

Winwick Church of England Primary School



Marking and Feedback Policy

'In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 *'Do everything in love.'*

Winwick Church of England Primary School Marking and Feedback Policy

As a Church of England school, our Christian vision and values are central to all that we do. Our school vision and ethos, *'In God's Love, aspire and achieve to be the best'* centralises around *'Do everything in love'*, 1 Corinthians 16:14. Through our vision and our core drivers of Love, Perseverance and Respect, we are inspired to live out our Christian values and to strive for Excellence in all that we do; celebrating life in all its fullness (John 10:10), which also links to the Church of England's Vision for Education.

At Winwick CE Primary, we are committed to creating a learning environment where children develop independence and resilience and are reflective in their work and learning. To support us with this, we use the educational research to help us to develop our marking and feedback to maximise opportunities for progress and achievement. As a school community, we believe that effective marking and feedback is an essential part of the education process and is key in enabling pupils to make sustained progress, this is underpinned by providing *high quality instruction within lessons with the intention of reducing the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)*. - *EEF Teacher Feedback to Improve Pupils Learning*.

We believe that marking and feedback should not contribute to staff workload stresses, but should instead focus on identifying the next steps for pupils' learning and enable them to achieve. We believe that 'marking' should be as immediate as possible, forming a feedback loop that impacts directly on pupils' work and understanding. To achieve this, we promote the use of a series of formative assessment strategies that will positively affect pupils' work and development across subjects and within individual lessons. We believe that carrying out these range of formative strategies will have a bigger impact than lengthy written comments in books. We also acknowledge that different areas of the curriculum may require different marking and feedback strategies, in addition to ensuring that appropriate marking and feedback strategies are used in accordance with a child's age and stage. This will also have the additional benefit of supporting teachers' workload and ensure that we are catering for the needs of all children to enable them to achieve.

Aims of Marking and Feedback

We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

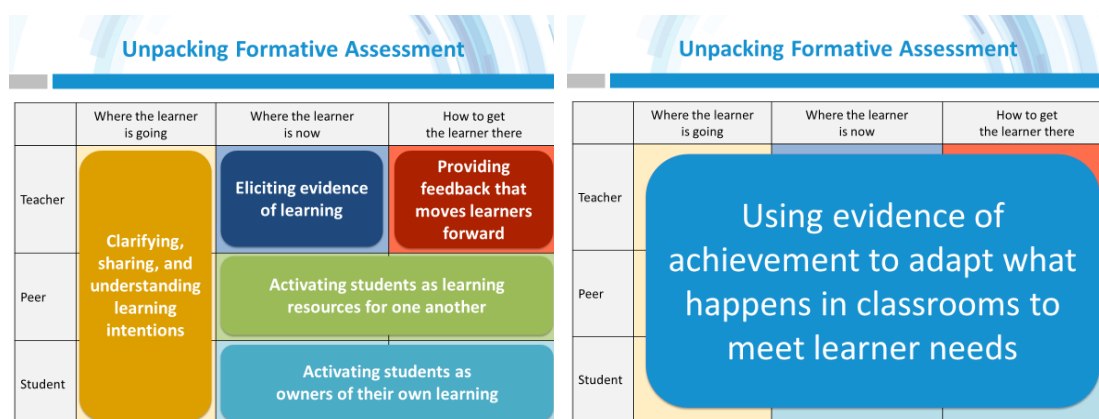
"once errors have been learned, they are very difficult to overcome... Providing guided practice after teaching... and checking for student understanding, can help limit the development of misconceptions... Research has found that students were more engaged when teachers circulated around the room." (Rosenshine)

Marking and feedback should:

- be consistent across the school
- be clear to staff, pupils and parents
- focus on moving the pupils learning forward, helping pupils make progress and provide strategies for pupils to improve
- provide opportunities to correct mistakes and misconceptions
- contribute to helping pupils feel valued, where they have a clear understanding of how well they are doing and how they can improve their learning to reach their potential
- encourage a dialogue to develop between pupil and teacher
- encourage pupils to have a sense of pride in their work and encourage them to perfect presentation
- facilitate effective and realistic target setting for pupils and/or the teacher
- inform planning and structure the next phase of learning

Principles of Feedback

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves.
- It is essential to allow time for pupils to reflect on and engage with feedback and that pupils are given time to make improvements with a focus on moving their learning forward.
- Pupils should be encouraged to assess their own work against collaboratively created learning goals.
- Peer and self-feedback are valuable tools for learning that should occur after careful structuring by the teacher and be appropriate to the child’s age and stage of learning.
- Pupils should receive a range of types of feedback that are appropriate to their age and stage, taking into consideration their personal learning characteristics.
- Feedback should arise from effective formative assessment that is adapted to meet the needs of the learner.



