# Check Ins for FSMQ: Additional Maths

Assessment for learning is a vital component of effective teaching and can be used to provide clear feedback to students as well as informing lesson planning. It is an integral part of the pedagogy of each and every lesson rather than a form of data tracking or analysis. On some occasions however, it is appropriate and desirable to administer more formal assessment for learning techniques and OCR has produced this series of *Check Ins* to assist teachers in this.

## Section Check Ins

A *Section* *Check In* has been produced for each section of the FSMQ: Additional Maths specification content.

Each *Section Check In* is comprised of 15 questions, covering the range of assessment objectives identified in the reformed Maths qualifications:

‘(AO1) Use and apply standard techniques’

‘(AO2) Reason, interpret and communicate mathematically’

‘(AO3) Solve problems within maths and in other contexts’

Please note that the *Section Check In* questions should not be considered exemplars of FSMQ: Additional Maths assessment style questions.

Each *Section Check In* contains:

* **worked solutions** so that students can verify their own work
* an **extension** at the end which will allow more able students to stretch themselves once they have completed the 10 questions. The extension could be: a more challenging question; a question to enrich their understanding of the topic; an activity involving application of maths in a context; or an activity that links to a topic not covered in the 10 questions. It could also serve as a possible discussion topic.

## Synoptic Check Ins

In addition to the *Section Check Ins*, further *Check Ins* will focus on specific aspects of the qualification. These will be created using edited questions taken from ExamBuilder.

The *Use of Formulae Check Ins* focus on the use of both the formulae sheet provided to students in the exam and on formulae students are assumed to know from their GCSE (9 – 1) Higher Tier Maths programme.

## How to use Check Ins

It is anticipated that teachers will use these *Check Ins* in a variety of ways and they have been designed to allow teachers to fit them into schemes of work as appropriate. It is not necessary to use every *Check In*, or to deliver them in a particular order.

Possible ideas for administering *Check Ins* include:

* during lesson, to encourage students to peer or self-assess their work
* as a homework task after completing the delivery of the content, to assess how students apply their learned techniques and to identify key areas to focus further lessons
* as a post-delivery ‘test’, to track what students have assimilated
* as a series of activities, to help students plan revision for internal or external exams.

The length of time given for each *Check In* should be at the discretion of the teacher, based on professional judgement of the ability of each group of students.

Marks have not been assigned to questions despite differences in the amount of work required to complete each one. Instead, user-friendly worked solutions are provided which offer instant feedback and allows students to inform their own understanding and study independently.

The preceding suggestions should not be considered an exhaustive list and teachers are encouraged to use the materials in a flexible way to best support the engagement and learning of their students. Each *Check In* is published in editable word format to facilitate the flexible use of the individual questions.

*Check Ins* are available to download from [Teach Cambridge.](https://teachcambridge.org/dda0bec4-094c-44d1-98ab-ed0b00f1f313/section-check-in-tests?subject=4d80e595-6513-4365-be6f-825a8d9714da&unit=all)

Other sources for questions include the 6993 FSMQ: Additional Maths past papers and A Level Maths questions taken from [ExamBuilder](https://www.ocr.org.uk/qualifications/past-paper-finder/exambuilder/) (legacy and reformed specifications).



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