



GEMS Winchester School Dubai



Feedback Policy

Person(s) Responsible: Heads of Primary & Secondary

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1. Introduction & Overview

At GEMS Winchester School Dubai (WSD), we believe that effective feedback is an essential part of teaching and learning. Its purpose is to help students understand their current learning, recognise what they have done successfully and identify what will help them make further progress.

Three principles guide our approach to feedback:

1. **Celebrate success** – recognise and value students' achievements.
2. **Move learning forward** – provide clear, purposeful guidance linked to the learning outcome and, where appropriate, the success criteria.
3. **Develop independent learners** – support students to reflect on, evaluate and improve their own work through self- and peer-assessment.

Feedback may be provided orally, in writing or using digital platforms. It may come from the teacher, a teaching assistant, a peer, or the student themselves. The most appropriate approach will depend on the learning, the needs and age of the students, and the potential impact of the feedback.

Feedback should be timely, specific, and understandable. Where appropriate, students should have an opportunity to act on feedback by editing, correcting, redrafting, or applying it to future learning. Evidence that feedback has been given may be visible through improvements to students' work or, where useful, through the code VF to indicate verbal feedback. Please note that the absence of a written comment or code does not mean that feedback has not taken place.

We aim to ensure that feedback moves learning forward, builds students' confidence and independence, and remains purposeful and manageable for teachers. The quantity of written marking should never be used as a proxy for the quality of teaching, feedback or student learning.

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2. Focused and/or Deep Marking

Written marking should be purposeful, proportionate and linked to the intended learning. Teachers should use professional judgement to decide whether selective marking or more detailed feedback will have the greatest impact. Not every piece of work requires detailed written feedback.

Primary

Focused Marking

Teachers will use highlighting to draw attention to specific aspects of the student's work:

- **Pink highlighting:** identifies successful learning linked to the learning outcome, success criteria or relevant prior learning.
- **Green highlighting:** identifies a specific error, misconception or area that requires improvement.

Highlighting should be selective and purposeful. Teachers are not expected to highlight every success or error.

Deep (detailed) Marking

When detailed feedback is appropriate, it should include:

- **What Went Well (WWW):** a specific, positive comment explaining what the student has achieved in relation to the learning outcome or success criteria.
- **Even Better If (EBI):** one clear and achievable next step that will help the student improve the current piece of work or their future learning.

Record all written comments from teachers in **green pen**. Detailed feedback may also involve correcting, editing, redrafting, answering a question, completing a short challenge or discussing the work with the teacher.

Spelling, punctuation and grammar

Address spelling, punctuation and grammar in **any subject or lesson in which written work occurs**, not only during English lessons. Corrections should be selective and appropriate to the student's age, needs and stage of learning. Teachers should prioritise errors relating to previously taught knowledge, subject-specific vocabulary or errors that affect meaning. Teachers are not expected to correct every technical error, as this may distract from the primary learning outcome and reduce students' ownership of the editing process.

Responding to feedback

- Teachers record written feedback in **green**.
- Students respond to feedback and edit their work in **purple**.
- Students should be given appropriate time to read, understand and act on feedback.
- The impact of feedback should be evident through students' corrections, improvements or application in subsequent work. Use code 'VF' to indicate that verbal feedback has been provided.

Secondary

Feedback in Secondary 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 subject-specific knowledge, skills, and understanding.
- **I** – Students are informed of their subject-specific areas for Improvement to further their learning.
- **D** – Provide development tasks that 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 subject-specific comments linked to the learning outcomes; praise and words of encouragement may also feature. Teachers should remember that, when giving praise, the emphasis should be on outcomes 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).

Focused deep marking should

- Be written on yellow feedback sheets (stuck into class notebooks next to the piece of work) and provide teacher feedback as outlined above.

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3. Presentation

Clear presentation helps students take pride in their work and communicate their learning effectively.

Presentation expectations should be explicitly taught, modelled and reinforced consistently across all subjects. Where presentation does not meet the expected standard, support students to correct or improve it. **Teachers are not expected to provide a written comment about presentation on every piece of work.**

Students are expected to:

- Write the date for each lesson, using the short date in Mathematics and the long date in other subjects;
- Write a clear title or learning outcome, as directed by the teacher;
- Underline the title or learning outcome neatly using a ruler;
- Draw diagrams neatly in pencil;
- Use a ruler for straight lines, tables and labels; and
- Present handwriting that is neat, legible and appropriate to their stage of development.

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4. Marking for Literacy

All teachers share responsibility for supporting students' literacy development. When reviewing written work, teachers should address spelling, punctuation and grammar selectively, taking account of the student's age, identified needs and previously taught knowledge.

Teachers should prioritise errors that:

- Relate directly to previously taught spelling, punctuation or grammar;
- Affect the clarity or meaning of the student's writing;
- Involve common exception words or high-frequency words (red words); or
- Involve important subject-specific vocabulary.

