



Leeds East
Primary Partnership
A CO-OPERATIVE TRUST

Cross Gates
Primary School

Policy and Procedure

Cross Gates Primary School

Marking and Feedback Policy

Written by: Whole School

Ratified by Governors: November 2019

Reviewed: September 2022

Updated January 2024

Reviewed: July 2025

Review Date: July 2027

Philosophy

Marking and effective feedback should impact on pupil progress and help to raise standards. We believe that effective and careful feedback is crucial; it should give practical and explicit advice which will help learners know how to improve – deepening and furthering their understanding, thinking and learning.

Aims

We mark children's work and offer feedback in order to:

- To move learning forward targeting specific, learning gaps.
- Show we value their work, and encourage them to do the same.
- Boost self-esteem and aspirations through the use of praise and encouragement.
- Give a clear, general picture of how far they have come in their learning, and what the next steps are.
- Offer them specific information on the extent to which they have met the lesson objective and the agreed success criteria.
- Promote peer and self-assessment of learning, encouraging children to find their own and each other's successes against the success criteria as well as deciding what could be improved.
- Provide the ongoing assessment that informs future lesson planning.

Marking and Feedback

- The process of marking and feedback should be a positive one.
- Feedback can be verbal or written and provided in the most effective way: wherever possible feedback should be 'in the moment.'
- Work is always marked against the agreed success criteria.
- Feedback focuses on the recognition of success and improvement needs – teachers mark in green and children respond in blue (Better Blue).
- Staff use the agreed marking symbols when marking children's work, which are to be on display in the classroom. (See Appendix 1)
- Unless indicated otherwise a child's work will be done independently; where children have received adult support, this should be indicated with an **S**.

The use of 'Steps to success'

- 'Steps to success' are to be used in Maths and English lessons (See Appendix 2). They may also be used in other subject areas where the teacher deems this purposeful to the learning process.
- We continue to embed metacognitive skills at Cross Gates. Therefore, children are taught to indicate their own understanding by assessing against the lesson success criteria (steps to success) so that they are involved in their own learning and actively engaged in the assessment process. Teachers support pupils to consider the steps to success at the end of each English and Maths lesson.
- Care is taken to plan time for children to act on the feedback given, either within the lesson, or by the use of 'Feedback 5' time at the beginning of the next lesson.
- Where children are given time to make improvements to work, they should not rub or cross previous answers out, but use a blue pen or pencil known as 'better blue' to show the changes; they should be proud of the way they have developed and improved during the learning process.

- Teachers encourage cooperative peer marking during lessons and plan for continual opportunities for timely review and feedback during the learning process, not just at the end point.
- When self and peer marking has been used, teachers need to acknowledge they have read the work and ensure they feed forward into their own planning.
- Where Same Day Intervention has taken place, staff indicate this in books by using the code **SDI** to ensure that it is very clear when a child has required intervention.
- We endeavour to involve parents in the process by two formal consultations each year and regular informal discussions when appropriate. We also hold an Open Doors afternoon three times a year in Years 1 – 6, providing children with the opportunity to showcase their learning to their parents and giving parents a chance to see their child's progress first-hand.

Appendix 1

Marking/editing symbols (KS1)

Symbol	Function
✓	This is good.
^	Omission: a word or letter is missing
○	Wrong case (upper/ lower) or wrong/ missing punctuation
—	Spelling (Look, cover, write, check) – word given to learn
VF	Verbal feedback or response
~~~~~	Vocabulary choice/ choose a better word
<del>word</del>	Mistake - I don't want that word, please delete
	New paragraph needed
[ ]	Redraft this section
g	Grammar mistake – find and change
h + comment	Handwriting to improve - read comment and make changes

## Appendix 1 cont.

### Marking/editing symbols (KS2)

Symbol	Function
✓	This is good.
^	Omission: a word or letter is missing
○	Wrong case (upper/ lower) or wrong/ missing punctuation
⌒	Put that word/ section in here
—	Spelling (Look, cover, write, check) – word given to learn
VF	Verbal feedback or response
?	What do you mean? Explain.
~~~~~	Vocabulary choice/ choose a better word
word	Mistake - I don't want that word, please delete
	New line needed
	New paragraph needed
[]	Redraft this section
g	Grammar mistake – find and change
h + comment	Handwriting to improve - read comment and make changes

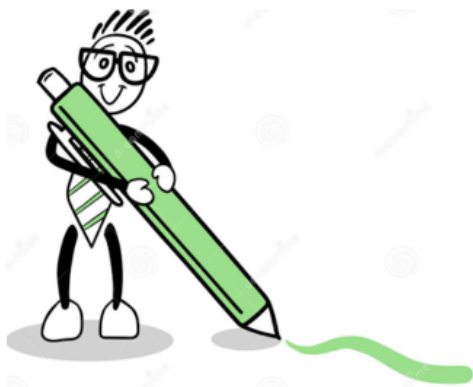
Appendix 1 cont.

Adaptations and adjustments symbols

Symbol	Function
SC	Scaffolds used
M	Manipulatives used
A	Adapted WALT (written underneath the WALT)
CT TA HLTA SEN TA	Who supported?

Marking and feedback poster

Teachers



Green

- My teacher will show me what I have done well and what I need to work on.
- I check my feedback carefully by re-reading my work.

Pupils



Better blue

- 'Better Blue' means my work can become even better!
- I can improve my work by taking advice from my teacher and editing it.
- When I use better blue, I am a resilient and reflective learner.

Appendix 2

Example Template for WALT and Steps to Success

WALT: Use descriptive language to write imaginative texts.			X	
<i>Steps to Success...</i>				
	I can include at least two adjectives.			X
	I can include a metaphor.	X		
	I can include vocabulary from the Word Wonder Wall.		X	
<i>Teacher Feedback (linked to WALT)- Focus of Feedback 5</i>				
VF given- redraft section shown [] and include a metaphor if you can. 😊				

Example Template for WALT and Steps to Success

- * Steps to success (starting I can) must be succinct and link to the learning intention (WALT)
- * Child self-assesses by marking traffic light at end of session. Child is allocated 5 minutes at beginning of next lesson in sequence to respond to feedback using the steps to success (Feedback 5 time).
- * Teacher assesses against 'Steps to Success' with feedback linked to learning intention.