

St Laurence Church of England Primary School



Maths Marking and Feedback Policy 2023 - 2024

Policy Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Introduction

Effective feedback and marking should:

- Inform pupils about the strengths and weaknesses in their work
- Recognise, encourage and reward pupil's effort and progress
- Provide a basis both for summative and formative assessment
- Provide on-going assessment that informs our future lesson planning.

Maths Marking



At St Laurence Church of England School, we recognise the importance of marking and feedback. We know that verbal feedback given to a child during maths lessons is one of the most powerful ways of moving on the learning of that child and we focus on providing verbal feedback, wherever possible.

- Where verbal feedback is given to a child during the lesson, the verbal feedback stamp or initials 'VF' should be used.
- Where possible, marking should be carried out with the child during the lesson (EYFS/KS1 and KS2) or the children should mark their own work (KS2).
- Children should mark in coloured pencil and the tick (or mark) should be no bigger than one square, or appropriately sized in the Power Maths books.
- Children are expected to complete the Power Maths practice books independently. If this is not the case, it should be clearly marked with 'WS' by the lesson title.
- Stamps, stickers and dojo points are used to reward excellent work and effort in maths.
- Additional challenge tasks should be completed in the children's maths journals or challenge books and clearly marked as such. Deepening activities (GD) should be marked with a D in the margin, strengthening activities with an S.
- Any intervention work should be recorded in the children's maths journals at the back of the books.
- Marking should be legible, clear in meaning and use the agreed marking codes, as per table 1 below.

- At the end of each lesson the beginning of the lesson title should be highlighted using the following codes:
 - Green** – lesson understood, ready to move on to the next lesson, sometimes additional challenges.
 - Yellow** – Some misunderstanding evident and not quite met requirements – likely to require some intervention time.
 - Pink** – Many misconceptions. Additional maths support required.

This data will be recorded on the Google Docs class assessment sheet and used to inform future planning and intervention groups.

Table 1- marking codes

Marking code	Marking meaning
WS	Worked with adult
	The answer is incorrect
	The answer is correct
Stickers, stamps, dojo points	Given as positive of success and/or effort
VF or Verbal feedback stamp	Verbal feedback has been given used in lessons where specific VF has been given to only some of the children

Self assessment

- In each lesson, every pupil will traffic light their work against their learning objective accordingly (red, orange/yellow and green). This demonstrates how each child feels about their success in the lesson and helps the teacher with their own assessment.
- In maths this will be shown as a coloured mark (a small and neat square or circle, that has been coloured in) near the title of the Power Maths lesson that has been completed.

Non-negotiable procedures for marking

- All marking is to be carried out in green pen.
- All marking is to be done in a clear legible hand aligned to the school handwriting script to model writing to pupils.
- The marking code is to be followed in all cases.
- The maths assessment grid available on Google Drive is to be completed regularly and used to identify those children who require intervention time.
- Children should know and understand the marking comments/abbreviations and signs that are used.