- Adapted from Williams, Thompson 2007

Types of Marking and Feedback:

Please note, that teachers will use a range of marking and feedback strategies that are appropriate for the subject, learning intent of the task set, desired outcomes – as well as considering pupil age and stage – with the aim of improving pupil progress and achievement by moving their learning forward.

| | |
|---|--|
| Verbal Feedback | <ul style="list-style-type: none"> • Verbal feedback may well be directed to individuals or groups of pupils – sometimes it may be beneficial for the whole class; these may or may not be planned for, but will be based on acute and strategic assessment for learning. • Adults should ensure that verbal feedback is clear and specific. • It has immediacy and relevance as it leads to direct pupil action. |
| Response Partners/ Peer Feedback | <ul style="list-style-type: none"> • It is most effective when partners are of roughly the same ability so that they see each other as peers. If the ability gap is wide, it is possible the lower ability child to perceive the other as ‘teacher’. • Pupils need time to reflect on their own work and check it before it is seen by their partner. They may well make improvements themselves at this stage. • It should be stressed that the partner is looking for successes before an improvement point can be identified and agreed. • The learning intention and associated success criteria must be focused on at all times. • It is most effective where the suggestions are verbal, with highlighting of successes completed by the partner and only the author making corrections to the work in purple pen. • Response partners are encouraged to make positive comments. i.e ‘Be helpful, not hurtful.’ • Pupils need to be well trained over time to effectively peer assess one another’s work; this approach should be clearly modelled by the teacher. As children move through the school, linked to age and stage, peer assessment may be used more frequently. |
| Self-reflection, Assessment & Feedback | <ul style="list-style-type: none"> • Similar to peer feedback, pupils need an explicit and clear structure to identify their learning needs, which will be modelled by the teacher, with opportunities to develop this skill. • Teachers should both help uncover and share the elements of success in learning, where appropriate. • Pupil editing: - Pupils will edit their own work in purple pen; these edits will usually be specific to punctuation, spelling, learning objectives, response to staff feedback (live and written marking). • As children move through the school, linked to age and stage, self-assessment may be used more frequently. |
| Live Marking | <ul style="list-style-type: none"> • This is the most manageable form of marking and feedback for teachers. It could also be argued that it is the most meaningful for pupils. • Wherever appropriate/possible, individual verbal feedback can be given to children. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning. |

‘In God’s love, aspire and achieve to be the best’

