



# BRADFORD AP ACADEMY

## Marking and Feedback Policy

Policy agreed by Staff on:	17 <sup>th</sup> November 2020
Ratified by Local Advisory Board	Autumn 2020
Review Date:	Autumn 2023
Agreed Frequency of Review:	3 Yearly
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	
Policy previously ratified:	31 January 2017

## **Marking and Feedback Policy**

**All pupils' work should be marked often, with constructive, personalised feedback offered in order to:**

- Show pupils that their work is valued and to encourage them, in turn, to value their work.
- Boost pupils' self-esteem
- Give pupils a clear picture of how they have done and how they can improve.
- Give pupils specific information relating to learning objectives and outcomes.
- Provide ongoing formative assessment to inform future planning and delivery of learning.

## **Implementing the Marking and Feedback Policy**

- All work should be marked using a combination of self, peer, quick-tick, verbal and formal assessment.
- Quick-tick marking should be done using Green and Orange pens, green being used to praise positive aspects of completed work, orange used to note areas to improve.
- Verbal feedback should be noted by using a 'Verbal feedback given' stamp.
- Marking and feedback should relate to lesson objectives and will be based on the skills in the national curriculum to support the students in mastering these.
- Formative marking should take place during a unit of work, this will allow learners to benefit the most from a teacher's feedback. It should include praise and advice on how to improve work, formative marking makes the biggest impact on pupil progress; summative marking should take place at the end of a unit of work and should recognise progress made by the pupil.
- Formal marking and feedback should take place on a minimum of one piece of notable literacy and numeracy work each week, with feedback given using one green label / box and one orange label / box.
  - The green label / box should highlight two specific aspects of learning that have been done well and should be written in language appropriate to the ability of the pupil.
  - The orange label / box should contain at least one formative comment to direct future learning.
- Once a piece of work has been marked staff should then use their Gold, Silver and Bronze Star stamps to demonstrate how successful the pupil has been.

When evaluating the quality of a pupil's work staff should carefully consider how well the work has been done in relation to the pupil's individualised targets.

- Gold, Silver and Bronze summary statements are as follows:
  - Bronze – Limited progress is being made, you are working towards achieving your target score.
  - Silver – Secure progress is being made, you are likely to achieve your target score.
  - Gold – Excellent progress is being made, you are likely to exceed your target score.
- Opportunities must be given to ensure that pupils can act on this advice; it is expected that pupils will always be given the opportunity to respond to teacher feedback. Evidence that the target has been acknowledged and acted upon is essential.
- Opportunities for peer / self-assessment should be frequent during both core and non-core lessons; this should be done through the use of purple pens and purple labels:
  - Pupils should mark their own / a peers work using purple pens.
  - Purple labels should be used to record feedback and / or suggestions on how to improve a piece of work.

## **Reporting to Parents**

**Every half term a letter will be sent to parents to inform them of their child's progress in the core subjects.**

- The letter uses teacher assessment, made by comparing the work produced in lessons and from formal assessments taken at the end of a unit of work, to the skills described in the national curriculum.
- Progress highlighted in the letters reflects progress made in work completed during the previous half term. This is judged as either; working towards, as expected or working beyond.
- To support the judgement and to give further information to parents, the teacher will indicate the key factors behind the students' progress judgement.
- The aim is for all students to be making at least expected progress. If a parent would like to discuss the rate of their child's progress, they are encouraged to contact the Head of Centre to discuss this.