



**Bartons Primary School**  
**Effective Marking and Feedback in Maths**

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**1) Aim**

Feedback is one of the top ten influences on student learning and achievement.  
(Hattie, Hornsey and Douglas 2011)

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

**2) Process of marking and feedback**

**Four types of marking and feedback occur during teaching and learning at Bartons:**

**Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This could take the form of verbal feedback, effective questioning, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during 1;1 sessions or in a group. For young pupils this can be noted down to record the feedback and response process.

'It is important to distinguish between a pupil's simple mistake and an error that reflects a lack of understanding' (NCETM)

Teachers will encourage pupils to correct a simple mistake. Teachers will take a different course of action for an error. With a small group of pupils it might be possible to have same day intervention. With a larger group of pupils errors will be addressed the next day.

**'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

**Self-assessment and peer assessment** of the attainment and success of a piece of work

**Deep marking** of rich mathematical tasks focussing on reasoning and problem solving. A response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. Time needs to be set aside for pupils to consider feedback. **In Foundation stage, deep mark process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down.**

### **3) Non-negotiable Procedures for Marking and Feedback in Maths**

All marking is carried out in Pen – Not red pen

All marking is to be done in a clear legible hand

All pupils' work is to be at least light marked/self- marked/peer marked

In Maths at least 1 piece of work per pupil will be deep marked per week.

Pupils will cross out a mistake with one line. – Rubbers should not be used.

Work will be marked with a tick for correct and a dot for incorrect

Pupils will complete corrections using a purple polishing pen.

Use of stamp – Independent, Teacher support, TA support

Pupils will self-assess using red, amber and green stickers

Pupils' response to comments will be made with purple polishing pen.

Deep Marking – giving effective feedback to pupils

When identifying specific success, the work in the pupils' maths book will be identified in green highlighter. The corresponding comment will also be highlighted green. (Great Green)

When identifying an area for specific improvement the work in the pupils' Maths book will be identified in pink highlighter. The corresponding comment will also be highlighted pink. (Think Pink)

Or

When identifying an area for specific extension in the pupils' maths book will be identified in pink highlighter. The corresponding comment will also be highlighted in pink. (Think Pink)

Feedback comments must be constructed to require a response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

Example of feedback prompts can be found in Appendix 1

When constructing feedback teachers need to consider:

- 1)** Does feedback inform the pupil what they have done well and what they need to improve?
- 2)** Relate to planned learning objective and success criteria?

3) Can feedback be read clearly and understood?

4) Does feedback indicate a next step/Improvement in learning?

### **The Frequency and Nature of pupil Response to Feedback**

Work that is deep marked requires a response from the pupil.

Deep marking is most effective when a prompt/request for response is given and completed. Pupils need time to consider and purposefully engage with feedback.

**In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look differently developmentally across each year group, increasing with independence and complexity with maturity and skill of the pupil.**

**By end of year 2**, most pupils should be able to locate, access and complete simple response tasks independently. They should know what they are doing to improve their learning.

Pupils will be taught to use pupil code

- ? – 'I really do not understand'
- IGIN – 'I get it now'

### **Self-assessment**

Pupils will traffic light their work against their learning objective accordingly

Red – 'I find this difficult'

Amber – 'I can do this but need more help to feel confident'

Green – 'I can understand this and do this and this shows in my work'

### **Peer assessment**

Pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in purple pen and the peer assessor's initials must be also left.

### **Responding to comments**

Pupil response to comments should be made in purple polishing pen – so that it is clear they have been completed. If in KS1 and FS this verbal, it should be recorded as such. Response should be made as soon as reasonably possible to support pupils effectively.

### **Self and peer- marking**

Use self and peer-marking for routine work on building fluency. Pupils will be trained from year 1 to do this. Each classroom will have a Maths Working Wall to support children to learn independently e.g. key questions, sentences starters, assessment area. The assessment area will have answers to routine work that pupils can access independently. Pupils marks the first three questions... Have they got them right? Do they need to practice more? Move on to a more challenging activity?

Pupils will respond to oral questions using an agreed language. I think... because...

## Appendix 1 Examples of feedback prompts requesting response

Look back at your work – can you add... (Your method, a number line)

Can you find where you went wrong?

How could you check this?

Now try these... (Extension questions, consolidation questions)

If the answer was...what could the question be?

Is there another way to do this?

Can you find a quicker way?

Fill in the blanks ...  $\_2 + \_6 = 6\_$

Highlight where you have used... (Column method, grid method, a strategy to check your answer etc)

Tell me 1/2/3 reasons why I should give you a house point for this work?

Tell me ...that have...?

Tell me two numbers that have a difference of 12?

What...would you use to...?

What are the...of ...?

What is another... method that might have worked?

Show me how you think this will work with...other numbers/3 digit numbers?

Verbal: Please talk me through what you have done so far.

What would happen if?

Would it work with different numbers?

What if you could only use?