



Marking and Feedback Policy

Department: **Maths**

Date: **October 2017**

1. Formative written feedback, during the unit of work.

1a. Timing: Formative written feedback to students timed to maximise learning and progress

Department Draft Policy on Timing of Feedback:

2 week cycle: Teacher sets and marks a meaningful piece of work that thoroughly checks a topic but without repetition of same question type. These pieces of work are kept in a folder with tracking sheet, not in books. Teachers are encouraged to create their own tasks so that they are well matched to the specific needs of their classes or lesson content. This promotes challenge, creativity and flexibility to a higher degree than common tasks, but we do have a home work folder where good resources can be shared.

Students carry out peer/self/online marked homework in the other week of the cycle.

Half termly: Formal tests that check 2 or 3 topics and generate grades/pathways for go4schools/profiles.

During class time teacher (where & when possible) writes informal feedback in books, or signs follow up tasks, or stamps book "verbal feedback given". Books are for students to gain their skills rather than to be assessed on them. However the teacher clearly retains responsibility for students engaging in classwork and working in their books, even if there is no formal written feedback in the books themselves.

1b. Success criteria shared with students during the unit:

Department Draft Policy on Sharing Success Criteria:

Teachers share as suitable for their class e.g. topic check lists in books (KS3), lesson objectives, all/most/some targets, grade descriptors (KS4), mock topic analysis (KS4)

Teachers wish to maintain the freedom to do this their way for 2 reasons:

- 1) Staff manage their own system more effectively than a forced system. They are professionals who should have the freedom to play to their own strengths.
- 2) School becomes boring if every teacher does everything the same way, as per Ofsted expectations around 2007 – 2012 which they later admitted had developed a culture of 'every lesson the same' which holds back creativity, challenge and imagination. Children need variety and flexibility to thrive to their full potential.

1c. Departmental strategies and resources to support Formative Written Feedback:

Department strategies and resources:

Marking code, numbered target and follow up task system, folders with topic tracking sheets, how to improve comments, topic checklists, grade descriptors.

1d. Evidence of Student Engagement with Formative Written Feedback:

Department Draft Policy on Engagement with Feedback:

Whole class and differentiated follow up tasks based on teacher marking.

Students comment on tracking sheets about how they can improve, in response to teacher comments and follow up tasks.

AfL and interactive techniques allow instant adaptation of lesson content and verbal feedback.

1e. Marking and Feedback on Literacy

Departmental Draft Policy on Marking and Feedback on Literacy:

Exam boards do not award marks for punctuation, spelling or grammar in Maths exams. But we do emphasise key words (students need to know what words they are trying to say, but are not judged on how they say it).

2. Feedback on Summative Assessment

2a. Nature of Written Feedback on Summative Assessment

Department Draft Policy on Nature of Feedback on Summative Assessment:

Topic home works have written feedback, targets and follow up tasks which help students to improve.
Graded half term tests based on 2-3 topics produce data for go4schools.
6th form have topic by topic assessments with grades and improvement comments.

3. Monitoring of Marking and Written Feedback

Department Draft Policy on Monitoring of Marking and Feedback

Sharing good examples/practice has more benefit than HoD 'check ups'.
We all bring examples to department meetings and look for ways that we can make our own practice better.
We also collaborate on our (attempts at consistent) production of new style 9-1 grades in the absence of any official resources or guidance.

Department Draft Policy on Verbal Feedback

Verbal feedback given in class appropriate to the needs of individual students – This is intrinsic to our role as classroom teachers.

Strategies such as 'no hands up for 15 mins' help to avoid the same students continuously demanding our time and attention.

More than 3 of the same question = do on board with follow up task

'Verbal feedback given' stamps used by some staff

Mini whiteboards/AfL activities allow verbal feedback to be modified according to pupil needs.

Department Draft Policy – Collecting Feedback for ourselves

In addition to the written feedback, follow up tasks and topic tracking outlined in our main policy document:

Kahoot – mobile multiple choice software. ALO has volunteered for observations by colleagues who wish to try this.

Mini whiteboards – quick feedback that allows instant modifications to lesson content.

Trial of 'Plickers' QR code scanners will be initiated by our Maths PGCE student this term, to be evaluated, observed and shared pending outcome.

Locations of key marking, feedback and assessment practices

	Assessment ladders / Exam Criteria	Suggested written feedback frequency /Location	Where are assessments stored? (Are they common assessments?)	Target recording & Progress tracking sheets
KS 3&4	Given to students as appropriate e.g. topic checklists in books (KS3) or targeted grade descriptors (KS4)	Formal marked homework, once per topic, every 2 weeks, on paper then in classroom folders. Half termly tests combining 2-3 topics.	Teachers create their own hand in home works, so that they are tailored to their own lessons and students. This promotes challenge and flexible learning. Topic tests and half term tests are available centrally.	Pathway and topic tracking/improvement sheets in classroom folders
KS5	N/A other than familiarity with mark schemes through topic tests and past papers.	Once per topic, approx every 3 weeks, on paper then in personal folders. Module past papers marked at key points in year.	Topic tests available centrally. Past papers & mark schemes available centrally.	Topic tracking/improvement sheets in personal folders.