1 Corinthians 16:14 ‘Do everything in love.’

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|--|---|------------------------------|----------|----------|------------------------------|-----------------------------|------------------------------|
| | <ul style="list-style-type: none"> Feedback will always include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning intention. Marking is only feedback when it changes what the learners do next. | | | | | | |
| Written Marking & Feedback | <ul style="list-style-type: none"> Written marking and feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts. Teachers will ensure that written feedback models all aspects of our presentation/ handwriting expectations, in-line with policy When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work. Written feedback will be given in a black pen with responses (including editing and improving work) to be completed in purple pen, where appropriate. This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should be given time act upon these. | | | | | | |
| Feedback Specifically Linked to English & Maths across the Curriculum | <ul style="list-style-type: none"> If the English standards of our pupils are going to improve and be consistent across the curriculum, we must all give appropriate and targeted feedback. For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in all forms of feedback. Subject specific spellings should be identified for correction if they have formed a key part of the teaching within that session. We all have a duty to be vigilant about the standards of our pupils' mathematics, where appropriate. For example, concepts such as graphs, ratio, proportion, number formation, etc. should be monitored accurately across the curriculum. | | | | | | |
| Formative & Oral Formative Feedback Strategies | <p>In order for a consistent and collective approach to providing strong feedback in lessons, the following list of formative strategies has been compiled. These strategies form part of the school's pedagogic model and are not 'bolted on' to lessons. Teachers will use a range of these strategies in their teaching, carefully choosing the appropriate strategies to use depending on the subject, lesson, age and stage of the pupils.</p> <p>The Formative & Oral Formative Strategies are used:</p> <ul style="list-style-type: none"> The ABC Strategy (agree with...build upon...challenge...) <table border="1" data-bbox="496 1713 1283 1841"> <tr> <td style="text-align: center; color: green; font-size: 2em;">A</td> <td style="text-align: center; color: blue; font-size: 2em;">B</td> <td style="text-align: center; color: red; font-size: 2em;">C</td> </tr> <tr> <td style="text-align: center; font-size: 0.8em;">Do you agree with that idea?</td> <td style="text-align: center; font-size: 0.8em;">Can you build on that idea?</td> <td style="text-align: center; font-size: 0.8em;">Can you challenge that idea?</td> </tr> </table> <ul style="list-style-type: none"> TPPPTPPP Strategy (teacher, pupil, pupil, pupil, teacher...) – building upon learning to refine and develop the learning Class discussion of feedback | A | B | C | Do you agree with that idea? | Can you build on that idea? | Can you challenge that idea? |
| A | B | C | | | | | |
| Do you agree with that idea? | Can you build on that idea? | Can you challenge that idea? | | | | | |

'In God's love, aspire and achieve to be the best'

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|---|---|----------------------------|---------------------------|----------------------------|
| | <ul style="list-style-type: none"> • Three questions: <table border="1" data-bbox="497 226 1386 255"> <tr> <td>What should I stop doing?</td> <td>What should I keep doing?</td> <td>What should I start doing?</td> </tr> </table> • Live editing • Group Guided or Shared Activities • Teacher / Pupil metacognitive sharing/modelling <div data-bbox="517 423 823 651" data-label="Diagram"> </div> <p data-bbox="497 674 802 689"><small>From Metacognition and Self regulated Learning Guidance Report EEF 2021</small></p> <ul style="list-style-type: none"> • Think/Pair/Share • One-to-one sessions • Detective Activities • Working Walls & Post-it Responses • Redrafting Work – <i>selecting sections of work to redraft and improve based on specific feedback given</i> • Completing similar problems with feedback in mind • Procedural and Conceptual Variation – <i>showing child alternative approaches to support their learning and understanding of the concept being taught</i> | What should I stop doing? | What should I keep doing? | What should I start doing? |
| What should I stop doing? | What should I keep doing? | What should I start doing? | | |
| <p>Formative Strategies: Questioning</p> | <p>Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine’s research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.</p> <p>Questioning takes many forms. We promote the following strategies:</p> <ul style="list-style-type: none"> • Cold Call: This is a ‘no hands up’, dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils’ needs and levels of understanding. • No Opt-Out: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour. • Think, Pair, Share: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers. • Whole-Class Response: This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding. • Check for Understanding: This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, reteach, defer or move on. • Say It Again, Better: This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding | | | |

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| | <p>depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.</p> <ul style="list-style-type: none"> • Probing: By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections. • Process Questions: By seeking out the ‘how and ‘why’, teachers can develop pupils’ metacognition, deepen their understanding and help them to evaluate their responses. • Hinge Questions: These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on. |
| Other Feedback/ Formative Strategies | <p>Circulate: While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils’ responses. During this time, adults can address mistakes. This feeds into the ‘Live Marking’ approach noted above.</p> <p>Showcase: Pupils’ work is displayed (via a scanned Image/visualiser/digital device or written onto the whiteboard) in order to support discussion about its merits or the errors it contains. Editing that follows a ‘showcase’ will be done with a purple pen.</p> |
| <p>NB: It is important that a positive classroom culture is developed so that pupils feel safe and are able to build perseverance and resilience. Pupils should understand that mistakes happen when learning new things and that they are an extremely important and beneficial aspect of their learning journey.</p> | |

