

Staplehurst School

Numeracy Marking and Assessment Guidance

January 2012

Background

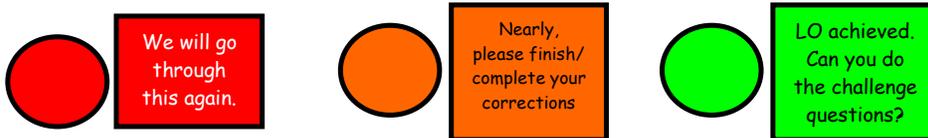
Following the Ofsted Inspection, it has been decided that a marking and assessment policy for numeracy will be introduced to ensure consistency across the school. This will help pupils as they progress through the school because they know what the marking means and they do not have to learn a new style of marking each academic year.

In addition to the introduction of a marking and assessment policy, the format of the lessons will be amended slightly to ensure that children are progressing their learning and are completing next steps.

Numeracy Marking

Ticks should be used where the calculation is correct and a dot should be put alongside incorrect calculations.

At the end of the piece of learning the teacher will assess the piece of work and put the appropriate colour i.e.



Pupil Self-Assessment and Peer Assessment

At the end of each piece of work children should colour in one square at the end of the lesson in green, orange or red. This means that pupil self-assessment is consistent with the assessment that the teacher will give them at the end of each lesson. Children in Key Stage 2 should be encouraged to write a short note about what they achieved against the success criteria in the appropriate colour.

At the end of each piece of work, the children will also indicate using the code below the level of support they have been given for that piece of work.

 T	Teacher support	 TA	Teaching Assistant Support
 I	Independent Work	 V	Verbal Feedback
 1:1	One to one support	 PH	Parent Helper

If children are unable to write this either the teacher or TA will indicate the level of support a child has received.

Format of the Lesson

The first ten minutes of each lesson will be spent on moving the children's learning forward. The children with a red sticker will sit with the teacher and re-visit the previous day's learning. Children with an orange sticker will complete their corrections and, time permitting, the challenges on the board (with support from a teaching assistant if available). Children with a green sticker will complete the challenge questions on the board. If you require challenge questions for each level of differentiation it may be necessary to write a question on a mini

whiteboard for each table. To make it clear that the challenge is moving their learning forward please ask the children to write the heading “Challenge” and then draw a line underneath this work before continuing with that day’s learning.

Following this the lesson continues as appropriate, for example, a mental and oral starter, main teaching input, pupils’ individual learning and mini-plenaries as required.

Writing Learning Objectives and Success Criteria

As we are increasing the amount of work which is being completed during a lesson it is suggested that children are given a set time limit in which to complete writing the date and L.O.. If they do not complete this in the given time they have to stay in at playtime and complete it to prevent the children wasting learning time.

The success criteria for each lesson should be agreed between the teacher and the children and written on the board. This is what the children should assess their learning against.

Assessment of Numeracy

Each year group has been given a folder with various assessment tools to be used as and when appropriate. Please use your professional judgement as to which is the most appropriate tool for your children. Please assess your children every half term to help inform your professional judgement when using the Maths APP.

Using and Applying and Problem Solving

To further develop and encourage children with their problem solving and using and applying skills problem solving and investigations should be incorporated at least twice every half term. Maths investigations are included in the assessment folder are Finding all the Possibilities, Logic, Visual and Patterns.