

Example Key Stage 3 Student Work - Mathematics

The following gives some examples of the level of work covered in Mathematics in Key Stage 3 including details of how we expect students to set out their work and engage with feedback received.

Classwork and homework

The image shows a student's handwritten work on a grid-lined page. The title "TEST YOUR UNDERSTANDING" is underlined in black. The work is organized into three parts: a, b, and c. Part a shows the equation $x = 2$ with a checkmark. Part b shows the equation $5(2x - 1) = 24$, followed by $10x - 5 = 24$, $10x = 29$, and $x = 2.9$ with a checkmark. Part c shows the equation $5(x - 3) - 3(x - 1) = 6$, which is then expanded to $5x - 15 - 3x + 3 = 6$. The student has circled the -3 in both the original and expanded equations. A green arrow points from the circled -3 in the original equation to the circled -3 in the expanded equation, with the note "Multiply by negative 3". Another green arrow points from the $-x$ in the expanded equation to a plus sign, with the note " $-x = +$ ". The final answer is $x = 12$ and $x = 9$.

Titles (and dates) are underlined

The student has paid careful attention to the structure and clarity of their work; this is especially important in the core concepts of Number and Algebra.

A margin on every page which incorporates the question number plus CW or HW where relevant.

Corrections have been made by annotating and/or redoing the question to give the correct answer.

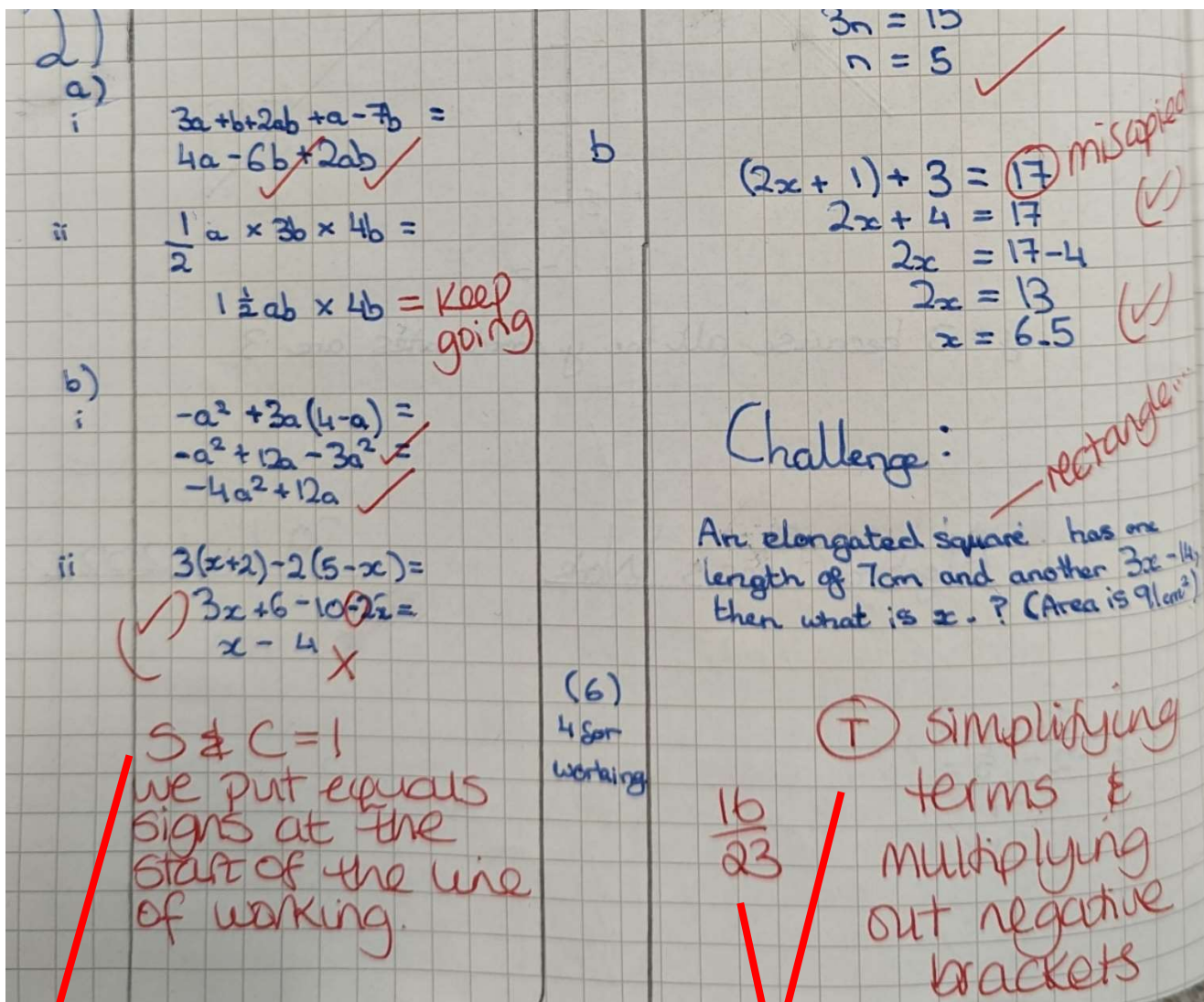
The image shows a student's handwritten work on a grid-lined page. The title "C/W" is written in the top left margin. The work is labeled "3)". On the left, a diagram of a trapezium is drawn in pencil. The top horizontal side is labeled "0.6cm", the bottom horizontal side is labeled "7.8cm", and the left vertical side is labeled "2.3cm". To the right of the diagram, the following calculations are shown on separate lines: $2.3 + 7.8 = 10.1$, $10.1 \div 2 = 5.05$, and $5.05 \times 0.6 = 3.03 \text{ cm}^2$ with a checkmark.

Diagrams and graphs have been drawn in pencil. This will particularly apply in the core concepts of Shape, Space & Measure and in Data Handling.

Each step of working is shown on a new line.

Teacher assessed work

Students are expected to do their corrections for all tasks and then progress to the relevant "follow up" work.



Structure and Clarity marks will be allocated in most assessed tasks. It is important that students set out their mathematical work clearly.

Targets are either written out or numbered. A score is given. Students are expected to show their engagement with this target in their "follow up" work.

Corrections and follow up

My target is to Use BIDMAS

$$1) \frac{3^2+1}{5} + 7 \times 3 - 1$$

$$\frac{9+1}{5} + 21 - 1$$

$$\frac{10}{5} + 21 - 1$$

$$2 + 21 - 1$$
$$23 - 1 = 22 \quad \checkmark$$

$$6) b) \frac{8103}{395} + 174$$

$$\frac{8000}{400} + 200$$

$$20 + 200 = 220 \quad \checkmark$$

EXT:

14 @ \uparrow/\downarrow

Smallest 135 \checkmark

Largest 144.9 \checkmark

7000 18 \leftarrow smallest - ~~8500~~ \checkmark
largest - 7499.9 \checkmark

The student has written their target in words and works through their "follow up" questions in their books. They have clearly responded to their target.

The "follow up" has been checked and marked by the student.

Some students will be asked to do further extension or challenge tasks as part of their "follow up".