of the Can I should be highlighted.
- Green pen marking will identify any errors a child has made against their Can I statement. This will take the form of a next step and should be addressed by the child. If support is provided within the lesson, a green VF can be marked next to the relevant work. On the spot feedback is proven to be highly effective and as such should be used as often as possible. Incorrect answers are to be marked with a green dot (in pen) or highlighted in green.
- Peer and self-assessment will be shown by the initials of PA and SA next to the Can I statement
- Teaching assistants who mark their focus group's work to inform the child must feedback verbally to the class teacher.

### **Focus Marking**

- All tasks will be marked. It is down to the professional judgement of the teacher to decide when in depth marking is needed to move the learning on. Teaching assistants will mark their focus group's work in each subject to inform both the teacher and pupil of the progress made against the objective. Time will be built in for children to respond to marking e.g. early morning activity or at start of next lesson.
- 4 step '**effective feedback for learning**' is used to
  - ❖ show success
  - ❖ indicate improvement
  - ❖ challenge
  - ❖ make the improvement using purple pen
- **STEP 1** - Show success with pink pen / highlighter  
Teacher to highlight on the Can I statement where the child has met their objective.

E.g. **Can I use a number line to help solve multi-step time problems?**

- **STEP 2** - Indicate improvement needed using green pen / highlighter  
Teacher to identify any mistakes that have been made with a green pen. Should the child be capable of identifying their own mistake, teacher may write a comment to point them in the correct direction but still leave a level of vagueness.

E.g. Somewhere in this challenge you've forgotten to use a place holder. Find it!

- **STEP 3** – Set a challenge to secure/extend learning (in green pen) where appropriate. Errors identified within the task will depend on the nature of the feedback given. Feedback should be precise and should unpick any misconceptions OR move the child's learning on.  
E.g.

... True or false? 26 is a multiple of 9

... Spot the mistake –  $48 + 16 = 32$

... Sometimes, always, never: Two odd numbers must equal an even

- **STEP 4** - Make improvements/respond to feedback in purple pen

### **Children's Responses to Feedback**

- Children must have time to read and respond to marking. This could take part at the start of each lesson for no more than 5 minutes or in an allocated time at the start/end of the day or after a series of lessons.
- If a teacher sets a child a next step marking comment, the child should respond in purple pen.
- Children will correct errors identified in green with a purple pen and a ruler (if needed)
- Verbal feedback will be identified by the letters VF. The evidence of the verbal feedback will be clear from the progress made in books.

### **Presentation of Work**

- Short date must be used in all maths books and written. The date should be underlined in pencil e.g. 11.05.2022
- 'Can I...' statements to be linked to national curriculum objectives and underlined in pencil.
- All maths work should be completed in pencil.
- Children should use a ruler to rule out mistakes using a single line and avoid using erasers.
- Children should use only **one digit per square**.
- Number formation must be secure and practise provided for those who are struggling.

### **Marking guidance.**

- Children will address the green marking and edit their work. If a child's work has been marked 100% correctly (no errors), then a challenge can be set in green where appropriate (see above).
- Teacher will write VF if verbal feedback has been given.
- All work will be coded G / S / I to reflect the level of teacher input / support. Teacher/TA closely guided work will be coded with 'G'. Work that has been supported via partner work or small group teaching will be coded with 'S'. Independent work will be coded with 'I' to reflect that a child has completed work completely independently. Children who have worked independently may have accessed resources independently to support their work – this will be coded 'I'.
- Staff to refer to White Rose Maths calculation polices when marking.
- Teachers should encourage and set high expectations of presentation in maths books. Children should be aware of high expectations and strive to implement them in every piece of work in their books.

### **Monitoring and Review**

**Half-termly:** The Senior Leadership Team & Subject Leaders will be responsible for monitoring the implementation of this policy by observing books and looking at examples of work each half term. Designated Staff/SLT meetings will be set aside in order to accomplish this.

The desired outcomes for this policy are improvement in children's learning and the raising of mathematic standards across the curriculum. Children will be proud of their work and feel a great sense of achievement and ownership.

This policy was reviewed by: Lottie Tyrer – September 2022