



38/23 - 10/07/2023 (KQ)

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Melbourne Junior School Feedback and Marking guidance

These guidelines form the basis for our school approach to feedback and marking across Key Stage 2 and cover core subjects of Maths and English, as well as feedback and marking within foundation subjects and Science.

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Feedback must be **meaningful and motivational** for the child, directing further learning or to correct misconceptions. Giving feedback must also be a **manageable** process for teaching staff (DfE expert group, March 2016).

Feedback will often be given orally on an individual or whole class basis – **written evidence of oral feedback is not required in books**. Written comments should only be used where they are accessible to students, according to age and ability, and can further a child's learning.

All pupils' written work will be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, this will be acknowledged in books as outlined in the codes below.

It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning:

- a. teacher gathering feedback from teaching,
- b. often given verbally to pupils for immediate action,
- c. may involve use of a teaching assistant to provide support or further challenge,
- d. may re-direct the focus of teaching or the task,
- e. may include highlighting/annotations according to the marking code.

2. Summary feedback – at the end of a lesson/task

- a. often involves whole groups or classes,
- b. provides an opportunity for evaluation of learning in the lesson,
- c. may take form of self- or peer-assessment against an agreed set of criteria


3. Review feedback – away from the point of learning (including written comments)

- a. provides teachers with opportunities for assessment of understanding
- b. leads to adaptation of future lessons through planning, grouping or adaptation of tasks
- c. may lead to targets being set for pupils' future attention, or immediate action

It should be noted that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

Marking Code in Mathematics

Self-marking by pupils may be used as a way of allowing children to progress more quickly, enabling them to check their own work and where appropriate move on, or consolidate their learning. Children will mark their own work in pencil using a tick or a dot.

Annotation	Meaning
✓ tick	Work is correct
•	Work is incorrect
• c/check	Check an error – this must be responded to by the child in their Maths book. Not all errors will be required to be checked , but only enough to help the child improve their understanding of where they may have gone wrong.
Challenge	Complete a whole class challenge to move on, or consolidate learning, if no checks are required. These challenges will be responded to in books. Teachers may choose to set an individual challenge for a child if it is felt that this will consolidate or advance learning.
	The teacher judges that the child has met the learning objective or has shown themselves secure in this area of Maths
	The teacher judges that more work is required in order for the child to be seen as having achieved the learning objective, or particular area of Maths
TA/T	Teachers may choose to use this to indicate that a child has worked with an adult individually or as a group, or received some help from an adult during the course of the lesson.
	Teachers may choose to use other symbols including, stamps, bronze stars, stickers or motivational comments if they feel this is meaningful or motivational for their particular class or an individual child.

Marking Code in English

In Years 3 and 4, these codes should be written in the margin, alongside the line, or lines, containing the error, and where appropriate, may signal exact location of an error ↓ . Correct spellings may be provided at the end of a piece of work and copied out three times.

In Years 5 and 6, as the children proof-read and edit their work with greater skill and independence, the codes should be written at the end of a paragraph or at the end of a piece of work. Children should check their own spellings using dictionaries and word banks.

Extended writing tasks

Teachers should mark against success criteria. Success criteria need to be:

- Brief and succinct (not overly detailed)
- Visible to the pupils
- Modelled during the teaching
- Involving the children in their creation
- Differentiated (EXP/GDS)

Comments may allow children's achievements to be recognised and will provide further guidance for future learning.

Response to Feedback

Following the completion writing tasks, the children should be given time at the beginning of the next available English lesson following marking (this should happen within a week of the writing task being completed), to reflect upon the marking comments and implement the suggested changes and improvements. All editing by the children should be completed in purple pen.

Annotation	Meaning
v tick	Work is correct.
.	Work is incorrect.
Sp.	Incorrect spelling.
P	Incorrect use of, or missing, punctuation.
T	Incorrect tense. May indicate a lack of subject/verb agreement or inconsistent use of tense that has effect on the sense.

S	Check for sense. Indicating that the sentence does not make sense. A word, or words, may be missing or incorrectly used.
	The teacher judges that the child has met the learning objective or has shown themselves to be secure in this area of study.
	The teacher judges that more work is required in order for the child to be seen as having achieved the learning objective, or particular area of study
	Highlighted green – effective use of a word, sentence or punctuation (linked to success criteria).
TA/T	Teachers may choose to use this to indicate that a child has worked with an adult individually or as a group, or received some help from an adult during the course of the lesson.
★	Teachers may choose to use other symbols including, Dojos, stamps, bronze stars, stickers or motivational comments if they feel this is meaningful or motivational for their particular class or an individual child.

Marking Code in Science and the Foundation Subjects

Teachers may choose to recognise completed work simply by highlighting the WALT.

Annotation	Meaning
✓ tick	Work is correct.
•	Work is incorrect.
Sp.	Incorrect spelling.
P	Incorrect use of, or missing, punctuation.
S	Check for sense. Indicating that the sentence does not make sense. A word, or words, may be missing or incorrectly used. It is important for technical, scientific or topic linked words to be used correctly.
	The teacher judges that the child has met the learning objective or has shown themselves secure in this area of study.
	The teacher judges that more work is required in order for the child to be seen as having achieved the learning objective, or particular area of study.
	Highlighted green – effective use of a word, sentence or punctuation (linked to success criteria). Teachers may choose to use writing across the curriculum to support judgments in writing.
TA/T	Teachers may choose to use this to indicate that a child has worked with an adult individually or as a group, or received some help from an adult during the course of the lesson.
★	Teachers may choose to use other symbols including, stamps, bronze stars, stickers or motivational comments if they feel this is meaningful or motivational for their particular class or an individual child.

