

Wymondham High Mathematics Department: Marking Policy 2018

Our marking policy has been adapted to increase the usefulness and effectiveness of the time we spend marking. Less time 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. Teachers are responsible for the quality of work in class but it is not necessary to collect in and mark the work in student class books: This is where students are gaining their skills, not being assessed on their skills. If lessons contain sufficient **assessment for learning**, so that errors or misconceptions 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 assessment 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 peer or self-marked 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 attainment.
- 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 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 their evidenced 'pathway' marks on go4schools for each half term so that a meaningful 'current performance grade' is generated which will in turn provide appropriate data for profiles, data tracking or intervention.

Common problems or misconceptions identified in marked work should be addressed with follow up tasks or correcting of marked work either as a lesson starter or main activity depending on the depth of issue. Students should correct work in green pen so that it is clear they have acted on the feedback given. 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 important that topics 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 or homework.

Self assessment: Students should write comments to show they have acted on your written feedback, and they must record the meaning of targets set (T1, T2 etc) 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. However new spec GCSE questions can greatly alter the difficulty level of a topic so these grade descriptors are for 'rough guide' use only.

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, help or examples written in student books during lesson time, or a '**verbal feedback given**' stamp.

Students in Y7-10 submitting no homework or a poor effort at formal homework should be placed in a departmental lunchtime detention (recorded on go4schools under home notes) in order to complete the work to a satisfactory standard. Failure to attend will result in a formal centralised school detention. The research and review blue book system means that students should have a complete record of examples to help them complete their homework to a reasonable standard.

Students in Y11 submitting no homework or a poor effort at formal homework will need to be called back for a compulsory after school session by their class teacher. Failure to attend will require the class teacher to request a formal centralised school detention with a suitable comment on home notes. Other students may

attend these sessions voluntarily if they wish to seek extra help with the topic(s) so they will serve as helplines rather than a silent detention: The aim is to ensure that students improve the quality of their work.

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 AfL lesson planning and more effective marked assessments.

At KS5, **an attainment grade** should be given 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. Poor submissions of sixth form assessments will generate a supervised re-test during a student's study period. Students who fall behind with interim homework may be asked to attend your lower school lessons so that their work can be supervised.

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.

October 2018