Mathematics Faculty
Assessment and Marking Policy

Formative Assessment

Effective assessment practice in mathematics is associated with routines for actively promoting, monitoring and recording students' progress. In such circumstances, formative assessment is used as a teaching tool, assessing the understanding of individual students as well as the whole group. At best, teachers review students' progress closely via differentiated questioning as part of daily classroom practice, involving students in the assessment of their strengths and weaknesses and providing verbal feedback on how to improve.

Summative Assessment

Naturally, our judgements on students are changing all of the time and this is where our formative assessment is so important. However, when we want to make a summative judgement of a student, we carry out a formal test in keeping with the whole school assessment schedule and it is this information which contributes to the e-portal data entries. At the moment, this schedule is as follows:

Year 7	Year 8	Year 9	Year 10	Year 11	Years 12/13
BASELINE (Aut. 1)		Aut. 2	Spr. 1	Aut. 2	Aut. 1
Spr. 1	Spr. 1			Spr. 2	Aut. 2/Spr. 1
Sum. 1	Sum. 2	Sum. 2	Sum. 2		Spr. 2

General Faculty Procedures & Expectations

During lessons, students must have the opportunity to either **self** or **peer mark** their work so that they can get regular feedback on their progress and to see how they are performing in relation to the lesson objectives. When books are collected in by teachers, marking should be done promptly to enable the student to get feedback for their efforts while the task is still fresh in their minds. Marking should be done in a distinctive pen colour (usually green) so that it can easily be distinguished from student work.

Exercise books should be taken in regularly, but the actual frequency will depend upon how often you see that group - this is particularly true if you share the teaching with another member of staff. The primary intention of all marking is not to place cursory ticks on work that is not correct but to give feedback that is useful and meaningful to the student reading it. As such, any comments that we write down must take into account the ability of the student and their capacity to take on board the advice that we are offering.

As part of the whole school policy, literacy errors should be picked up and corrected if it is either important mathematical vocabulary or it is seen to be having a detrimental effect on their ability to communicate their mathematical reasoning. However, this must be done sensitively, taking full account of the ability of the student. 'Scores' should not be part of the feedback but comments about grades/levels might be appropriate <u>at times</u>. Comments should be encouraging whenever possible with use of stickers/merits as a motivational tool and to reward outstanding effort. These should also be recorded on e-portal as part of the whole school reward policy.

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Remember, we mark books primarily because we want to show the students that we care about the work that they have done. For many students, this alone will be a motivating factor and more likely to result in better progress.

Effective Written Feedback

Periodically, staff should identify work that a student has done (probably, but not exclusively, following a homework task) which would lend itself well to effective written feedback. Ideally, this would clearly outline a **skill** or an **action** that a student would need to undertake when completing subsequent work of a similar nature. In doing this, the phrase '**next steps'** should be written in the book so that the student knows what is needed in order for them to develop their work in this topic. Staff should look to address misconceptions which are restricting the progress of the student. This might include any of the following actions.

- Identifying a key issue and making significant corrections which the student can follow.
- Modelling of written solutions to problems, illustrating the correct mathematical processes.
- Demonstrating an alternative, more efficient approach to solving a problem
- Suggesting an improved way of presenting their solutions

This could be done in many different ways of course, depending upon the level of mathematical maturity of the student but **the key is that you are trying to give the student constructive feedback that helps them to make progress.**

Recording Student Performance

Unless it is a formal assessment that can be graded appropriately, we should avoid giving scores back to students. When setting homework we should remind students to label it as such in their books and remember that we are assessing it primarily in terms of the effort that they have shown. I suggest we record student performance as follows, **based on the standard expected from that student.**

P – poor
S – satisfactory
G – good
E – excellent
a – absent

A circle should be used to indicate if homework is not handed in on time (and then filled in as indicated above!) e.g. Ⓖ represents a good homework handed in late. **In case of any queries, I expect that all staff will keep their own records of when and what homework has been set.**

Assessment Plan

The faculty also has an **assessment plan** which will be made available to parents. On this plan, it will inform parents what units of work will be studied that term and any formal assessments taking place. It also states that the teacher will periodically identify an opportunity where each student will be given effective written feedback which will obviously depend upon how often you teach that group.

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Post-16 Assessment & Marking

In all of our A-level classes, there is an expectation that students will be reviewing work after every lesson and completing written exercises as part of their daily working routine. Whilst there is no possibility of us being able to assess all of this, students do have textbooks (with answers) that they can use to check their own progress. I feel strongly that independence and resilience are qualities that we should look to encourage in our post-16 students. Indeed, there is an expectation that they will use some of their non-contact time to seek advice from us as they know that we will always be there to support them as they encounter problems with their work. **In terms of marking, we should be looking to carry out some effective written feedback periodically, where appropriate comments (in keeping with the policy for KS3/KS4) are made.** This work should then be returned to students to keep in their files.

Assessment Tracking Sheets

During KS3 and KS4, assessment tracking sheets are our way of making sure that students are aware of how we feel that they are performing in relation to school-based targets as the academic year progresses. These should be stuck in the front of a student's exercise book at the start of the year and updated after every data-entry (as dictated by the school calendar). At these points, we should also share this information with the students. As students complete exercise books, it is important that we transfer the information onto a new sheet so I would advise keeping a record of the data entries in your markbook. With the demise of levels of attainment in KS3, these sheets are currently undergoing significant changes, but the sheets for 2016/17 are as follows.

Progress in KS3 Mathematics (Year 7)

Review date	Progress	Effort

Progress measures how well you are meeting the objectives for this year**.**

- D (developing) = working towards achieving the Year 7 objectives.
- M (meeting) = achieving the Year 7 objectives.
- E (exceeding) = working in greater depth on the Year 7 objectives and solving problems independently.

Progress in KS3 Mathematics (Years 8 & 9)

Start of year level	Review date	Currently working at level	Attainment level	End of year target level

The **attainment** level is what your teacher thinks you will achieve at the end of the year if you maintain your current effort. The **end of year target** level is set by the school.

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Progress in GCSE Mathematics (Year 10)			
Review date	Currently working at grade	Attainment grade	Final GCSE target grade

The **attainment** grade is what your teacher thinks you will achieve at the end of the course if you maintain your current effort. The **final GCSE target grade** is set by the school.

Progress in GCSE Mathematics (Year 11)				
Start of year grade	Review date	Currently working at grade	Attainment grade	Final GCSE target grade

The **attainment grade** is what your teacher thinks you will achieve at the end of the course if you maintain your current effort. The **final GCSE target grade** is set by the school.