Grange View C.E First School

Maths Marking and Feedback Policy

April 2020

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom.

Our Aims

- To provide a stimulating and secure environment, inclusive of all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Aims of our marking and feedback policy (Maths)

At Grange View CE First School we understand that marking and feedback plays a pivotal role in moving children's learning forward. We also understand that learning in maths is quite different than learning in other subjects and that a distinct policy is needed as a result. We endeavour to provide a marking and feedback system that provides positive reinforcement, illustrates where children may have gone wrong and models correct use of strategies and also sets challenges for pupils that have securely understood objectives. We want our pupils to feel that their work, and progression in learning, is valued. Our marking and feedback policy ensures that:

- A consistent approach is adopted across the school;
- Staff have a clear understanding of expectations;
- All staff play a part in moving children's learning forward;
- A constructive dialogue takes place about learning between pupil and adult;
- Pupil's will receive timely and appropriate verbal or written comments about their learning;
- Pupils can take responsibility for checking and correcting their learning
- Pupils take ownership of their learning and progress
- Pupil self-esteem is raised because they see that their learning is valued;
- Standards are raised and progress is made because staff expect nothing but the best from their children.

Effective feedback strategies used at Grange View CE First School

Verbal feedback

Sometimes a teacher may intervene within the Maths lesson if a child is not showing confidence with a particular concept. This may be through an explanation or more modelling from the teacher or TA that has assessed that pupil's understanding.
If verbal feedback is given to a child in a Maths lesson this should be recorded in the child's book to show that they have had this feedback through the use of the 'vf' symbol.

Written feedback

A range of strategies should be used when giving written feedback to children. Comments on general performance as well as how well the children have presented their work can be given, but teachers must reference the learning objective or steps to success. Lengthy comments are not required, rather, staff are expected to provide children with focused, clear comments/strategies that support or develop learning.

Green for success

If the child has been successful and achieved the learning objective then their objective title should be highlighted in green. If children have recorded their working out and tasks in their books then answers should also be highlighted or ticked in green.

All tasks or challenges which are linked to the age related learning objective should <mark>be highlighted</mark> in green.

<mark>Pink for think</mark>

Pink for think is used when a child has made a mistake or has not quite achieved the learning objective. This maybe, on occasion, where extra intervention is needed throughout the day to ensure the child is confident and ready for the next session in the maths learning journey. If this is the case then the learning objective should also be highlighted pink. Once the child has shown that they have sufficiently grasped the concept then the teacher can go back to that piece of work and date that they have now achieved the objective. This will be highlighted in green to show they are have been successful after intervention.

Think for pink can also be used to challenge the pupils' thinking. When providing a child with a next step comment or a higher level questioning strategy the teacher may indicate this with the use of pink pen.

<mark>Gold for greater depth</mark>

Children who show success within the lesson should be challenged with a deeper problem solving or reasoning tasks. These challenges should be highlighted or outlined in 'gold' to highlight where children have attempted and worked through a 'mastery with greater depth' problem.

A teacher may also highlight in gold if they wish to record a comment that shows a deeper level of thinking in the child's learning.

(See attached appendix for examples)

Appendix 1
<mark>Gold for mastery with greater depth</mark>

Teachers highlight in gold where there is evidence of mastery with greater depth.

Questioning used to allow the child to think and reflect on their mistake.
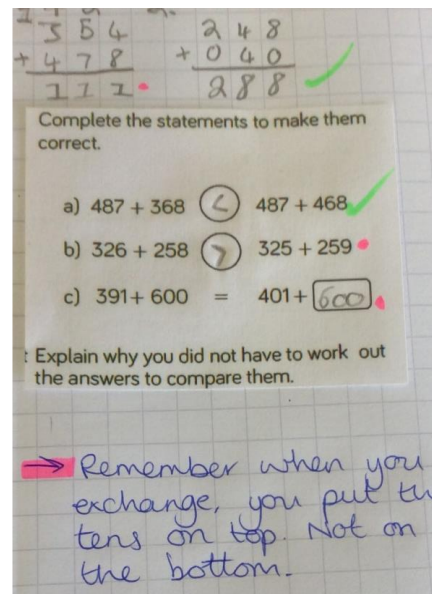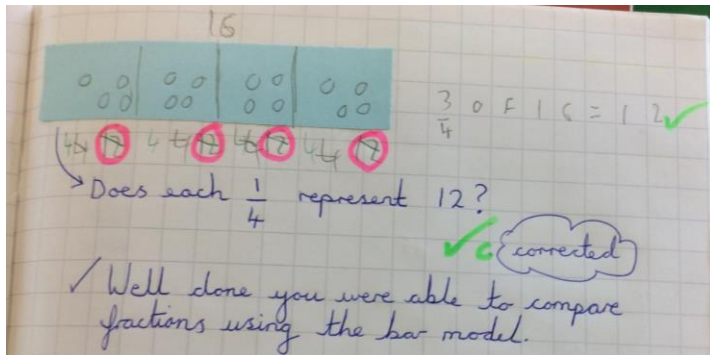
<mark>Green for success</mark>

Title and learning objective highlighted in green when a child has been successful.

Children commenting and reflecting on their own learning when appropriate.