Effective marking and feedback in mathematics

From past experience there is very little discussion on the marking strategies which would benefit the progress of the pupil and also enhance your teaching. I have found this interesting blog in www.tutor2u.net highlighting effective marking and feedback.

"Significant consideration should also be given to **what it's real purpose is**. For teachers, this is:

- To know whether students understand what they have learnt.
- To inform future lesson planning.
- To diagnose students' learning difficulties and provide feedback.

And for students?...

- To know whether an answer or solution is correct.
- To receive praise and reassurance when they are correct.
- To know how to correct errors and learn from these.

There are a few handy points raised in the NCETM and OFSTED guidance:

- Marking should **primarily be verbal**, although written feedback may be useful when this is most effective in supporting the student to make progress.

- It is important to **differentiate between students' mistakes and misunderstandings**. The first are due to carelessness or failing to apply a routine method correctly, whilst the latter are due to incorrect reasoning, or applying a concept incorrectly. Identifying the difference is important as they require two different marking styles."

Click here to locate the blog.

In my maths challenges all the puzzle rounds are considered "cross free". "The markers will not mark anything wrong – they will ask you to try again." This has such a positive impact on the young mathematicians who are experimenting knowing they are not going the receive THE negative mark.

Puzzles of the month

Largest and smallest numbers!

You can only use any letter once, what are the largest and smallest numbers that you could write down in words?

Example: EIGHTY
But not NINETY as N is used twice

Odd addition

Write down five odd figures so that they will add up to make fourteen.

DCBEAGLE Challenges

Thursday	19 April 2018	Year 5 Maths	The Paragon School, Bath	10:00 - 11:45
Tuesday	24 April 2018	Year 4 Maths	Aldwickbury, Harpenden	2:15 - 4:00
Thursday	26 April 2018	Year 5 Maths	Junior King's, Canterbury	2:00 - 4:00
Friday	27 April 2018	Year 4 Maths	Old Hall Wrekin College	1:30 - 3:30
Tuesday	01 May 2018	Year 5 Maths	Davenies School, Beaconsfield	2:00 - 4:00
Friday	04 May 2018	Year 4 Maths	Wolverhampton Girls High	1:00 - 2:45
Thursday	10 May 2018	Year 4 Maths	Christ's Hospital, Horsham	1:30 - 3:30
Tuesday	15 May 2018	Year 4 Maths	Brighton Grammar School	2:00 - 4:00
Thursday	17 May 2018	Year 6 Maths	St Faith's Cambridge	12:30 - 3:30
Friday	18 May 2018	Year 4 Maths	St George's Junior Weybridge	2:00 - 4:00
Tuesday	05 June 2018	Year 5 Maths	Luckley House, Wokingham	2:00 - 4:00
Monday	11 June 2018	Year 5 Maths	Dulwich College, Cranbrook	2:00 - 4:00

Video of the month

How you can be good at maths, and other surprising facts about learning. Click here. This TED talk given by Jo Boater follows up the argument in the first article about delving into the pupils' way of thinking. A great discussion video for any personal development sessions.

Easter related activities

4 – 6 year olds – click here. Many resources which can be downloaded. 16 activities in all

11 – 12 year olds – click here. Mini murder mystery.

10 – 12 year olds – click here. An Easter Egg Hunt

Just of you!

TED video: The Mathematics of Love

Puzzle solutions

Largest: FIVE THOUSAND. Smallest: ZERO or NOUGHT or: MINUS FORTY (allowing negative numbers)

11+ 1 + 1 + 1

Wishing you an enjoyable Spring break. It is getting warmer and the days are longer