

Ocker Hill Academy Weekly Maths Book Monitoring Sheet

Subject : Maths	Year Group	Week beginning	Moderated by: Maths Lead
Element	Points with examples	Notes	
Focused Feedback (by teacher/HLTA/LSP/pupil) to improve learning	<ul style="list-style-type: none"> • If secure: ✓✓ <i>by LO</i> and a Gap Task (teacher or peer) that moves learning forward e.g. reasoning – <i>Explain your answer / Why is this wrong?</i> e.g. application – <i>What jobs might use area?</i> • If mostly secure: ✓ <i>by LO</i> and a specific comment e.g. <i>line columns up</i> e.g. <i>move digits left when x 10</i> ← • If not secure: VF (Verbal feedback) and a follow up short re-teach 		
Mastery	<ul style="list-style-type: none"> • Evidence of concrete/pictorial learning • Evidence of reasoning 		
Gap Tasking	<ul style="list-style-type: none"> • Child/teacher has responded to the gap task 		
Self-Reflection	<ul style="list-style-type: none"> • Evidence in green pen of children identifying their own successes and searching for improvement in their own work e.g. <i>Want went well [www.] / even better if [ebi]</i> / ✓ <i>by correct answers / corrected answers when wrong</i> • Staff have responded to the above: e.g. a ✓ to show you have checked their marking e.g. <i>I agree / I think you can do this</i> → 		
Peer Reflection	<ul style="list-style-type: none"> • Evidence of children giving others advice on how to further their learning e.g. <i>Gap Tasks [GT] / Want went well [www.] / even better if [ebi]</i> • Staff have responded to the peer marking e.g. <i>Try! / Useful advice./ Ask peer to clarify?</i> 		
Planning used formatively	<ul style="list-style-type: none"> • Are plans annotated: to show who needed a re-teach? What might need to be done different next time? 		
Presentation	<ul style="list-style-type: none"> • Pencil used / Short date / LO underlined / Worksheets neatly stuck in • Letters formed correctly / starting to join / use of lines in book/one digit per square where possible 		