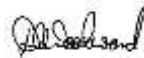



# Bradford Central PRU

## Marking and Feedback Policy

Policy agreed by Staff on:	July 2017
Ratified by full Management Committee:	19 July 2017
Review Date:	Summer 2018
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	MC can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	

**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 outcomes.
- 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 'Points Score' target.
- 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.