
Assessment & Feedback Policy - Mathematics

The McAuley Catholic High School



Last reviewed on: September 2023

Next review due by: September 2024

Assessment and Feedback Policy October 2022

Department: MATHEMATICS

What does assessment and feedback look like in Maths

Assessments are an integral part of mathematics, as the best way to learn maths is to do maths.

We have a series of small assessments that run through the year:

Ninja, topic tests, mini tests, zig zag tests, basic skills tests. Not all marking is completed by the teacher for these pieces of work. Not all pieces of work are used as assessments. Some of these are based on retrieval practice. Some work is peer and self marked.

A number of the pieces of work above are to be formally assessed and logged on sims

We also have a series of more formal assessments, usually taken at the start of the year, half term, end of term, or during mock-exams, depending on the year group.

The more formal assessments use either STARS sheets or QA analysis spreadsheets to provide feedback to pupils and parents.

1. Lay the foundations for effective feedback:

This is achieved by either STARS sheets or QA analysis spreadsheets. These give pupils a more in-depth understanding of where errors have been made and where they can get further practice and support. Pupils are encouraged to take photos of this summary of work so that they have a picture on their phone to refer to as needed. STARS sheets also include special key words. Sometimes STARS sheets are completed by pupils, other times staff and pupils combined.

A lot of the feedback is set centrally to reduce the work load for staff.

The more formal assessments, usually mock exams, require staff to go through moderation processes. This is done on an informal and formal basis. There are times when staff do not mark work of their own groups also.

Training is given regularly for this.

By doing the different types of assessments we can generate a more accurate understanding on where pupils require further support, where there are potential misconceptions and adapt teaching to support this.

Other methods include effective questioning, use of whiteboards, pair working, checking work as pupils do it in the lesson, checking classwork books.

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2. **Type and frequency of assessment and feedback.** This includes the methods used for assessment and the way in which feedback is provided (including details of when and how written and verbal feedback are used)

Key Stage 3	Key Stage 4	Key Stage 5
<u>Ninja - weekly</u> <u>Basic skills - weekly</u> <u>Y7 baseline test-Sept</u> <u>1st half term test</u> <u>End of terms 1,2,3 tests</u> <u>Y9 mini assessments - fortnightly</u> <u>Topic tests – as required</u>	<u>Ninja- weekly</u> <u>Basic skills- weekly</u> <u>1st half term test</u> <u>End of terms 1,2,3 tests</u> <u>Y9 mini assessments - fortnightly</u> <u>Topic tests – as required</u> <u>Zig zag and other exam papers -y11</u> <u>Mock exams y11</u>	<u>Topic tests – after each topic</u> <u>Baseline test y12 -Sept</u> <u>1st Half term test</u> <u>End of terms 1, 2,& 3 tests</u> <u>Mock exams -y12 and y13</u> <u>Exam papers – y12 and y13</u>

Key Stage 3	Key Stage 4	Key Stage 5 types of tests
Retrieval Tests: Retrieval tests are undertaken each week to check knowledge retention over time. These will be self, teacher or peer assessed and corrections will be completed on any missing or incorrect answers to help build knowledge. Teachers will give verbal feedback to these questions to clear any common misconceptions and challenge students knowledge and understanding further.	Knowledge Tests Knowledge tests are completed at the end of each unit	Formal assessments Stepped assessments covering prior learning and new topics, usually at the end of each term, but also on other occasions. This also includes mock exams for y10, y11,y12, and y13

Teachers do DIRT work with pupils on a regular basis, whether it is formal or informal testing. This happens differently depending on the type of test and the group. Sometimes dirt work focuses on just one or two elements, sometimes more. Sometimes pupils work together for DIRT work, sometimes it is teacher led. Feedback is given soon after the tests. More formal tests will stipulate when feedback can be given, in order to keep tests secure until all pupils have completed them. More formal assessments have dates and times pre-arranged for each year group. This also can involve pupils moving to other rooms to do tests so that they are not sitting next to anyone who is doing the same test.

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Pupils also self-mark and peer mark to encourage neat well written work for others to understand.

3. Plan for how students will act on feedback:

This is achieved by..... ensuring pupils/ staff complete stars sheets

Pupils are completely aware of what they are doing well in and where they need to practice, including resources.

Some topic tests have 2nd tests which pupils who do not pass the first time, are required to re-sit;

Same questions, different numbers.

4. Helpful worked examples of effective feedback practices in the department:

Analysis is also completed at a departmental level to see if there are any groups who are not doing as well as expected, or any topics not being understood as well as they should. We then share good practice to help ensure all the department are up to date with the best teaching techniques. This is done using the QA sheets. Both at GCSE and A level.