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	**Algebraic Thinking**						**Place Value and Proportion**					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	**Applications of Number**						**Directed Number**			**Fractional Thinking**		
	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	**Lines and Angles**						**Reasoning with Number**					
	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	**Proportional Reasoning**						**Representations**					
	Ratio and scale		Multiplicative change		Multiplying and dividing fractions		Working in the Cartesian plane			Representing data		Tables & Probability
Spring	**Algebraic techniques**						**Developing Number**					
	Brackets, equations and inequalities				Sequences	Indices	Fractions and percentages			Standard index form	Number sense	
Summer	**Developing Geometry**						**Reasoning with Data**					
	Angles in parallel lines and polygons			Area of trapezia and circles		Line symmetry and reflection	The data handling cycle				Measures of location	

The 3-18 Education Trust

WRM – Year 9 Scheme of Learning

White Rose Maths

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

The 3-18 Education Trust

Year 11

SEPTEMBER				OCTOBER				NOVEMBER	
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10
Probability		Volume		Algebra: Quadratics, Rearranging Formulae and Identities		Scatter Graphs	Holiday	Inequalities	Pythagoras' Theorem

NOVEMBER				DECEMBER			JANUARY		
Wk11	Wk12	Wk13	Wk14	Wk15	Wk16	Wk17	Wk18	Wk19	Wk20
Simultaneous Equations		Algebra and Graphs	Mock Examinations and Revision	Mock Examinations and Revision	Holiday	Holiday	Algebra and Graphs (continued)	Sketching graphs	

JANUARY		FEBRUARY			MARCH				
Wk21	Wk22	Wk23	Wk24	Wk25	Wk26	Wk27	Wk28	Wk29	Wk30
Direct and Inverse Proportion		Holiday	Trigonometry		Solving Quadratic Equations		Quadratic Graphs		Holiday

APRIL				MAY			JUNE		
Wk31	Wk32	Wk33	Wk34	Wk35	Wk36	Wk37	Wk38	Wk39	Wk40
Holiday	Growth and Decay	Vectors		REVISION			Holiday	REVISION	

JUNE		JULY		
Wk41	Wk42	Wk43	Wk44	Wk45
June Examinations	June Examinations			