



GEMS Winchester School Dubai



Feedback Policy

Person(s) Responsible: Executive Heads of Primary & Secondary

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1. Introduction & Overview

At GEMS Winchester School Dubai (WSD), we believe that feedback is one of the most powerful tools for learning. Effective feedback helps every pupil to understand what they are doing well, what they need to work on, and the next steps they can take to make progress. Our approach to feedback is guided by three principles:

1. **Celebrate success** – recognise and value the achievements of every student.
2. **Give clear guidance** – show students what they can do to improve, linked to the learning goals and success criteria.
3. **Encourage reflection** – support students in becoming independent learners through self- and peer-assessment.

Feedback may be given in different ways: orally during lessons, in writing, or through digital platforms. What matters most is that it is timely, specific, and meaningful.

All classwork will be reviewed in some form – by the students themselves, their peers, or their teacher. Home learning tasks will also receive appropriate feedback, but the method will vary depending on the type of task. For example, an extended essay in Year 13 will receive detailed teacher marking or what we call deep marking, while a short comprehension exercise in Year 7 may be checked together in class or peer-marked. While not every piece of Home Learning task will be individually marked, all meaningful work will receive feedback that helps students understand their progress.

Our aim is that feedback motivates pupils, builds confidence, and moves learning forward, while being manageable for teachers and understandable for parents.

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2. Focused, Deep Marking

Formal teacher feedback (or ‘Focused marking / Deep-marking’) should:

- Be comment-based, stating what the students have done well and what they need to do to improve (following the SID - Success, Improvement, Development - or ‘What Went Well’ and ‘Even Better If’ structure), either as written statements or through a series of highlighted criteria.
 - **S** – Students are informed of their Strengths in reference to subject-specific knowledge, skills and understanding.
 - **I** – Students are informed of their subject-specific areas for Improvement to further their learning.
 - **D** – Development tasks should be provided, which students must complete to further their learning. Ideally this will take the form of a challenge question, for example, ‘Can you think of a way that you could make your language more sophisticated in this description?’ or ‘Can you extend the ideas in this paragraph by arguing the other side of the argument and what the people who disagree might think?’
- Include comments that are subject specific and linked to the learning objective and success criteria; praise and words of encouragement may feature also. Teachers should remember that, when giving praise, emphasis should be on outcomes in order to help students develop a growth mindset.
- Indicate a section or aspect of the learning that the student can improve (green-pen correction/improvement)
- Provide space for the student to respond to the marking and/or improve the piece of work (to be completed using a green pen in Secondary and a pencil/pen in Primary).

In Secondary specifically, focused deep-marking should:

- Be written on yellow feedback sheets (stuck into class notebooks next to the piece of work) that include a rubric of success criteria indicating the level at which the work has been completed.
- Include a space for the student's parent to make a comment on the piece of work and / or sign to state they have seen the piece of work.

The feedback might also include a comment or indication of the 7C competencies included in the work.

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3. Presentation

Presentation of a student's work should also receive feedback. It is a non-negotiable expectation at WSD that students should:

- Write and underline a title or Learning Objective;
- Write the date for each lesson;
- Draw diagrams neatly using a pencil;
- Use a ruler for straight lines.

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4. Marking for Literacy

To ensure a consistent approach to improve literacy across the curriculum, all teachers should use the following marking codes when marking extended pieces of written work. For subjects where there are fewer opportunities for extended writing, keywords should be corrected at a minimum.

Primary

When focus marking books:

- Where children are correct, a small, pink tick will be placed next to the answer.
- Where a mistake is identified or an area for development, a green pen should be used.
- No crosses should be written in the book. If the child is wrong place a green dot next to the answer to indicate this.
- Comments should be written in **pink for positive** and **green for growth**.
- The date should be written carefully at the top of the page. If a child has mis-spelt or mis-punctuated this, the teacher should correct it.
- Known words or subject specific misspelt words should be underlined to indicate a spelling error.
- A maximum of 3 spellings should be identified by the teacher and should be written at the bottom of the child's work for them to re-write and practise
- Where basic punctuation is missing (capital letter, full stop, comma, apostrophe) or the wrong case letter is used in the middle of a word e.g. capital L in the middle of apple, a circle will be used to indicate that something is missing or incorrect and the children will be asked to check their work to identify the missing punctuation and add it in or correct wrong punctuation.
- Provide a focused comment linked to the learning objective and success criteria which includes:
 - Positive praise
 - A next step to help a child 'close the gap' or 'move learning forward'

