



## Elstow School Maths Marking and Feedback Policy

October 2019

### Rationale

*To provide each pupil with instant, direct and encouraging feedback which enables them to make an instant improvement and further understanding.*

*To ensure teachers and teaching assistants are providing valuable, focussed feedback and have a clear understanding of each pupil's capabilities and outcomes in each lesson.*

*To ensure that each pupil's learning outcomes are evidenced and inform future planning.*

### **"Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative"**

*Feedback, however, is not "the answer"; rather, it is but one powerful answer. With inefficient learners, it is better for a teacher to provide elaborations through instruction than to provide feedback on poorly understood concepts. If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learned. To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections. It also needs to prompt active information processing on the part of learners, have low task complexity, relate to specific and clear goals, and provide little threat to the person at the self-level. The major discriminator is whether it is clearly directed to the task, processes, and/or regulation and not to the self-level. These conditions highlight the importance of classroom climates that foster peer and self-assessment and allow for learning from mistakes.*

From *The Power of Feedback* by John Hattie and Helen Timperley, University of Auckland

*"Feedback is only successful if students use it to improve their performance".*

From *The Secret of Effective Feedback* by Dylan Wiliam.



Teachers shall:

DAILY	Use over the shoulder marking (OTS) in blue or black ink with the following codes:	CODE
Whole class	<p>Work is of good quality and acceptable with minor corrections only. You may choose to indicate if Dojo points were awarded for effort or resilience.</p> <p>Avoid indication of errors and ticking correct answers- use strategies which instead enable deeper learning by making them look further. For example, by saying: <i>“Two of these are incorrect. Find them and fix them.”</i></p>	Teacher initials.
	<p>Work shows some simple errors in method, arithmetic or poor presentation- Give verbal feedback see <b>Guidelines for Verbal Feedback</b> and ask pupil to correct immediately using purple pen.</p> <p>Expectations for presentation of work should be clearly modelled before the task, using the visualizer. Neat legible work is a non-negotiable and work should be completed in pencil, with a small 2 square margin in maths books. Dates on right of page in six digit format. Learning question or objective underlined. Resources that require being stuck into the book will appropriately-sized so that they are not folded and do not protrude. Resources should be in Sassoon primary or Gil Sans MT should adhere to the <b>Elstow School Calculation Policy</b></p> <p>Errors in layout – teacher writes a correct example into book to scaffold correction. Pupil repeats example in purple pen.</p> <p>In tasks requiring the drawing of pictorial representations, modelling is essential. Be specific, and ensure the pupils know that they are to make their work look exactly like yours. Refer to this if they need to correct or improve.</p> <p>It is important to assess whether individual learning needs will require support in this area and whether extra assistance is needed, such as a pre-printed diagram resource or direct teacher /TA assistance.</p>	<p>VF (examples)</p> <p>VF presentation</p> <p>VF columns</p> <p>VF exchanging</p> <p>T support</p> <p>TA support</p>
	<p>Work shows evidence of more significant misconceptions and needs re-teaching. Teacher explains to the pupil that they haven't been successful. This is important to promote resilience, and involves explaining that they haven't mastered it yet. We need to avoid ways that misconceptions are enforced – phases like 'almost right, good try, not quite' are misleading. Children need to hear a firm negative in order to start their ideas afresh. Be kind and encouraging. We want to instil resilience and determination.</p>	RT
Using peer marking	<p>Peer marking is a good opportunity for children to talk about their work and explain their thinking to others. Avoid asking children just to tick each other's work. Never allow crosses to be used. Peer marking should involve the pupils discussing their work.</p>	PM by <i>pupil initials</i> (purple pen)
Post lesson	<p>Complete the lesson notes on the <b>weekly feedback</b> recording pupils who received VF RT feedback.</p> <p>This should inform your weekly plan/ Medium Term Plan and intervention plan if appropriate.</p>	



## Assessment Guidance

How do we know what children have learned?

	Action	Outcome
Daily	<p>Look at each pupil's book and use the feedback guidance (INITIAL/VF/ RT)</p> <p>Reflect using the feedback sheet.</p>	<p>Instant error recognition No time for misconceptions to be embedded.</p> <p>T and TA have an accurate understanding whether the pupil has been successful.</p> <p>T knows which area needs to be retaught/ remodelled.</p> <p>This is fed back in Medium Term Plans (MTP's) so that planning is effective, leading to less gaps in understanding.</p>
2 or 3 times a week	<p>Pupils should Self-Mark their work using the <b>Self marking guidance scaffolding questions</b></p>	<p>Encourages critical thinking and observation skills.</p> <p>Powerfully changes misconceptions.</p>
Weekly	<p>A short low stakes quiz- (e.g., multiple choice, true or false) which revisits the maths taught 3 weeks previously. (Morning Do now or part of maths lesson)</p>	<p>Uses the proven cognitive science of embedding knowledge in memory just as it is about to be forgotten.</p>
End of each unit	<p>End of Unit – mini assessment.</p>	<p>Pupil outcomes recorded for teachers to know at an individual level whether pupils are WT EX EX+ Informs MTP and Graduated Response Charts (GRC's)</p>
End of terms	<p>White Rose Termly assessment</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Informs Pupil progress across the school and in EY pupils achieving their Early Learning Goals (ELG's).</p>