

## Marking Policy for Maths

### **Good Assessment practice in Mathematics**

Effective assessment practice in mathematics is associated with systematic arrangements for actively promoting, monitoring and recording pupils' progress. In such circumstances, assessment is used as a teaching tool as well as a means of judging attainment. At best teachers review pupils' progress closely as part of daily classroom practice, involving pupils in the assessment of their strengths and weaknesses and provide feedback on how to improve.

**In Maths, there are 4 main areas where pupils' written work is scrutinised by the teacher to assess learning.**

- 1. Class work and exercise book**
- 2. Homework**
- 3. Formative tests**
- 4. Summative exams**

### **Classwork**

It is useful to observe exercise books to give a general indication of the flow of learning and to acknowledge effort and presentation because logical layout is crucial in Mathematics. However it is not useful to address specific errors or misconceptions in writing as this is best done in class through planned activity.

Pupils use these books to try out ideas and practise skills which are weak at the start of a topic and strong at the end, most of these will be assessed immediately by the teacher through live AfL such as self and peer marking, alongside the teacher's questioning and working of the room. Setting out of books will be assessed when the teacher checks students' notes in their Hegarty maths homework.

### **Homework**

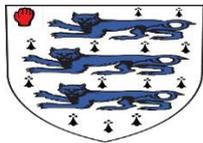
#### **Key stage 3 and 4**

We subscribe to Hegarty Maths and use this as the basis for home learning at ks3 and ks4. Students are set a minimum of 1 task per week at ks3 and 2 tasks per week at ks4 and these consist of:

- Students watching a video and taking notes into their books;
- Students trying the online quiz attached to the video;
- Students reflecting on their result and re-trying if necessary.

Students should self-mark their notes in their books. The students' notes are quality checked by class teachers for each set of home work that is set – but there is no expectation for teachers to mark these notes. Teachers should however check the quality of the students' written presentation as well as addressing any spelling errors or issues with Literacy. Students can write an online comment to their teacher if they are stuck, and teachers can see how many times the video has been watched and the length of time spent on the task.

In Years 10 and 11 there are often Past Papers set for homework prior to exams, these are assessed through a combination of Teacher, peer and self-marking.



## Key stage 5

Homework is set every two weeks using a variety of sources including but not exclusively Exampro, Integral and Allabout maths. Students complete the work on paper and it is either marked by the teacher – with relevant feedback to the student about areas where improvements could have been made, or in-class with peer-to-peer marking. Marking done by classroom teachers need to be returned within one week.

## Formative Tests

Pupils in all key stages complete tests at the end of each half term linked to the scheme of work to provide an accurate analysis of learning. Teachers may also use end of module tests from White Rose maths and All about maths – this is at the teachers discretion. At key stage 3 these tests are taken from White Rose maths and at Key stage 4 from Exampro and/or using past GCSE papers from All About maths. At key stage 5 we use module tests from Integral and past papers from All about maths. These will be completed in class under exam conditions. Marked by peer and self-assessment, corrections are made with misconceptions and weaknesses are highlighted. These tests should take between half an hour and hour to complete, with one hour devoted to the review. Results are recorded in a relevant excel spreadsheet for that year group. Selected assessment will form evidence towards core assessments.

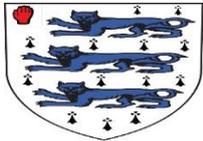
## Summative assessment

Pupils are measured against national standards at the end of a Year/Course and take place in the Exam Hall. To ensure progress and to enable accurate reporting, these are marked by a teacher.

Each set of exam papers takes on average 5 hours to mark with a subsequent full review. This review process takes up to two lessons, where each question is discussed and corrected in green pen by every pupil. Results from individual questions are collected and analysed to identify strengths and weaknesses so that next steps can be made clear and arranged.

At key stage 3 results from White Rose maths tests are to be put into the relevant data analysis spreadsheet and these are to be printed for each student and stuck into their books – this is to show areas of strength and weakness and to give future topics that students need to work on – along with links to the relevant Hegarty maths videos. At key stage 4 this is the same – but the spreadsheets are linked to the relevant GCSE past papers.

All results are again recorded in the relevant year group spreadsheet.

