

Assessment and Feedback Protocols: Department – Maths

| Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils. | | |
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| Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked. | | |
| | Teachers will... | Students will... |
| For daily retrieval starter tasks... | <p>Have an entry task ready for students when they are greeted to the lesson, displayed on the whiteboard, with questions that...</p> <ul style="list-style-type: none"> • Revisit prior topics (e.g. 'last lesson, last week, last month, last year') <i>or</i> • Address identified areas for development for the class <i>or</i> • Revisit previous topics that will be built on in the current unit <p>Review and checking learning to take place before main lesson begins.</p> <p>Teachers will go through answers and address misconceptions before beginning the lesson.</p> | <p>Complete the entry task without needing to be prompted</p> <p>Self-assess during the review, correct any mistakes and noting down any key facts that they had forgotten.</p> |
| For routine assessments... | <p>Provide end of unit assessments for every unit - exam conditions, students provided with all necessary mathematical equipment, identified access arrangements in place wherever possible.</p> <p>Mark / grade the end of unit assessments – using the corresponding mark scheme and grade boundaries - in green pen. Provide clear written feedback identifying errors and how they can be corrected.</p> <p>Record students' score and grade on the end of unit assessment tracker.</p> <p>Allocate an 'Upgrading lesson' for students to respond to the feedback.</p> <p>Ensure that students who miss end of unit assessments due to absence complete them at a later date.</p> <p>Deep marking and upgrading will be completed every 2/3 weeks depending on topic and/or class splits.</p> | <p>Complete end of unit assessments in exam conditions.</p> <p>Respond to written feedback from their teachers during 'Upgrading lessons':</p> <ul style="list-style-type: none"> • Identify how many more marks they would have needed to get the next grade up • Cut out questions where errors were made, stick them in their books and use a contrasting colour to make the required corrections |

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| | Teachers will... | Students will... |
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| During the lesson... | <p>Check learning frequently throughout the lesson by</p> <ul style="list-style-type: none"> • Questioning (mix of cold calling and 'hands up') • Mini whiteboards • Circulating the room, marking work in green pen and providing immediate feedback and students correct in contrasting pen. | <p>Complete self-marking in a contrasting colour when the teacher provides model solutions to questions, correcting any errors</p> <p>Provide responses on mini whiteboards when asked</p> <p>Engage in discussion activities, for example 'think pair share' and responding to questions posed by the teacher</p> |
| For homework ... | <p>Provide model solutions using the visualiser</p> | <p>Complete peer-assessment/ self-assessment of each other's homework whilst the teacher models on the visualiser, correcting any mistakes</p> |
| For formal assessments | <p>Formal assessments will take place in line with the TSAT calendar. These will take place in exam conditions, with all necessary mathematical equipment provided and identified access arrangements in place.</p> <p>Prior to assessments, provide students with revision materials and strategies to use in the exam. Revision materials will include electronic lists of topics, with links to online videos enabling students to revise those topics.</p> <p>Mark / grade assessments in green pen, following the corresponding mark scheme and grade boundaries.</p> <p>Allocate lesson time to reviewing the examination, including modelling correct responses to questions so that students can understand their errors.</p> <p>Create 'question level analysis' trackers showing individual student level performance on each skill within the assessment, enabling...</p> <ul style="list-style-type: none"> • Identification of skills gaps to address through future lessons • Students to know which skills to address through revision <p>Allocate a lesson for students to complete 'Equivalent questions'– students only complete the 'Equivalent questions' for questions where they had lost marks.</p> | <p>Prepare for assessments using the materials provided in advance</p> <p>Complete the assessment and complete follow up activities set by their teacher on identified areas for improvement</p> <p>Complete 'Equivalent questions' for any questions where they lost marks</p> <p>Revise topics indicated as areas of weakness by question level analysis</p> |