Maths Marking and Feedback Policy

Marking could include:
• SMART teacher comments / targets • References to pupils' current level and target level • Dialogue with students (responding to teacher questions / tasks) • Comments that demonstrate to pupils how to make progress • Incorporating DIRT time into lessons so that students can respond appropriately

Key Stage 3 and Key Stage 4

All books must contain	**A start of Year / Target Level sticker**
	Topic sheet – RAG rated by students before and at the end of a topic
Formal Assessments	To be marked by teachers
Marking expectations for one marking cycle (min) Over the course of the year, ten topic sheets will be added to the pupils' books. Each one marks the start of a marking cycle	• **Topic sheet** (pupils should RAG rate their own ability with each of the objectives before and after topic is covered)
	• **Self assessment** in green pen (can be in the form of a marking sticker). **Students will mark some of their own classwork.**
	• **Peer assessment** in green pen (can be in the form of a marking sticker) **Students will mark some of their peer's classwork.**
	• **A marking sticker by the teacher** Deciding what to mark Assess each topic as a whole with a marking sticker by: ✓ Setting a mini test ✓ Choosing a key piece of class work, i.e. a mixed exercise ✓ Looking at the class work and homework for the topic as a whole ✓ Verbal feedback (stamp) can be given if backed up by pupil response notes in the exercise book.
DIRT Time Dedicated Improvement and Reflection Time for Pupils.	• **A Pupil Progress Response page** – This is a blank space/page left directly after the marking sticker for pupils to act on your advice. Make sure pupils write the title and highlight it in some way. Ideas for the Progress Response: ✓ Corrections of certain questions ✓ Challenge questions ✓ Work missed when absent ✓ Research ✓ Further practice