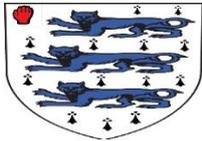


## Monitoring

Whole school monitoring through the QA calendar will include book looks, SLT Learning Visits, Student Voice and Pupil Pursuits. During these processes, specific foci will be steered towards the effectiveness of the department strategies for marking and feedback along with the core assessments expectations in the Whole School Marking and Feedback policy.

This will be further supported by the Department Quality Assurance Calendar that will provide subject specific reviews, sharing of good practice and further action points to enhance practice.

Refer to Curriculum Maps for specific content and timings for feedback.



WRM – Year 7 Scheme of Learning

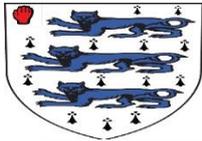


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<b>Algebraic Thinking</b>						<b>Place Value and Proportion</b>					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	<b>Applications of Number</b>						<b>Directed Number</b>			<b>Fractional Thinking</b>		
	Solving problems with addition & subtraction		Solving problems with multiplication and division		Fractions & percentages of amounts		Operations and equations with directed number			Addition and subtraction of fractions		
Summer	<b>Lines and Angles</b>						<b>Reasoning with Number</b>					
	Constructing, measuring and using geometric notation		Developing geometric reasoning				Developing number sense		Sets and probability		Prime numbers and proof	

WRM – Year 8 Scheme of Learning



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<b>Proportional Reasoning</b>						<b>Representations</b>					
	Ratio and scale		Multiplicative change		Multiplying and dividing fractions		Working in the Cartesian plane			Representing data		Tables & Probability
Spring	<b>Algebraic techniques</b>						<b>Developing Number</b>					
	Brackets, equations and inequalities				Sequences	Indices	Fractions and percentages			Standard index form	Number sense	
Summer	<b>Developing Geometry</b>						<b>Reasoning with Data</b>					
	Angles in parallel lines and polygons		Area of trapezia and circles		Line symmetry and reflection		The data handling cycle				Measures of location	



WRM - Year 9 Scheme of Learning



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Reasoning with Algebra						Constructing in 2 and 3 Dimensions					
	Straight line graphs		Forming and solving equations		Testing conjectures		Three-dimensional shapes			Constructions and congruency		
Spring	Reasoning with Number						Reasoning with Geometry					
	Numbers		Using percentages		Maths and money		Deduction		Rotation and translation		Pythagoras' Theorem	
Summer	Reasoning with Proportion						Representations and Revision					
	Enlargement and similarity		Solving ratio & proportion problems		Rates		Probability		Algebraic representation		Revision	

Year 10

SEPTEMBER				OCTOBER				NOVEMBER			
Wk1 Angles	Wk2 Scale Diagrams and Bearings	Wk3 Basic Number	Wk4 Factors and Multiples	Wk5 Basic Algebra	Wk6 Basic Fractions	Wk7 Coordinates and Linear Graphs	Wk8 Holiday	Wk9 Basic Decimals	Wk10 Rounding		
NOVEMBER		DECEMBER				JANUARY					
Wk11 Collecting and Representing Data	Wk12 Sequences	Wk13 Year 10 Examinations and Revision	Wk14 Year 10 Examinations and Revision	Wk15 Year 10 Examinations and Revision	Wk16 Holiday	Wk17 Holiday	Wk18 Basic Percentages	Wk19 Perimeter and Area	Wk20 Perimeter and Area		
JANUARY		FEBRUARY				MARCH					
Wk21 Circumference and Area	Wk22 Real Life Graphs	Wk23 Holiday	Wk24 Holiday	Wk25 Ratio and Proportion	Wk26 Properties of Polygons	Wk27 Equations	Wk28 Equations	Wk29 Indices	Wk30 Standard Form		
APRIL			MAY				JUNE				
Wk31 Holiday	Wk32 Holiday	Wk33 Basic Probability	Wk34 Transformations	Wk35 Transformations	Wk36 Congruence and Similarity	Wk37 2D Representations of 3D Shapes	Wk38 Holiday	Wk39 Calculating with Percentages	Wk40 Measures		
JUNE		JULY									
Wk41 Summer Examinations and Revision	Wk42 Summer Examinations and Revision	Wk43 Statistical Measures	Wk44 Constructions and LocI	Wk45 Constructions and LocI							

