Draft Maths department marking and feedback policy

This policy should be used in conjunction with the school feedback policy.

Key stage 3 and 4:

Students have 2 Maths books and an assessment folder.

Their class exercise book (usually blue) is for general use and should contain class notes and work done at home. This book is only monitored by the teacher and should only contain feedback in the form of **ticks**, **stamps** and the **Tallis check stickers**. These are routine checks often made during a lesson to help give an overview of effort, presentation, working and a reference to home learning. Work should be checked in this way every 3 or 4 lessons for each student. There is no formative feedback in this book.

The students also have a “best book” (usually orange or green). It should contain key pieces of work that demonstrate if topics, concepts and processes have been understood. These could be exercises done in lessons, home learning tasks (possibly stuck in afterwards so the books are not lost) and diagnostic assessments. This book would be used at least every 2 weeks and should contain:

* **Tracker sheets** for teachers and students to fill in throughout each module/topic to comment on progress towards the understanding of mathematical concepts and threshold criteria.
* **Tallis feedback stickers** filled in with formative feedback by the teacher and then responded to by the student during DIRT. They should be used about every 3 weeks. They could refer to one piece of work or a few pieces on the same topic. It should include “what went well”, “how to improve” and “DIRT”. The top box could be used for a comment about effort or regarding progress towards threshold criteria or grades.
* **Tallis progress stickers** that should be completed by students or teachers once per term, to keep track of the 'bigger picture'. This should be meaningful feedback that gives the student a clear indication of where they are and how they move on. Actions need to be specific, so rather than saying “go on Mathswatch”, it could be "go onto Mathswatch and watch clip 123” or “improve your understanding of diving by a decimal” or “by parents evening turn the Mymaths task on adding fractions green”, etc.

**Both books may contain regular self and peer assessment.**

Their assessment folder contains assessments that are too bulky for the best books. These will be marked as an exam and will not contain any formative feedback. The marks from these tests will influence what is written on the feedback and progress stickers. This folder may also contain other sheets such as PLCs from mock exams or Times Table Rock-star sheets.

Key stage 5:

Students follow a similar system but without the stickers. Class work and home learning is regularly “checked” by staff but kept by the students for independent study. They have a progression file that is kept by the teacher that should contain:

* **A progression sheet** filled in with a score for each chapter/assessment by the students.
* **Tracking sheets** completed by teachers giving advice about how students can improve their work based on their mistakes. The students self-asses themselves using tick boxes, their percentage score and DIRT. This dialogue should encourage students to analyse their work and write about where mistakes were made and comment on this specifically, plus the areas where they struggled on in the chapter so that they know what they need to revise in the future. The assessment itself and the test questions are filed behind it for reference.
* **Induction tests** and **mock exams** are filed here too.

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