Pensans Maths Marking Policy & Rationale

Purpose

To make maths feedback **meaningful, manageable**, and **motivating** for pupils while reducing unnecessary workload. Feedback should help pupils know what to do next, build independence, and improve accuracy and reasoning. Marking should support learning, not create unnecessary workload and pupils should be actively involved in reviewing and improving their work.

Guiding Principles

- Student agency first: Pupils actively check, correct, and explain their work before teacher input.
- Keep it light: Marking is brief and targeted—no lengthy written comments by default.
- Live over later: Prioritise in-lesson feedback (live marking) so pupils act immediately.
- Focus on the learning: Address key misconceptions, methods, and mathematical reasoning—not presentation for its own sake.
- Visible progress: Corrections and next steps are evident in pupils' books or on mini whiteboards on display.
- Workload matters: Feedback methods are chosen for impact and efficiency.

Core Approaches

1) Light Marking

Purpose: Acknowledge work, spot patterns, set one actionable improvement for the class.

How:

- Use ticks and dots to indicate correct answers and where to 'check again'.
- Write one concise next step. but only when needed.
- Prioritise key misconceptions; do not mark every item if patterns are clear.

2) Live Marking

Purpose: Catch errors early; move learning forward in real time.

- Circulate with mini-whiteboard checkpoints and visualiser stop-and-fix moments.
- Use dots or circles to cue self-correction (no long comments).
- Give targeted verbal prompts: 'Show the regroup,' 'Write the unit first,' 'Explain why 3/4 is greater than 2/3.' Pupils receive instant support, reducing the need for heavy post-lesson marking.

3) Self- and Peer-Marking

Purpose: Build independence and metacognition.

- Provide answer keys/model methods for pupils to check and annotate in green. By showing how to answer questions correctly, students get immediate feedback if they have succeeded or not.
- Use error-detective tasks (e.g., 'Two answers are incorrect—find and fix').
- Structured peer-check: partners verify one worked example, ask 'How do you know?' and suggest one improvement.
- Children RAG their own learning based on the feedback and marking from the lesson. Green, Orange, Red.

🟢 I have completed my work independently and met the objective.

🟡 I have needed some support to meet the objective.

🔴 I have needed support to meet the objective <u>and/or</u> I have not met the objective.

Practical Marking Codes & teacher responsibility

- ✓ - correct
- • - check this step
- **VF** - verbal feedback

Teachers to ensure marking is consistent and purposeful. Use **whole-class feedback** where appropriate to address common misconceptions and record only what is necessary for assessment and planning. Adults to mark using purple pen.

Staff Summary

- Goal: Make feedback meaningful, manageable, motivating.
- Use three core methods: Live marking, Self/peer-marking, Light marking.
- Marking codes: ✓ correct, · check, VF verbal feedback
- Evidence of impact: Corrections and improved accuracy in the same lesson or next lesson.
- Workload: No long comments as default, no requirement to record 'VF', use whole-class feedback for common issues.
- KS1/KS2 emphasis: KS1 more live/visual; KS2 more self-marking with models.
- Leaders will look for: Pupils acting on feedback, clear next steps, reduced workload, improved outcomes.