High Street Community Primary School
Assessment for Learning in Mathematics at KS1 and KS2

The 'Can I……?' title is written at the top of each piece of work. This is taken from the First4Maths assessment tags.

Tasks are clearly linked to the objective of the lesson.

Children are provided with success criteria to support them in achieving the expected outcome of the lesson.

Children in KS1 self-assess against the objective using a face system, drawing the appropriate face in the circles provided. The teacher should draw out how the children have come to that decision by using their success criteria as a guide.

Self-Assessment of learning	
☺	I can complete this activity I understand it
😐	I understand some I need a little help
☹	I do not understand I find this difficult I need help to complete

Children in KS2 self-assess against the objective using an arrow system, the teacher should draw out how the children have come to that decision by using their success criteria as a guide.

Self-Assessment of learning	
✓	I can complete this activity I understand it
↑	I understand some I need a little help
—	I do not understand I find this difficult I need help to complete

Children indicate how they have completed the task by circling the appropriate letter.

Letter	Description
T	My teacher supported me
A	I worked with another adult
G	I worked in a group
I	I worked on my own
B	I worked with a buddy

Teachers respond to the children's self-assessments particularly when they have shown that they have struggled or lacked confidence when tackling the objective.

The teacher marks against the Can I……? title.

✓	Child has achieved the objective with confidence
↑	Child needs some consolidation work to be secure with the objective
_	Child will need further support to achieve this objective independently

Marking Procedures

Who marks?

Marking can be carried out at any part of the lesson in order to provide a formative understanding of where children are up to and when next steps should be given. This marking can take many forms, and be completed by:

- All teaching staff.
- All TA's who teach or lead sessions (work is initialled).
- All supply teachers (work is initialled).
- All marking by an adult is done in black or blue.
- Teachers will indicate, whether the work was completed independently, with peer support or with teacher support next to the children's assessment of how they have completed their work – unless this is clear by the children's self assessment.
- Teachers will record verbal feedback by writing VF on the left hand side of a child's work at the point where intervention occurred. (There should be evidence of progress in the child's work or a comment from the child to say how they feel following the feedback).
- Children can mark their own work, when directed to by an adult. This is to be done in green. Teachers in KS1 will use their judgement whether this is suitable for their class; however, it is encouraged where possible to get the children to mark their own work.

What are we marking against?

- All success criteria beginning 'I can …………' using the arrow system.
- All Success Criteria are typed and given to the children to stick into their books.
- Children to self-assess against the success criteria, as will adults working with the children.
- The Success Criteria are hierarchical. A child may still achieve the objective without achieving all of the success criteria if, for example, some of the objectives relate to Greater Depth understanding.
- ✓ next to the success criteria if the child has successfully met the objective
- ↑ next to the success criteria if the child needs some additional work to complete to become successful with the objective
- - next to the title if the child has struggled to tackle the objective and requires more adult input.

Marking Key for Mathematics

✓ Means the correct answer.

● Means the answer is incorrect.

Next steps marking
- If the work has been completed successfully and a ✓ has been put next to the objective then no comment needs to be made as the next lesson is the next step for the child.
- If a teacher wishes to make a comment at the end of a unit or to recognise significant achievement or effort this is at the discretion of the teacher.
- If work has been checked and assessed by an adult then their initials should be put at the bottom of each page to illustrate this.

Next steps marking or 'VF' with evidence of improvement is used when ✓ has not been put next to the success criteria. This will be identified by a (➔)   symbol and addressed in one of the following ways;
- If a ↑ has been placed next the objective then the next step may be further practise of the objective or correcting errors or misconceptions.
- If a - has been placed next to the objective then the next step will need to include support from an adult either as part of an intervention, fix it time or within the next lesson.
- If a misconception has been identified within the lesson and the child has been supported further.

There is no expectation that these next steps are written in the children's books, but teachers/teaching assistants are expected to write in the class evaluation book to identify next steps for individuals, groups or the whole class.

The following is an example of what the class evaluation should contain, but the exact layout is at the discretion of the teacher.

Learning Objective	Date
Class misconceptions	Individual/group interventions
Excelled	Absent

Notes	