Windermere Primary School
Mathematics Feedback Policy

Aims and Objectives:

For all involved in the process (teachers and pupils)
- to provide a dialogue between teacher and pupil
- to improve motivation and self esteem
- to correct and assess
- to provide the opportunity for self evaluation
- to reflect, extend and challenge
- to evaluate teaching effectiveness
- to involve pupils and teachers in setting, working towards and monitoring pupil targets

Implementation

Where possible the marking of a piece of work should be done alongside the child. Where this is not possible a consistent approach needs to be used.

Title of a piece of work

The title of a piece of work is a specific learning objective. Where appropriate, the learning objective will be converted to language which is more easily understood by the children.
- e.g. instead of "rounding", a more specific learning objective could be "Rounding two and three digit numbers to the nearest ten."

Working status of the individual

Indicate at the end of a piece of work whether the child worked with a teacher or another adult. If there is no indication it is understood that the child has worked independently.
CT   = worked with the teacher
TA   = worked with another adult (e.g. teaching assistant, SENCO)

If a child is absent it is important to record on the child's work the learning objective of the work missed and the appropriate date.

e.g. (Abs) Subtraction by counting on 1/11/2003

Highlighting system

In Key Stage 1 the highlighting system will be used to identify parts of children's work in order to celebrate their successes and to indicate to children where improvements can be made.

Green – correct work, target met, good effort, well presented
Pink – (mostly) incorrect work, target not met, poorly presented

To enhance children's understanding of what the annotations to their work mean in *general terms*, the following should be shared verbally with all the children upon introduction of the policy and displayed visually in the classroom so that the children can constantly refer to it:

Green = I got there
Pink = nearly there but still some way to go

In Key Stage 2 this has been complemented by incorporating a system to also give feedback to children on their understanding of the mathematics involved, presentation of the work and effort made for each piece of work. The following should be shared verbally with all the children upon introduction of the policy and displayed visually in the

classroom so that the children can constantly refer to it when receiving their marked work, so as to facilitate each child becoming more responsible for improving his / her own work:

U = understanding
P = presentation
E = effort

To enhance children's understanding of what the annotations to their work actually mean in *more specific terms for understanding, presentation and effort*, the following should be shared verbally with all the children upon introduction of the policy and displayed visually in the classroom so that the children can constantly refer to it:

Understanding
Green = You demonstrated that you knew what to do.
Pink = You demonstrated that you had some idea, but you will need to revisit this area.

Presentation
Green = Your work is neat and tidy
Pink = Your work could be neater

Effort
Green = You tried your best.
Pink = You could have tried (a lot) harder.

Marking Comments

Marking comments should focus on **mathematical content**. Comments on children's work should:-

- provide children with opportunities to reflect on / deepen their understanding.
  e.g. if a child has successfully completed work on near doubles to 20 a question to enable the child to reflect on / deepen their understanding could be...
  "Why does 30 + 29 + 31 equal 90?"

- provide children with opportunities to demonstrate that they have the ability to work at a higher level.
  e.g. if a child has successfully rounded 2-digit numbers to the nearest ten a question to enable the child to demonstrate that he/she can work at a higher level could be...
  "Can you round 325 to the nearest ten?" or
  "I'm thinking of a number. When I round it to the nearest ten I get 460. List the numbers I could be thinking of."

- provide children with focussed feedback on where their errors and misconceptions lie, making it clear what is wrong and what to do to put it right. If it is likely to be more beneficial to speak to the child directly, a comment like *"Can you explain this to me?"* and a follow up conversation with the child would be better.

Where comments are made in relation to understanding, presentation and effort, the comment should qualify the highlighted colour e.g. if presentation was highlighted orange a comment might read *"Please set your work out like this,"* followed by the correct presentation being modelled. (see numerical errors and modelling section)

Comments may also be made which highlight individual improvement over a period of time e.g. by comparing two pieces of work from the same child where the latter piece of work demonstrates the child's ability to have met a target attached to a previous piece of work.

Mathematics Feedback Policy

Numerical Errors and Modelling

Numerical errors should be highlighted to the children by circling them.
Where appropriate (e.g. if the mistake is a careless mistake and the child has demonstrated a clear understanding of the mathematics involved through other written work in the same or similar pieces of work,) the part of the work containing the numerical error should be highlighted in pink so that the child can then identify the specific numerical error, whereas correct parts of the child's work should be highlighted in green.

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  485
 -239
   71 (to make 300)
  185 (to make 485)
  256
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Sometimes it will be appropriate to demonstrate to the child how to set work out clearly (e.g. formal and informal calculations.) In these instances the correct method, notation and presentation should be modelled alongside the child's work to exemplify good practice.

Self-Evaluation (The process of a pupil gaining an understanding of how one is learning as opposed to what one is learning. It is the means of making real strides in understanding oneself as a learner. *Aaia Association for Achievement and Improvement through Assessment document entitled Self-Assessment* www.aaia.org.uk)

In **Key Stage 1** children draw a 'face' to assess and record *their feelings* towards a piece of work on completion of the piece of work.

☺ = I feel very good about this... I did my best... It's neat... It's correct... I met my target...

😐 = I feel OK about this......It's quite neat but I could have tried bit harder ...It's mostly correct...

☹ = I'm not very happy about this piece of work ... I didn't try my best at all... I could do it a lot better...

In **Key Stage 2** children assess and record their *learning* with regard to a piece of work. The children record a 'face' and qualify it by explaining their choice with regard to learning issues, e.g. How much they understood the learning objective, whether the tasks they were asked to do were suitable with regard to pitch or learning style.

☺ = I understood the learning objective... I enjoyed the task/s and they were suitable for my ability / my learning style... I enjoyed working with the teacher/other adult/independently...

😐 = I understood most of the learning objectives... I understood some of the learning objectives well and others not very well... (child notes which objectives)... The task was suitable for my learning style but not my ability ... The task was suitable for my ability and learning style, but I would have benefited from working with another adult when I got stuck on...

☹ = I didn't understand what to do ...It was too easy / too hard and I got bored... I didn't enjoy doing this task because...

Self-assessment may also take place in the form of:

👍 = understood (thumb up)

👉 = understood fairly well (thumb horizontal)

👎 = need further teaching / support to understand this (thumb down)

Mathematics Feedback Policy

Target Setting

Targets which are appropriate to the learning objective and to the child's ability should be shared at the beginning of the lesson.

e.g. The teacher shares the learning objectives at the beginning of the lesson for the mental oral starter – *"I expect that everyone will be able to count in 3s to 30, most of you will be able to recall multiples of 3 when they are not in order, some of you will be able to rapidly recall the appropriate division fact as well."*

When the expectations are made explicit, each child is able to measure what he/she can do, and identify the next step in order to improve.
At the end of a lesson, or series of lessons, the teacher will inform pupils of future learning. The teacher and / or pupil can then set appropriate targets.

KS1 Agreed Marking Symbols:

- ✓ Correct answer
- ✗ Incorrect answer

Discussed with child (stamp)
- ➤ Adult to initial within speech bubble to indicate support/guided work

KS2 Agreed Marking Symbols:

- ✓ Correct answer
- ✗ Incorrect answer

Discussed with child (stamp)
- ➤ Adult to initial within speech bubble to indicate support/guided work

PPA Cover:

*Covering teacher to initial work

Supply Cover:

S   *Supply teacher to mark work and put the letter 'S' in a circle in the margin.

*   work is dated by adult

Reviewed: September 2015

Next review: September 2016