Maths Department Guide to Marking and Feedback

Key Stage 3 and 4	A-Level
a) **How often** is work formally marked and what grades are given? For years 7, 8, 9 and 10 work is formally marked once per half term. For students in year 11, work is formally marked twice per half term. Year 7 and 8 students are awarded grades based on the progression statements (foundation, secure and mastery) Year 9, 10 and 11 students are awarded levels (1 to 9)	a) How often is work formally marked and what grades are given? Work is marked every 2 or 3 weeks at the end of each unit of work. Work is given a percentage and a grade. A larger hour long assessment is completed once per half term.
b) **How** is **feedback** *given* to students after the marking of key pieces? Students will be given a series of questions on key areas of weakness.	c) How is feedback given to students after the marking of key pieces? Model solutions are printed out for students. Amber/Green exam question set as follow up task depending on how well the student has managed each assessment.
d) **How** are students **guided in lessons** to ensure they all complete quality feedback tasks? Class teacher scaffolds answers to key questions that have caused the class to have problems and students re-do incorrect work with model solutions. Students are then directed to attempt a series of questions on the same key topics to check whether understanding has improved.	b) How are students **guided** to ensure they all complete quality feedback tasks? Class teacher scaffolds answers to key questions that have caused the class to have problems and students re-do incorrect work with model solutions. Students are then directed to attempt a series of questions on the same key topics to check whether understanding has improved.
e) **What** happens when a student **misses** an assessment or is absent for key learning? The student must complete the assessment once they are back in school, where possible the feedback lesson will be delayed until all class members have completed the test.	c) What happens when a student misses an assessment or is absent for key learning? The student must arrange with the class teacher to use some directed learning time to catch up on all assessments. A maths clinic is run regularly for A Level students to access bespoke support.

GUISELEY SCHOOL

e) **How** do teachers **monitor** work quality, presentation and check for understanding **in between** key assessments?

Students complete mini assessments at the end of each topic area, which are peer assessed. Correct solutions are discussed at the end of the test and modelled by the class teacher. Students are encouraged to support each other to work out where mistakes have been made. Dirt tasks are then completed targeting the areas that mistakes were made. The class teacher takes the books at this point to look at the data from the mini assessment and complete a book check (this will occur roughly once a fortnight).

d) How do teachers monitor work quality, presentation and check for understanding **in between** key assessments?
Mini assessments are completed every 2/3 weeks which will allow teachers to keep a record of which topic areas students are struggling with. Book checks will be completed at this point.

f) How is **homework** checked and assessed?

Mymaths tasks are set once a week using tasks that will consolidate work completed in lessons. Teachers are responsible for checking that these tasks have been completed and will monitor any areas of weakness.

e) How is homework checked and assessed?
Independent learning tasks are set each week. Students are directed to particular exercises on the VLE and exam questions on specified websites. Students must complete and mark these in their independent learning books. Teachers then check independent learning books on a weekly basis.

Year 7 and 8 – Example of mini assessment and dirt task:

Place Value Mini Test (Non calculator – 25 minutes)   Name _____

Fluency

1) Put these numbers in ascending order.   1 mark

   a) -0.62, -0.6, 0.06, 0.623, -0.066

   _____

2) Round the number to 1d.p. and 2d.p.   2 marks

	1d.p.	2d.p.
60.8492		

3) Round these numbers to 1 s.f. then 2 s.f.   4 marks

	1s.f.	2s.f.
4562		
0.3745		

4) Estimate the answer to   2 marks

9350 x 687	
4872 ÷ 92.7	

Reasoning

1) A football stadium sells tickets at £8.75 each. The stadium holds a maximum of 26,970 people.
   Estimate how much money they will make from the ticket sales?

   _____1 mark

2) Paul is thinking of a number.
   His number rounded to 2 sig. figs is 4800

   What is the lowest possible whole number he could be thinking of?   1 mark

   Total Score out of 20   ....

		www	EBI
Fluency:			
	1. To order numbers		
	2. To round to any number of decimal places		
	3. To round to any number of significant figures		
	4. To estimate answers to calculations		
Reasoning:			
	1. Use estimations to reason		
	2. To use boundaries in rounding		
	3. To use inequality symbols		
Problem solving:			
	1. Using diagrams to round		
	2. Solving problems with rounding		
Challenge:			
	1. To be able to apply estimation to more complex calculations		
	2. To begin to solve inequalities		

3) What is the biggest number you could fit in the box?   1 mark

   $\boxed{}$ + 7 $\geq$ 13

Problem solving

1) Jamil uses counters to represent a number.

