





# BRADFORD AP ACADEMY

## Marking and Feedback Policy

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| Policy agreed by Staff on:          | Spring 2025  |
| Ratified by Local Advisory Board    | Spring 2025  |
| Review Date:                        | Spring 2028  |
| 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.
- Taking pride in exercise books is something we instil in our students by modelling high expectations at all levels. We regularly praise and reward the high efforts of our students.

### **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.
- Marking and feedback should relate to lesson objectives and will be based on the skills in the national curriculum and GCSE specifications to support the student's procedural knowledge and mastery of the subject.
- Summative marking should take place during a unit of work following an assessment (refer to the assessment policy). It should include praise and advice on how to improve work, effective feedback following a summative assessment makes the biggest impact on pupil progress. Formative feedback should take place throughout the lesson using adaptive teaching methods and live marking / verbal feedback.
- Summative assessment of one key piece of English work should be completed within each unit of work linked to the Pearson Edexcel 2.0 AOs. Summative Math assessments, using either Corbet Maths assessments or Pearson Edexcel Foundation GCSE should be completed at the end of each unit of work, with formative feedback 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.

- 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;
  - Pupils should mark their own / a peers work using purple pens, record feedback and / or suggestions on how to improve a piece of work.
- SPAG opportunities are evident when marking and providing feedback. Teachers use green pen 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 both formative and summative assessments linked 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; above expected, as expected or below expected regarding the academic pathway they are accessing at the time.
- 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 on the Academic pathway they are currently accessing. 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.