



St Joseph's Catholic Primary School

Mathematics Marking Policy

Agreed by the Governing Body on	Spring 2015
Review Date	Spring 2016
Review Schedule	Annual / Biennial / Tri-annual / Termly
Person(s) Responsible	Mathematics Subject Leader

MISSION STATEMENT

In the St. Joseph's family, learning together through Jesus, we aim to develop to the fullest possible extent the whole person, socially, emotionally, creatively, academically, physically and spiritually.

PHILOSOPHY

- Pupils need to be supported in understanding how to improve their work in order to sustain good progress.
- Teachers need to assess children's work to judge when extra intervention may be needed to impact the quality of learning.

AIMS/PRINCIPLES:

Marking needs to:

- Indicate success and need for improvement relating to the learning objective for the lesson.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect upon their learning needs.
- Give recognition and praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- When marking against the learning intention measure attainment against that person's previous attainment.
- Codes are consistent throughout the school.
- Ultimately, marking should be seen by children as positive in improving their learning.
- Marking needs to be manageable and practical for teachers.

PROCEDURES:

- In KS2 teachers mark the work of the group that they focus on each day with VF to indicate that the children have been given verbal feedback.
- In KS2 Teachers then "quality mark" books for the groups they worked with the previous day.
- In KS1 teachers "quality mark" the books of the group of children they have been supporting that day.

- TAs "quality mark" the books of the children they support as they are supporting them.
- Each day, the children whose books were "quality marked" on the previous day have the maths warm up time to respond to marking, in KS1 this is support by a TA.
- Books that have not been "quality marked" or belong to children who have not worked with a teacher are acknowledged with some corrections as coded beneath and if the LO has been met then this is highlighted yellow for all children.

QUALITY MARKING

This refers to written comments and prompts. These should be designed to help children close the gap between what they have achieved and what they could have achieved. Comments should acknowledge the personal successes of the child, and where the child has met the learning objective comments can be used to extend their thinking or put a particular concept into practice. If it's not clear if understanding has taken place then marking can be used to ascertain what understanding there is.

Prompts should be distinguished as follows:

Reminder prompt:

Most suitable for children who have understood their objectives well – it simply reminds the children of what could be improved.

*E.g. reminding a child to adjust when using
"add 20 – 1" to calculate "add 19"*

Scaffolded prompt:

Most suitable for children who need more structure than a simple reminder. This provides some support; it could be a question, a directive or perhaps an unfinished question.

E.g. a comment like you've added 20 but you needed to add 19. What do you need to do now?

Example prompt:

Extremely successful with all children, but especially with average or below average children. This prompt gives children options to choose from.

*E.g. a worked example on the number line showing a jump forward of 20 and a jump back of 1 to model leaving 19 when using add
"20 – 1" to calculate "add 19"*


Marking Code

Adults mark in red

Children mark in green

All marked work should be initialled by person marking, including children who are peer marking.

If the learning objective has been met then this is highlighted in yellow

Correct short answers marked by 

Incorrect short answers marked by .

With support = WS

Verbal Feedback = VF

Supply Teacher = ST

Support staff = TA