

Maths Marking Strategies

Correct

Correct with thorough understanding

Identify next steps/challenge

Reflections, explanations, open/closed questioning

Correct with inefficient methods

Model efficient method with task set

Re-model, modify, explanations, open/closed questioning
Make sure comments

Incorrect

Incorrect inefficient methods

Highlight errors/model efficient method with task set.

Re-model, modify, explanations, open/closed questioning
Make sure comments

Incorrect part of process

Identify error in process address appropriately

Re-model, modify, open/closed questioning
Make sure comments
Finish sentences

Lack of prior knowledge/understanding

Identify gap and address appropriately

Re-model, modify, Make sure comments
Finish sentences

Possible responses might look like this...

Explanations

Ask children to explain reasons for mathematical statements
Would a chocolate lover $\frac{1}{2}$ or $\frac{1}{3}$ of a bar of chocolate?
What tips would you give someone who is learning to round numbers to the nearest 10?
Explain why a number ending in 3 cannot be a multiple of 4.
Why is 16 a square number?

Reflections

Ask children to think deeply about their work

Could there be a quicker way to do this?
Do you think that this could work with other numbers?
When could you use this strategy?
Have you thought of all possibilities? Can you be sure?

Re-Modelling

If child recorded Model the correct method

$52 - 38 =$	$52 - 38 =$
$50 - 30 = 20$	$52 - 30 = 22$
$8 - 2 = 6$	$22 - 8 = 14$
$52 - 38 = 26$	Now try this one...

Closed questions

Provide children with questions that have only one answer
If you start with 93 and count back in 10s what would be the smallest number you would reach on a 100 square.
Put these numbers in order 836, 535, 388, 508. What would the second number be?
I buy three books costing each costing £2.99, How much do I spend to the nearest whole pound?
A 90 minute film starts at 4:15pm at what time will it end?

Finishing sentences

Provide children with appropriate mathematical sentences to complete
36 can be partitioned into _____ and _____
Two numbers < 200 are _____ and _____
All multiples of 5 end with _____ and _____
Acute angles are _____
A pencil weighs about _____

Open questions

Provide children with questions that have more than one answer
Tell me 2 three digit numbers with a difference of 26
Give me three division questions with a remainder of 1
What 3 lengths total 1m? ___ + 9 = 3__

Make sure comments

Provide children with reminders for next time
Make sure you count on from the larger number
Make sure you record one hundred and two as 102 not 1002

Modifying

Use comments that challenge the children to look over their own work and processes used.
Can you see where you have made your mistake?
Check your place value in Q5 and correct it.
I calculate the answer to be X, check if I am right.