Acknowledgment of Work

- All work completed by the children will be acknowledged by staff. Learning objectives/Key Questions will be ticked if they have been achieved. For some subjects, this will also be acknowledged on the unit cover sheet, which will also note if support has been given.
- Where support has been given, this will be acknowledged on the piece of work. Under some circumstances, additional written commentary may be added to detail the support given (e.g. for SEND pupils, pupils requiring additional intervention and support).
- Marking Codes are in place for English and Maths (see Appendices) and should be followed.
- In English, Hot Writes and extended writing pieces will be marked more in-depth and, where appropriate, follow-up actions may be set to support children to improve the quality of their writing (e.g. make appropriate corrections, re-draft a section, correcting spelling, punctuation, grammar errors.)
- All work will be acknowledged; this may be through the range of feedback strategies noted above. For some subjects, such as Art & Design, Computing and Physical Education, this may be more consistent done with Verbal Feedback, if this is the most appropriate form of feedback for the task.

Monitoring and Review

The Head teacher along with senior leaders and subject specific leaders will monitor the quality and impact of marking and feedback as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of marking and feedback on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom, as well as pupil voice.

The performance indicators will be:

- improvement in children's achievement and attainment
- consistency in teacher's marking and feedback across phases
- participation of children in the marking and feedback process
- A range of evidence will be triangulated in partnership between teachers and senior leaders when looking at the quality and impact of feedback at Winwick CE: conversation with pupils and staff, work celebrations, internal exemplification & moderations, lesson study conclusions, etc.

We shall also update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy annually, or earlier if necessary. Senior Leaders will provide support and development related to feedback as part of every induction process and review and revisit core strategies every year.

Evidence used to inform this Policy has been taken from the work of:

- Rosenshine's Principles of Instruction
- EEF Teacher Feedback to Improve Pupils Learning Guidance Report
- Dylan Wiliams – Feedback and Assessment

| | |
|------------------------|-------------------------|
| Policy Written: | N. Henaghen & L.Duckett |
| Date: | September 2023 |
| To be reviewed: | Annually |
| Reviewed: | |

APPENDICES

APPENDIX 1: Formative and Summative Assessment Definitions taken from ‘An introduction to formative and summative assessment’ (NFER)

<https://www.nfer.ac.uk/for-schools/free-resources-advice/assessment-hub/starting-out-in-assessment/an-introduction-to-formative-and-summative-assessment/>

Many people assume that ‘assessment’ means taking a test, but assessment is broader than that. There are two main types of assessment: **summative** assessment and **formative** assessment. These are sometimes referred to as assessment **of** learning and assessment **for** learning, respectively. At some level, both happen in almost all classrooms. The key to good assessment practice is to understand what each type contributes and to build your practice to maximise the effectiveness of each.

Summative assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

Formative assessment

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

It is possible for a summative assessment to be complemented with materials that help teachers to analyse the results to inform teaching and learning (therefore also having formative benefits). For example, the NFER spring teacher guides include ‘diagnostic guidance’ with analysis of common errors and teaching points.

APPENDIX 2: Dylan Wiliam – Unpacking Formative Assessment - *Adapted from Wiliam, Thompson 2007* (Taken from Feedback, performance, and learning: Putting the research into practice. – *Mind, Brain and Education Conference, July 2018*)

Unpacking Formative Assessment

| | Where the learner is going | Where the learner is now | How to get the learner there |
|---------|--|---|--|
| Teacher | Clarifying, sharing, and understanding learning intentions | Eliciting evidence of learning | Providing feedback that moves learners forward |
| Peer | | Activating students as learning resources for one another | |
| Student | | Activating students as owners of their own learning | |

Unpacking Formative Assessment


| | Where the learner is going | Where the learner is now | How to get the learner there |
|---------|---|--------------------------|------------------------------|
| Teacher | Using evidence of achievement to adapt what happens in classrooms to meet learner needs | | |
| Peer | | | |
| Student | | | |

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1 Corinthians 16:14 'Do everything in love.'


APPENDIX 3: Rosenshine’s Principles of Instruction (A Thematic Interpretation for Teachers by Tom Sherrington.)

Barak Rosenshine's


PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington
@teacherhead




OLIVER CAWLEY
@olcav




REVIEWING MATERIAL

1 Daily review




10 Weekly and monthly review




Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

QUESTIONING

3 Ask questions




6 Check for student understanding




The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING


2 Present new material using small steps



4 Provide models



5 Provide scaffolds for difficult tasks




Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.


Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE


5 Guide student practice



7 Obtain a high success rate



9 Independent practice



Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with less effective teachers. Guided practice requires close supervision and feedback.

High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"

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APPENDIX 4: Marking Codes


| My Checklist... | |
|---|--|
| <ul style="list-style-type: none"> ❖ DUMTUMS ❖ Joined, neat and legible handwriting ❖ Fix-it Time - complete any activities/questions, respond to any comments from the teacher ❖ ONLY use a rubber for drawings ❖ TRY YOUR VERY BEST! | <ul style="list-style-type: none"> ❖ Long date on top, left of page ❖ Miss a line between paragraphs or questions ❖ Use a pencil and ruler for all pictures and diagrams ❖ Remember to CHECK and EDIT your work before you hand it in! |

Handwriting

How to Write Cursive Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz




| MARKING CODE | |
|---------------------|--|
| ✓ | You have met the WALT/Enquiry Question (WALT/Title is ticked if achieved) |
| sp | spelling mistake; pupils to write out 3 times below piece of work (squiggle used to identify spellings to correct, where appropriate) |
| ~~~~~ | |
| ○ | Missing Full Stop. (or other missing punctuation) |
| ↑ | missing word or words |
| ? | Check it makes sense |
| VF | Verbal feedback or input given (mid or post lesson) |
| (S) | With support |
| | Use finger spaces |
| ✓✓ | Good choice or word or language used |
| // | Should be a new paragraph |
| ● | Look at this again (used in maths if something is incorrect) |

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1 Corinthians 16:14 'Do everything in love.'

My Mathematics Checklist...

| | |
|--|---|
| <ul style="list-style-type: none"> ❖ Short date on top, left of page ❖ DUMTUMS ❖ Joined, neat and legible handwriting ❖ Fix-it Time - complete any activities/questions, respond to any comments from the teacher ❖ ONLY use a rubber for drawings ❖ TRY YOUR VERY BEST! | <ul style="list-style-type: none"> ❖ Miss a line between questions ❖ Pencil to be used for all Maths work and a ruler for drawing lines ❖ One number per square in Mathematics ❖ Remember to CHECK and EDIT your work before you hand it in! ❖ Work in Maths books to have the same title as White Rose workbook |
|--|---|


MARKING CODE - MATHEMATICS

| | |
|---|---|
| ✓ | You have met the WALT/Enquiry Question (WALT/Title is ticked next to it if achieved) |
| VF | Verbal feedback or input given (mid or post lesson) |
| (S) | With support |
| (I) | Independent |
| ✓ | Correct Answer |
| ● | Look at this again - something is incorrect |
| sp. | Mathematical Vocabulary spelling mistake; pupils to write out 3 times below piece of work (squiggle used to identify spellings to correct, where appropriate) |
|  | |

100 SQUARE

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

| My KS2 Checklist... | |
|--|--|
| <ul style="list-style-type: none"> ❖ Short date on top, left of page ❖ DUMTUMS ❖ Joined, neat and legible handwriting ❖ Fix-it Time – complete any activities/questions, respond to any comments from the teacher ❖ TRY YOUR VERY BEST! | <ul style="list-style-type: none"> ❖ Miss a line between questions ❖ Pencil to be used for all Maths work and a ruler for drawing lines ❖ One number per square in Mathematics ❖ Work in Maths books to have the same title as White Rose workbook |

| MARKING CODE - MATHEMATICS | |
|--|---|
| ✓ | You have met the WALT/Enquiry Question (WALT/Title is ticked next to it if achieved) |
| VF | Verbal feedback or input given (mid or post lesson) |
| (S) | With support |
| (I) | Independent |
| ✓ | Correct Answer |
| ● | Look at this again - something is incorrect |
| sp  | Mathematical Vocabulary spelling mistake; pupils to write out 3 times below piece of work (squiggle used to identify spellings to correct, where appropriate) |

| MULTIPLICATION GRID | | | | | | | | | | | | 100 SQUARE | | | | | | | | | | |
|----------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-------------------|----|----|----|----|----|----|----|----|----|-----|
| X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 | | | | | | | | | | |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 | | | | | | | | | | |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 | | | | | | | | | | |

'In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love.'