

Holy Rosary Feedback and Marking Code

At Holy Rosary, we believe that feedback should be motivating, meaningful and manageable – it should be positive and challenging, and must focus on consolidating, improving or deepening learning.

Feedback provides an opportunity for pupils to clearly hear about or see what part of the learning objective they have done well and what they could do to make greater progress. It allows teachers to assess a pupil's ability and to support future planning.

Pupils are the first markers of their work. We ask them to red-it edit their work during and after lessons.

Pupils	Additional guidance
✓ Self-mark	Pupils can self-mark using marking stations or when the correct answers projected on the board.
Red-it edit	Pupils will edit their work in red pen when: <ul style="list-style-type: none"> • the teacher has given verbal feedback • against their targets at the end of a session • against the SC at the end of a session
T (in margin) Target evidence	Pupils evidence target evidence (from writing target cards) with a T in the margin. They then tick and date their target card.

For maximum impact teachers use a live not later approach, meaning that teachers regularly feedback with the child so that they are clear about the positives in their work and the areas they need to develop.

All books	Additional guidance
↑ Up level	Written in the margin when a teacher has moved a child on in their learning against success criteria.
✓ ✓ Objective evidence	Two ticks are used next to the evidence that the shows that the objective has been met.

Maths	Additional guidance
Comment Instructional challenge	These give a clear instruction for the pupils to act on. This is not expected every lesson. Use instructions like: Prove it – Explain... – Spot the mistake – Redo – Check with inverse.

English	Additional guidance
✓ Good word, sentence, paragraph, grammar, punctuation.	A tick is used in writing to celebrate a writing that it not linked to objective but deserves recognition.
T (in margin) Target evidence	Teachers evidence target evidence (from writing target cards) with a T in the margin.
sp and underline word	In KS 1 the sp is written next to the word and the correct spelling is written at the bottom of the page. In KS 2 the sp is written in the margin and the correct spelling is written at the bottom of the page unless the teacher feels the child can use a dictionary. A maximum of 3 are identified in any piece of work. Teachers focus on HFW>agre related spelling rule> common exception words for their year) Pupils rewrite spellings x3
Comment Instructional challenge	These give a clear instruction for the pupils to act on. This is not expected every lesson. Use instructions like: Improve with... - Rewrite/redraft – Describe – Use...

RE	Additional guidance
Comment Instructional/ Questioning challenge	These give a clear instruction for the pupils to act on. Teachers use the driver words to improve and deepen understanding . This is not expected every lesson. L2 - Describe a..., Write about... L3 – Why...? What for? How do you know? Link it to... L4 – Give additional / multiple reasons and explain. Make additional / multiple links and explain.