Members of staff involved in working for the examination boards

Subject Teacher	Year involved and exam / Role	Exam board
Mrs C Taylor	Examiner for GCSE Foundation & A level Maths	Edexcel Edexcel
Mr A Longfield	Examiner GCSE Higher Team leader KS2	Edexcel

Our marking policy has been adapted to increase the usefulness and effectiveness of the time we spend marking. Less marking, but more time spent organising and preparing the quality of what we are marking, tells us a lot more about the capabilities of each student and how we need to adapt our lessons and teaching to accommodate their needs.

Students' work must be assessed by teachers for each topic covered. It is not necessary to systematically mark the classwork in student books - this is where students are gaining their skills and they should be seeking help in doing so. If lessons contain sufficient **assessment for learning** (e.g. starter pen tasks, mini whiteboards, plenary activities, RAG cards, interactive handset activities, peer or self-assessment), so that errors or misconceptions in learning are being addressed as you go along, an **appropriate assessment task** encompassing the skills from a topic, marked and annotated with a **teacher comment relating to the work** (not just the level of effort) a **maths specific target for the student** and **appropriate follow up tasks** will be sufficient for useful and effective **formal written feedback**.

The tasks themselves will be a combination of:

- Formal hand in homework assignments, designed to check each element of the topic covered, once per fortnight and in addition to interim home works checked in class. Teacher comments must relate to helping students improve their maths and may refer to T₁, T₂, T₃ etc for students to copy out and be directed to appropriate follow up tasks.
- A topic test or half term test carried out in class but marked by the teacher, annotated or with summary comments/bullet points relating to the quality of maths. **Tests produce the pathway data entered in go4schools** mark books, as unlike homework they provide evidence of unassisted work and performance.

- A mini investigation, project or activity designed to embed skills and promote problem solving - one per half term on top of thinking/problem based lesson starters or plenaries.

'Pathway' grades should not be given for an individual piece of homework, as this lacks evidence of personal unsupported attainment, but should be given half termly for assessments or tests carried out in class. They may also be teacher assessed based upon a series of individual pieces of marked work, for example where a teacher feels a student has underperformed in a test. Teachers should record these evidenced 'pathway' marks on go4schools so that a meaningful 'current performance grade' is generated which will in turn provide appropriate data for profiles, data tracking or intervention.

Problems or misconceptions identified should be addressed with **follow up tasks** (or 'pen tasks') either as a lesson starter or main activity depending on the depth of issue. For issues affecting only one or two students an offer to help within lesson time or at lunchtime would be more appropriate. It is also recommended that topics should be briefly revisited with the class at a later date to ensure knowledge is retained. This could be a quick question starter activity, a mixed skills homework or an applied problem-solving activity.

Self assessment: Students should write comments in reply to teacher comments to show they have acted on your written feedback, and they should record the meaning of targets set on their work. If you employ topic or unit checklists they can also write further comments about how they have found the work. Maths/2017 new GCSE & grade Descriptors also contains detail on the grade level of each topic you can share with students to help them assess the progress and attainment level of their work. Self or peer marked 'interim' home work or mini tests

Marked assessments should be kept in student folders along with a tracking sheet where students summarise how they can improve. Class books, whilst not formally marked by teachers, should show examples of **informal written feedback** which could be comments written in student books during lesson time, or a '**verbal feedback given**' stamp.

A poor effort at formal homework should be followed by either resubmission or a lunchtime detention in order to complete the work to a satisfactory standard. However, you should ensure that the issue is due to insufficient time or effort and not a lack of understanding. If lunchtime detentions are unsuccessful at improving the submission of homework make use of the school detention system.

You may collect in sets of student books if this serves a useful purpose, for example a smaller lower attaining class for whom you would prefer to give your formal written feedback for their class work rather than a test or homework, but time spent 'page turning and ticking' is rarely useful and would be better spent on lesson planning and/or more effective assessments.

At KS5, an attainment grade should be given (80% A, 70% B, 60% C, 50% D, 40% E) using the individual topic assessments created in our shared folder. You should also **include a teacher comment** or some bullet points which **relate specifically to their mathematical techniques and how they need to improve** (AfDs). Tracking sheets kept in folders provide a summary of topics assessed and the areas for improvement.

Teachers should be aware of all SEN and PP students within their classes (all information available on go4schools class lists/seating plans) and should use this information appropriately when assessing student work.