



LETHBRIDGE PRIMARY SCHOOL

MATHEMATICS MARKING POLICY

Reviewed: March 2021

Next review: March 2023

Book layout

Ensure the date and the success criteria or Age Related Expectation (ARE) is displayed at the top of each piece of work.

General Daily Marking

- Use a green pen to mark all work. Use a tick to show correct answers and a dot to show incorrect answers.
- Indicate the level of support given for each piece of work using the symbols:
I = independent work (no support)
S = support (Teacher or TA). This should include a short explanation of the type of support given.
- VF indicates when verbal feedback has been given. Stamps or stickers could be used to indicate support.
- Indicate level of understanding using the symbols next to the learning objective:
√= little or no understanding
√√= some understanding
√√√= understood completely
- All mathematics work should be marked regularly

Presentation

Numbers need to be correctly formed and opportunities should be given to children to practice number formation if digits are incorrectly formed. Rulers should be used to draw lines. There should be high standards and expectations of neatness and accuracy. Children should be taught to use one digit per box in squared books, and they should be taught to line up columns precisely.

Verbal Feedback

As much as possible, children should receive feedback verbally throughout a lesson, in response to their work. This can be done individually, as a group, or as a whole class mini-plenary. Mini-plenaries should be used to share good examples, to correct common misconceptions, or to assess if children need to consolidate more or move learning onto next step.

Next Step Marking

Children's work should be recorded as often as possible (e.g. jottings, photographs, photocopies of whiteboard work, scribing etc.) Comments on the children's work should:

- Provide positive feedback and encouragement
- Provide the children with opportunities to reflect on and deepen their understanding
- Provide the children with opportunities to demonstrate that they have the ability to work at a higher level of thinking
- Provide the children with focused feedback on where their errors and misconceptions lie, making clear what is wrong and what to put right

Where appropriate, children should be given the opportunity to respond to marking. Where mistakes have been made, the teacher should write out an example of how it should be done and give them an example to try themselves. It might also be appropriate to give them something harder to try or ask them to explain what they have learnt.

The children should be encouraged to use comments such as:

I think.....because.....

If then.....because.....

You can't.....because.....

You have to.....because.....

I have noticed that

Children can be given this time to reflect on their work either at the start of a lesson or at another appropriate time of the day. Always use positive praise, including stamps and/or stickers.

Next steps

* Must be linked to the success criteria or ARE.

* Can be printed for an individual or group

Peer and Self-Assessment

On occasion, children should be given the opportunity to share their work and discuss learning points. Children should be asked to assess themselves against the expectations they've been set in each lesson. This can be done by showing thumbs, using smiley faces etc. Where appropriate the children should be given time to decide on their own next steps.

Example of good marking:

20/5/21

Adding two digit numbers ✓✓✓ (E)

$61 + 14 = 74$. 75 ✓

$35 + 17 = 52$

I loved the way you explained this to Jack (hp)

$47 + 11 = 58$

Fantastic! You are now confident at partitioning using an empty numberline.

Partition without a numberline

Example: $23 + 12 = 23 + 10 + 2 = 35$

You try: $32 + 16 =$

Foundation Stage

Most work will be child initiated or practical therefore it will not be marked according to an ARE but checked for progress upon the Early Learning Goals.

- Next steps will be included as and when appropriate. Most of this occurs verbally.
- The success criteria will be marked using the one, two or three tick system.

- Children should be introduced to evaluating their own written work by thumbs up during the Foundation Stage or by traffic lighting.