



# Melbourne Junior School

## Feedback and Marking Guidance

Agreed January 2026

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. **There is no expectation that every piece of work will be marked. However, pupils' written work will be reviewed by teachers regularly and at the earliest appropriate opportunity so that it will 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 marking relevant and chosen work)

- 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.




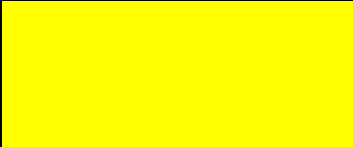


To support teacher wellbeing and promote a balanced workload, the policy allows teachers to split their marking responsibilities over two nights. This flexibility acknowledges the varying demands of different classes and assessment tasks and ensures that teachers can maintain the quality of their feedback without compromising their personal time or professional standards.

#### Supply Teachers and HLTA Expectations

Supply teachers and Higher-Level Teaching Assistants (HLTAs) should make a reasonable effort to follow the principles of this policy to maintain consistency. For supply staff, the main expectation is to acknowledge completed work with a simple tick or initial and, where possible, highlight the learning objective. Detailed marking, target setting, or extended feedback is not required. HLTAs delivering lessons should provide verbal feedback during the session and note any significant misconceptions for the class teacher. The priority is ensuring pupils feel their work is valued and that the class teacher has enough information to follow up if needed.

#### 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
 <b>tick</b>	Work is correct
	Work is incorrect
	The teacher judges that the child has met the learning objective or has shown themselves secure in this area of Maths. In Lower School, this will be evidenced in White Rose workbooks.
	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. In Lower School, this will be evidenced in White Rose workbooks.
<b>T/A/T</b>	Teachers <b>may</b> 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 <b>may</b> choose to use other symbols including, stamps, Dojos, stickers or motivational comments <b>if they feel this is meaningful or motivational</b> for their class or an individual child.
	Teachers <b>may</b> choose to use a speech bubble rather than a comment – this will direct the child to come and seek specific verbal feedback.

## Marking Code in English

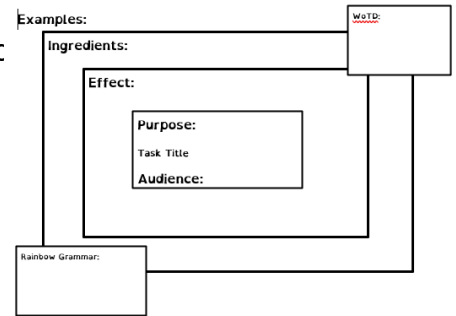
**In Years 3 and 4**, these codes should be written in the margin, alongside the line, or lines, containing the error, and where appropriate, may signal exact location of an error ↓. Correct spellings may be provided at the end of a piece of work and copied out three times.

**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 (Writing Portfolio pieces)

Teachers must mark against success criteria. Success criteria need

- Linked to the writing purpose (icons)
- Visible to the pupils
- Modelled during teaching
- Involve the children in their creation
- Objectives should reference the progression document






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

### Response to Feedback

Following the completion of 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 after the marking process should be completed in purple pen.

## Marking Code in English

Annotation	Meaning
✓ 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. For extended writes, this will be evidenced on Success Criteria.
	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. For extended writes, this will be evidenced on Success Criteria.
	Highlighted green – effective use of a word, sentence or punctuation (linked to success criteria).
TAT	Teachers <b>may</b> 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. This is therefore not independent evidence.
	Teachers <b>may</b> choose to use other symbols including stamps, Dojos, stickers or motivational comments <b>if they feel this is meaningful or motivational</b> for their class or an individual child. There is no need to comment on successes already highlighted.
	Teachers <b>may</b> choose to use a speech bubble rather than a comment – this will direct the child to come and seek specific verbal feedback.

## Marking Code in Science and the Foundation Subjects





### Science

In Science, teachers should mark (at least) half of the children's work at the end of each lesson. The Learning Objective should be highlighted as a minimum. If teachers wish to prompt a next step, children should be given the opportunity to respond to any teacher prompts at the beginning of the following lesson, or sooner if necessary. Children will respond in purple pen.

Children's spelling should only be corrected if the vocabulary is linked to the topic and displayed on the vocabulary triangle or it is the spelling of high frequency words that children should know is inaccurate.

### Foundation

Teachers may choose to recognise completed work simply by highlighting the LO. It is acceptable for teachers to mark at the end of each Foundation unit. However, they may choose to mark the whole class or a group of children more frequently. End of units can be marked as a class, but class teachers should check them and use them to support teacher assessment. There is no need for a long comment at the end of a unit.

Annotation	Meaning
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.
TA/T	Teachers <b>may</b> 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 <b>may</b> choose to use other symbols including stamps, Dojos, stickers or motivational comments <b>if they feel this is meaningful or motivational</b> for their particular class or an individual child.
	Teachers <b>may</b> choose to use a speech bubble rather than a comment – this will direct the child to come and seek specific verbal feedback.