Marking Codes	
	You have met the learning objective. Positive comment against the LO.
	Next step comment to 'close the gap' or 'move learning forward'
	Correct
	Mistake
	Spelling error
	Missing punctuation or wrong case letter
	Missing word/number
	Paragraph
VF	Verbal Feedback
T	Teacher supported work
TA	Teaching assistant supported work

Secondary

Marking codes for English:

Mark	Means....
Sp	Try this spelling again (write the word below x3 for the student to cover, write and check)
P	Punctuation error
G	Grammatical error
Cap	Find the missing or misplaced capital letters
// !	New paragraph/Mark in where the paragraphs should be Exceptional point/use of language
?	Not clear. Rewrite this short section again to improve the expression
FS	Write in full sentences
Ex	Develop your explanation further using key vocabulary
D	You need to add more detail. Add in the point you forgot to include
WW	Wrong word e.g. which/witch. Try to find and correct it
VF	Verbal feedback given
S	Work completed with support
PA	Peer-assessed
SA	Self-assessed

Marking code for all other secondary subjects:

Mark	Means....
P	Punctuation error
G	Grammatical error
VF	Verbal feedback given
S	Work completed with support
PA	Peer-assessed
SA	Self-assessed

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5. Feedback in the Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS), providing student feedback is an ongoing and integral part of the everyday teaching and learning process. Here are some key examples when feedback is commonly given to our students:

Informal and continuous feedback: We often provide informal feedback on an ongoing basis during everyday activities. This includes verbal encouragement, praise and positive reinforcement for the students' efforts and achievements throughout the day.

During play and exploration: Feedback is frequently given during play and exploration activities. The teachers observe the students' interactions, problem-solving skills and creativity, offering scaffolding and support where needed.

Remember that each student is unique, and it is essential to tailor feedback to their individual needs and learning styles. By creating a positive and supportive feedback environment, we can contribute to our students' enthusiasm for learning and their overall development.

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6. Frequency

Primary: Key Stage One

Subjects	Number of lessons	Marking Expectations
English	4	Books to be focus-marked once per week: if there is a Big Write, this will be the deep-mark focus; otherwise, it will be another lesson in the week. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given the code VF should be written. All other lessons to be acknowledged using ticks.
Maths	4	All marking should be completed in the Power Maths textbook only – textbooks to be focus-marked once per week. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given the code VF should be written. All other lessons to be ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
Science	2	Books to be focus marked once in three weeks: this should be an investigation lesson wherever possible. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written All other lessons to be acknowledged using ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
MSC (Year 2 only)	2	
Humanities	1	
PSHE	2	Books to be focus-marked once per half term. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. All other lessons to be acknowledge marked using ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
SPaG & Handwriting	3	Wherever possible, 'live marking' should be utilised to give instant feedback Where verbal feedback is given the code VF should be written. All student work to be acknowledged using ticks.
Phonics	3	

Primary: Lower Key Stage Two

Subjects	Number of lessons	Marking Expectations
English	4	Books to be focus-marked once per week: if there is a Big Write, this will be the deep mark focus; otherwise it will be another lesson in the week. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. SPaG lessons should be peer or self-assessed. All other lessons to be acknowledged using ticks.
Maths	4	All marking should be completed in the Power Maths textbook only – textbooks to be focus-marked once per week. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. Books should be self-marked or peer-assessed once per week using a green pencil. All other lessons to be acknowledged using ticks.
Science	2	Books to be focus-marked once every three weeks: this should be an investigation lesson whenever possible. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. Books to be self-marked or peer-marked once in three weeks using a green pencil. All other lessons to be acknowledged using ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
MSC	2	
Humanities	1	
PSHE	2	Books to be focus-marked once per half term. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. All other lessons to be acknowledged using ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
SPaG & Handwriting	2	Wherever possible, 'live marking' should be utilised to give instant feedback Where verbal feedback is given the code VF should be written All student work to be acknowledge marked using ticks

