





BRADFORD AP ACADEMY

Marking and Feedback Policy

Policy agreed by Staff on:	September 2022
Ratified by Local Advisory Board	September 2022
Review Date:	Autumn 2025
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:	Autumn 2020

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

- Marking should include positive features of work in green pen/box with areas for development and/or target questions in orange pen/box.
- Where appropriate, students should be given opportunity to respond to feedback using their purple pen. Evidence that the target has been acknowledged and acted upon is essential.
- All work should be marked using a combination of self, peer, quick-tick, verbal and formal assessment.
- 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 of one key piece of English work should be completed within each unit of work. Formal Maths marking should be completed at the end of each unit of work, with formative marking completed throughout to challenge students to appropriate levels.

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 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.

- SPAG opportunities are evident through the use of the SPAG stamp. Teachers use SPAG stamps to evidence appropriate use of the week's SPAG focus.

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.