Ones	Tenths	Hundredths	Thousandths
	(counters)		(counters)

   What is Jamil's number to 1 significant figure? _____ 1 mark

   He adds seven counters to the hundredths column.
   What is Jamil's new number to 1 decimal place? _____ 1 mark

2) Here are five cards   2 marks

   $\boxed{75010}$ $\boxed{74599}$ $\boxed{85000}$ $\boxed{87410}$ $\boxed{79972}$

   Complete the sentences:

   _____ rounded to 1 s.f. is 70,000

   _____ rounded to 3 s.f. is 75,000

Challenge

1) Find an approximate value of $\dfrac{48.8 \times 5.22}{(10.13)^2}$ 2 marks

2) n is a whole number such that

   $-7 < 3n + 1 \leq 19$ 2 marks

   List all the possible values of n.

Place Value Dirt Task   Name ....

Fluency

1) Put these numbers in ascending order.

a) 10, -11, -8, 7, 0

_____

b) 0.51, 0.5, 0.05, 0.523, 0.058

_____

2) Round the numbers to 1d.p. and 2d.p.

	1d.p.	2d.p.
59.872		
3.456		

3) Round these numbers to 1 s.f. then 2 s.f.

	1s.f.	2s.f.
3687		
0.4152		

4) Estimate the answer to

386 x 284	
3217 ÷ 59.7	

Reasoning

1) A football stadium sells tickets at £10.25 each. The stadium holds a maximum of 36,870 people. Estimate how much money they will make from the ticket sales?

2) Paul is thinking of a number.
   His number rounded to 2 sig. figs is 3700
   a) What is the highest possible whole number he could be thinking of?

What is the biggest number you could fit in the box?

[   ]   +   8   ≥   18

Problem solving

1) Jamil uses counters to represent a number.

Ones	Tenths	Hundredths	Thousandths

What is Jamil's number to 1 significant figure? _____

He adds seven counters to the hundredths column.
What is Jamil's new number to 1 decimal place? _____

2) Here are five cards

| 85010 | | 84599 | | 95000 | | 97410 | | 89972 |

Complete the sentences:

_ _ _ _ _ _ _ _ _ _ rounded to 1 s.f. is 80,000

_ _ _ _ _ _ _ _ _ _ rounded to 3 s.f. is 85,000

Challenge

1) Find an approximate value of $\dfrac{3.17 \times 46.82}{1.92}$ 2 marks

2) n is a whole number such that

$-10 < 3n + 1 \le 22$ 2 marks

List all the possible values of n.

Year 9 Example of follow up question and prompts:

Level 5 Challenge Question $x = 3^2 \times 5$ $\quad\quad\quad$ $y = 2 \times 5^2$ a) Find the lowest common multiple of x and y. a) Find the highest common factor of x and y.	**Prompts:** • **You could work out what x and y are** • **You could draw a Venn diagram**
Level 6 Challenge Question There are 18 boys and 15 girls in David's class. David is going to pick three different students from his class and write their names in a list in order. The order will be boy, girl, girl How many different lists can David write?	**Prompts:** • **Remember, this is a product rule question (product = multiply)**
Level 7 Challenge Question A padlock has a four-digit code. $\quad$ The first 2 digits can be either 1,2,3 or x where x is an even number $\quad$ The third and fourth digit are both odd numbers from the list above. $\quad$ For example, one possible combination could be | x	2	1	3 | $\quad$ Work out the total number of combinations for the padlock $\quad$ b)If x is squared and then doubled, the answer given would be $\quad$ 72, prove algebraically that x must be 6	**Prompts:** • **a) Remember, this is a product rule question (product = multiply)** • **b) try and set up an equation to solve**

Year 10 Autumn Term 1 Test Review Sheet

Target Level ……………   **Level Achieved…………………**

Question	Level	Marks gained	Total possible marks
1) Angle Facts	4		5
2) Angles on parallel lines	5		4
3) Recurring decimals	6		2
4) Prime factors	5		5
5) Product rule in counting	6		2
6) Prime factors and square numbers	6		1
7) Expanding and factorising quadratics	5		6
8) 4 operations with fractions and mixed numbers	5		5
9) Product rule for counting	6		2
10) Expanding and simplifying	4		3
11) Forming quadratic expressions	5		3
12) Identities	5		1
13) Prime number problem solving	5		3
14) Problem solving with fractions	5		4
15) Bearings	5		4

Total   /50

Write down the areas you NEED to focus on based on your target level: