

The Maths Faculty follow the whole school Assessment policy in its full format. This document details how assessment and feedback looks in Maths in particular in Whitstone School.

Summative Assessment and feedback

Key stage three (y7/8)- topic tests

Students in KS3 follow the white rose Maths scheme of learning. At the start of each unit, they complete a 'cold' assessment. This measures their current understanding of the upcoming topics. Teachers mark this and use this to inform their planning of the topic.

Every class then completes an end of topic 'hot' test roughly every two weeks. This is marked in detail, with teachers checking and correcting any mathematical errors. Students are then given back their cold and hot assessments in each topic. From this, they can see the progress they have made in that unit of work.

Students then complete a feedback sheet after each assessment to self-assess their strengths, next steps and actions to improve.

Evidence: Every KS3 book will have cold test, hot test and feedback sheet evident every two to three weeks, stuck into books.

Key stage three (y7-9)- end of block tests

At the end of each long term (three times a year), all KS3 students will complete an end of block assessment. This will assess understanding of all the topics covered that term. The aim for this is to judge knowledge retention across all learning areas.

These will be stuck into books, with full feedback given.

Key Stage four (y9-11)- topic tests

Students in KS4 will have an end of unit test approximately every 2-3 weeks. This will be completed in class and marked in detail, with annotations, by the teacher. They will then complete the feedback sheet and make any corrections to their work in green pen.

Evidence: Every KS4 book will have the assessment and feedback sheet evident every two to three weeks, stuck into books.

Key Stage four (y10-11)- mock exams

Key stage four will complete three full papers in each set of mock exams offered at whole school level.

Formative Assessment

Every Maths lesson follows the school policy of using a 'Do now' activity at the start of the lesson and a 'Reflect now' activity at the end. In Maths the 'Do now' will usually be a reflection of a previous topic and will be used to judge knowledge retention and inform planning. The 'Reflect now' question will

usually be a question to judge understanding of the learning during class. This will be used to inform students' strengths and next steps and will help the teacher to judge whether a topic needs further development.

In addition to these, teachers will be providing formative feedback throughout the lesson verbally, and through mini plenaries- often using mini whiteboards.

Teachers in Maths are encouraged to 'live mark' as much as possible- giving students verbal feedback whilst looking through and discussing progress in books.

There will be no literacy marking in Maths, unless it is a key word. Instead, the focus will be on Mathematical misconceptions. End of topic tests will be marked in detail to judge these errors.

Tracking and progress

All end of topic test data is stored in central spreadsheets. When reporting on progress, Maths teachers will use an average grade from the assessments that have taken place that term, rather than a most recent assessment. This is to ensure the grade is reflective of overall ability, rather than just one topic.

Progress data is visited at least three times a year to identify underperformance and implement intervention where required. .

Appendix

Calculating Grades for Class Assessments in Maths

For each class assessment, students will be given a mark out of 20 and a percentage. This will be stored on the central spreadsheet.

They will also be given their AVERAGE percentage for the course so far, which will be converted into a grade using the boundaries below.

The average grade will be compared to the students target grade to decide if the student is on track to achieve their target or not, as such:

Progress to Target grade	Year 10 average grade	Year 11 average grade
+	Average grade is on or above their target grade	Average grade is above target grade, or on target below xmas
=	Average grade is 1 or 2 grades below target grade	Average grade is on target grade (after Xmas), or 1 below (before xmas)
-	Average grade is more than 2 grades below target grade	Average grade is more than 1 below or at least 1 below after xmas .

Grade boundaries for calculating Average Grades:

Foundation:

0	1	2	3	4	5
0-9%	10-24%	25-37%	38-52%	53-64%	65%+

Higher:

0	3	4	5	6	7	8	9
0-10%	11-17%	18-29%	30-41%	41-54%	55-70%	71-85%	86%+