



In Mathematics, teachers help students make links between current and prior learning so that they know and remember more. Feedback supports students in understanding how well they are progressing and what they need to do to improve. Immediate feedback is provided during lessons to support learning as it takes place.

In Mathematics, quality feedback is given on one core task per unit of work for each year group.

Teachers use a range of formative assessment strategies to check understanding and support progress. These include verbal feedback during lessons, the use of mini whiteboards for whole-class questioning, and live marking while circulating. Students are encouraged to self-mark where appropriate, either in books or on whiteboards.

Mathswatch homework provides immediate feedback on performance in specific topics. Retrieval DNA (Do Now Activities) tasks enable students to revisit prior learning and practise key content from previous unit or termly assessments. These tasks focus on common misconceptions and important numeracy skills identified through assessment.

Students receive regular and frequent feedback through:

- whole-class feedback following each end-of-unit assessment, used to inform close-the-gap activities that are adapted for different learners
- whole-class feedback following each termly progress assessment, supported by modelling and worked examples that students can use for revision
- verbal feedback during learning in lessons

Key Stage 3 and Key Stage 4

Students receive quality written feedback when assessment identifies topics or skills that require further teaching or modelling.

End-of-unit and termly progress assessments are used to identify these areas. Close-the-gap tasks are then planned, modelled, and designed as a follow-up to the assessment point. Students complete further questions on these topics to improve their understanding. These topics are then included in the next sequence of DNA retrieval tasks so that learning is revisited and reinforced over time.

Key Stage 4 (Mock Examinations)

For Year 10 and Year 11 mock examinations, question-level analysis (QLA) is completed. This allows teachers and students to identify gaps in knowledge that may require re-teaching or additional scaffolding.

This provides specific and targeted feedback. Close-the-gap tasks are then planned and modelled in response to the analysis, and students complete further similar questions to strengthen understanding. These topics also feature in subsequent DNA retrieval tasks so that learning is consolidated.