Upper Key Stage Two

Subjects	Number of lessons	Marking Expectations
English	4	Books to be focus-marked once per week: if there is a Big Write, this will be the deep mark focus, otherwise it will be another lesson in the week. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. SPaG lessons should be peer or self-assessed. All other lessons to be acknowledge marked using ticks.
Maths	5	All marking should be completed in the Power Maths textbook only – textbooks to be focus-marked once per week. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. Books should be self or peer assessed twice per week using a green pencil. All other lessons to be acknowledged using ticks.
Science	2	Books to be focus-marked once in three weeks: this should be an investigation lesson whenever possible. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. Books to be self or peer marked once in three weeks using a green pencil. All other lessons to be acknowledged using ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
Moral, Social & Cultural Studies	2	
Humanities	1	
PSHE	2	Books to be focus marked once per half term. Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given, the code VF should be written. All other lessons to be acknowledged using ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
SPaG & Handwriting	2	Wherever possible, 'live marking' should be utilised to give instant feedback. Where verbal feedback is given the code VF should be written. All student work to be acknowledge marked using ticks

Secondary

Deep-marking associated with yellow-sheet feedback should be planned in advance by department leaders. Teachers, students, and parents must know in advance which work will be deep-marked; it should not come as a surprise.

Frequency of marking

- Core subjects - two pieces of work per half-term
- Foundation subjects - one piece of work per half-term

An end-of-term assessment can be used as a piece of deep-marking.

In addition to the deep-marking outlined above, teachers may wish to give feedback on other tasks that students have completed. It is not necessary for students to receive this feedback on yellow sheets. Tasks completed by students might also receive feedback from a peer, or through self-assessment.

When it is appropriate to provide verbal feedback, teachers will indicate this in the margin with VF and ask students to make a brief note summarising the feedback. Additionally, teachers might use post-it notes, stamps, or stickers to provide brief feedback. Teachers might also use live marking, which involves moving from student to student and giving on-the-spot feedback using a red pen; this written feedback will naturally be briefer in nature.

This is not an exhaustive list of feedback techniques, but it is an acknowledgment that feedback (outside of the deep-marking type) can be varied and remains the choice of the teacher.

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7. AI Generated Feedback

Artificial Intelligence (AI) tools can be used to support marking and feedback across the school. AI is not a replacement for teacher input, but it can help to reduce workload, provide consistent feedback, and give students faster guidance on how to improve. Teachers and students must follow several core principles when using AI for feedback:

Teacher oversight is essential: AI is a support tool, and final decisions about marking, grades, and feedback must remain with the teacher. AI can be used to give faster feedback by highlighting areas for improvement, but teachers are responsible for:

- Reviewing AI feedback to ensure it is accurate and fair.
- Adding subject-specific comments.
- Deciding when AI is appropriate and when teacher-only feedback is required.
- Using AI feedback as a starting point, not an endpoint — tailor it to the student's ability level.

Transparency and ethical use: **Transparency** builds trust and prevents the assumption that machines are making final decisions about student progress. Using AI-generated feedback must comply with WSD's AI and data protection policy. When using AI:

- Teachers and students should clearly indicate when feedback has been generated by AI.
- Students should see AI as an additional lens on their work, not the final say. If a student has used AI generated feedback for a high-stakes task, they must clearly indicate this.
- Students must use AI feedback to support their learning, not as a substitute for their own effort. This means avoiding over-reliance by trying independently first and then using AI feedback to improve.

Actionable feedback for students: AI must be used to create clear, practical next steps. Feedback that is too general or vague is unhelpful. Students should be able to take action — whether that means correcting spelling, rewriting a section, or extending an argument.

- Teachers will ensure they check that AI-generated feedback is specific, linked to the learning objective, and tell the student how to improve. Also, where necessary, they add a development task that encourages deeper thinking or application.
- Students will ensure that for high-stakes tasks, they go beyond just fixing errors highlighted by AI feedback but actually improve their work in line with lesson and/or exam objectives.
- Students should see AI feedback as an opportunity for teacher dialogue – when unsure, they will ask their teacher for clarification.

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8. Links to Other Policies

The school policy on the curriculum embraces WSD's aims and ethos, reflected in its policies and procedures. Key policies which are explicitly linked are:

- Learning & Teaching Policy
- Curriculum Policy
- Inclusion Policy

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