Marking and Feedback in Maths

Pure Mathematics is, in its way, the poetry of logical ideas.

Albert Einstein

Marking in the Moment

Intent: The purpose of marking in the moment creates opportunity to address misconceptions before they become embedded errors. This also provides the teacher with accurate and regular formative assessment information to enable necessary adaptation with the current learning session and further learning sequences. This also provides the opportunity for teachers to have a broad understanding of all learners within their class.

Implementation: Every Maths lesson follows the same 'Can Do' structure of 'I Do', 'We Do' and 'You Do.' During this time, teachers will be formatively assessing the children and addressing misconceptions. Adaptations will be made to modelling as needed for children to understand each concept. Following this, all children will access the 'Do It' worksheet. At Redbrook Hayes, we believe that feedback is most effective when done in the moment and with the child present. Therefore, teachers will use the 'Do it' to live mark and identify any children that need further support and small focus groups may form during this time. For children who are confident and secure, the 'Secure It' and 'Deepen It' questions are readily available.

Children who have found it challenging to access the 'Do It' independently during live marking will now work in a small focus group with an adult. Following a short period of extra modelling and support, the children will attempt to answer questions independently. During this time, teachers circle the room to mark and address any issues with 'Secure It' and 'Deepen It' questions. As the lesson concludes, any books that have not been marked fully should be left open for an adult to mark for them to identify any children who need a small intervention during the MOT session.

Maths on Track and Fluency

We follow the 'Can Do' termly plan for MOT sessions however within these, there are opportunities to address any final misconceptions for topics children have struggled with, on either an individual or whole class basis. There are also opportunities for this during daily Fluency sessions.