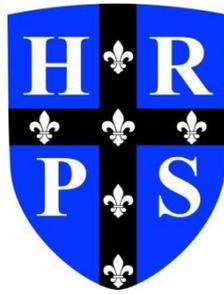


Holy Rosary Catholic Primary School



Marking Code

**“Building loving hearts and strong minds in union
with God and each other.”**

Date: February 2018

Review date: February 2020

Signed by Chair of Governors:

Cecilia Emery.

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 correct answers are 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 targets (from 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 give 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 the success criteria. |
| ✓ ✓ Objective evidence | Two ticks are used next to the evidence showing 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 writing that is not linked to the objective but deserves recognition. |
| T (in margin) Target evidence | Teachers evidence targets (from 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 >age related spelling rules > 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. |