



Forwards Centre

Part of Bolton Impact Trust

Forwards Centre Marking & Feedback Policy

Reviewed By	C. Fielding/N. Berry
Last reviewed	October 2024
To be reviewed	October 2025

Aims

This policy aims to help pupils to reach and exceed their potential in their academic subjects whilst at the Forwards Centre. It will help to ensure that teachers are contributing to pupil progress through impactful marking and feedback.

Objectives

To achieve this aim, a uniform approach to marking will be adopted across all classes.

Pupils will be aware of:

- The learning intention for the piece of work
- What they are doing well and what they need to do to progress further.

How should work be marked?

All work should be marked daily, before the next session.

Learning Intentions – These are written at the top of the page (In line with DUMTUMS). They may be written by staff or pupils depending on ability. They are highlighted green if a child has achieved the learning intention independently.

Green Highlighter – Green is for good. It is used to highlight the way a child is meeting the learning intention.

Pink Highlighter – Pink means think. It is used to highlight something that the teacher would like the child to look at again or improve.

Adult writing – Adults mark in green pen and write in a way that models the standards expected.

Codes – Each piece of work is coded to enable pupil work to be used as an evidence base for assessment.

- S1 – Low level support
- S2 – High level support
- I – Independent
- V – “Fix it” or “Challenge” has been completed verbally
- P – highlighted green or pink to indicate the standard of presentation
- ⊙⊙ - Adult support given – worked example shown

WWW – What went well? – A positive comment relating to the learning intention or child’s individual target. Written and highlighted in green.

Fix It – The words ‘Fix It’ highlighted in pink relating to the learning intention or child’s individual target. When completed this is highlighted green.

Challenge – This is a comment that gives a next step/challenge to move learning forward. Often given when a child has demonstrated learning clearly and has made no mistakes. When completed this is highlighted green.

ROLES AND RESPONSIBILITIES

Teacher

- Share marking and feedback policy with support staff, pupils and parents.
- Mark work according to the guidelines in the policy

Learning Mentors

- To read through the comments written by teachers in order to guide the pupils they are supporting in class.
- Liaise with teachers in order to understand how they can contribute to fix-it activities.

Pupil

- Read comments written by teachers.
- Respond positively to comments written by teachers
- Commit fully to Fix-it activities
- Work with teachers to understand what they are doing well and what they need to do to improve further.

Parent

- To read through the comments written by teachers when visiting the centre

Leadership Team

- To quality assure marking and feedback at regular intervals throughout the year.

Governors

- To be aware of the marking and feedback policy.