

Maths Feedback Policy – April 2026

The Maths Department follow the whole school Marking and Feedback Policy (June 2024) included below.
This subject policy provides additional information.

Feedback should support students in becoming confident and competent mathematicians by focusing on the development of mathematical reasoning, problem-solving, and fluency.

Aims

- To provide timely and constructive feedback that supports students' progress in mastering key mathematical concepts.
- To encourage students to engage in self-reflection and independent thinking.
- To promote mathematical dialogue between students and teachers, enhancing reasoning and problem-solving skills.

Verbal Feedback

- Teachers will offer verbal feedback during lessons, addressing misconceptions immediately and providing scaffolding so pupils develop a secure and deep understanding of mathematics.
- Verbal feedback will encourage dialogue, helping students articulate their thought processes and reason mathematically.
- Teachers will pose questions in their feedback that push students to think critically and justify their methods, as well as address and "tease out" common misconceptions.

Marking

1. AFL/In-Class Marking

- Teachers will regularly use low-stakes assessments, for example use of mini-whiteboards, hinge questions and think-pair-share, to gauge understanding and provide feedback in real-time.
- Teacher will "live mark" in green during a lesson to check understanding during independent work. Errors may be identified and additional support provided in books. Sometimes it is more appropriate to re-visit concepts with a group or the class.
- Students will self-mark classwork in purple pen and teachers will then regularly review books, acknowledging this in green pen, to guide lesson sequencing. Students with SEND and PP will receive a greater focus.

2. **Written Marking**

- Marking will be selective, focusing on key questions or tasks that reveal students' understanding.
- In KS3, misconceptions will be highlighted in yellow, and students will respond to these in purple pen.
- End of topic assessments will be reviewed by the teacher and areas of strength and for improvement will be identified and used to inform starters for subsequent lessons.
- For KS2 formal assessments, information from the QLA will be analysed to identify areas for improvement for classes, groups and individuals. This information will inform future planning and interventions.
- For KS3 formal assessments, pupils will have an individual review sheet with areas and strength and areas for development.
- Teachers will provide structured opportunities for students to revisit topics where mastery has not yet been achieved.
- KS2 written homework will be reviewed by the teacher and areas of strength and for improvement will be identified on a whole class feedback form. Areas for improvement will form the basis of the starter questions for subsequent lessons.