Primary

When reviewing students work:

- **Pink highlighting** should be used to identify a successful aspect of student work linked to the learning outcome or success criteria. In Mathematics, this may include a correctly applied method, representation, or answer.
- **Green highlighting** should be used to identify an error, misconception, or area requiring improvement.
- All written comments from teachers must be recorded in **green pen**.
- **VF** should be used to show that verbal feedback has been provided.
- Teachers should identify no more than **three high-value spelling errors** in a piece of work. These should focus on previously taught spelling patterns, common exception words (red words) or important subject-specific vocabulary.
- The code **SP** should be used besides an identified spelling error. Students should correct the spelling accurately in the original sentence and practice the word or spelling pattern at the bottom of the page.

Marking Codes	
	You have met the learning outcome here.
	You need to correct an error linked to the learning outcome.
•	Mistake
sp	Spelling error
○	Missing punctuation or wrong case letter
VF	Verbal Feedback
S	Work completed with support
PA	Peer-assessed work
SA	Self-assessed work

- Where previously taught, age-appropriate punctuation or grammar is missing or incorrect; the teacher should **circle** the missing or incorrect, previously taught punctuation or grammar.
- Capital letters and full stops should be reinforced as fundamental sentence-level expectations once they have been explicitly taught.
- Students make all corrections and improvements in **purple**.

Secondary

Marking code for all secondary subjects:

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
?	Not clear. Rewrite this short section again to improve the expression
VF	Verbal feedback given
PA/SA	Peer-assessed/Self-assessed (green pen)
AI	To be used when the teacher or student has used AI to support feedback

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5. Feedback in the Early Years Foundation Stage (EYFS) & Year 1

In EYFS and Year 1, feedback is primarily **verbal, immediate and ongoing**, and is embedded within the everyday teaching and learning process. Practitioners respond to children's learning as it happens through interactions, questioning, modelling and scaffolding.

Feedback is provided through:

- **Continuous feedback:** Verbal encouragement, praise and specific feedback are given throughout the day to recognise children's efforts, achievements and progress.
- **Play and exploration:** Practitioners observe children's learning during play and provide appropriate questioning, modelling and scaffolding to extend thinking, language, problem-solving and creativity.
- **Adult-led activities:** Practitioners provide immediate verbal feedback during focused teaching, including phonics, mathematics, communication and language, early writing and other adult-led learning.
- **Questioning and discussion:** Practitioners use purposeful, open-ended questioning to develop children's thinking, encourage them to explain their ideas, address misconceptions, and extend their learning.
- **Modelling and scaffolding:** Adults model appropriate responses and skills and provide targeted support to help children develop greater independence.

As children progress through FS2 and become developmentally ready to produce written work, agreed feedback codes may be introduced to support the development of early writing skills. These include codes for capital letters, full stops and finger spaces. From Term 3, children should respond to feedback using purple pencil, where developmentally appropriate.

EYFS Feedback and Marking

- VF indicates that verbal/live feedback has been provided.
- Agreed codes for capital letters, full stops and finger spaces should be introduced as children become developmentally ready to produce written work.
- Teacher feedback and marking should be recorded in green pen.
- Students in FS2 should respond to feedback using purple pencil, where developmentally appropriate.

Marking Codes	
Symbol/Code	What it means for me
A	Missing capital letter.
.	Missing full stop.
	Missing finger space.
CH	I have been given a challenge to move my learning on.
I	I completed this work independently.
S	I completed this work with support from an adult.
VF	Verbal feedback was given in the lesson.
Purple pen/pencil	Use your purple pen/pencil to correct mistakes or respond to feedback.

Year 1

In Year 1, students continue to receive frequent live and verbal feedback, alongside written feedback as they become ready. WWW (What Went Well) and EBI (Even Better If) feedback may be provided using the agreed Year 1 marking codes or simple, child-friendly language, with more detailed written comments introduced as students develop in age, stage and readiness.

Live marking and verbal feedback should continue routinely, providing immediate feedback and supporting students to act on their learning during the lesson.

Focused Marking

Teachers will use highlighting to draw attention to specific aspects of the student's work:

- **Pink highlighting:** identifies successful learning linked to the learning outcome, success criteria or relevant prior learning.
- **Green highlighting:** identifies a specific error, misconception or area that requires improvement.

Highlighting should be selective and purposeful. Teachers are not expected to highlight every success or error.

Deep (detailed) Marking

When detailed feedback is appropriate, it should include:

- **What Went Well (WWW):** a specific positive comment, an agreed Year 1 marking code, or simple, age-appropriate language that identifies what the student has achieved in relation to the learning outcome or success criteria.
- **Even Better If (EBI):** one clear, achievable next step, communicated through an agreed Year 1 marking code, simple language, or a written comment, to help the student improve the current piece of work or their future learning.

Spelling, punctuation and grammar

Spelling, punctuation and grammar should be addressed in **any subject or lesson in which written work occurs**, not only during English lessons. Corrections should be selective and appropriate to the student's age, needs and stage of learning. Teachers should prioritise errors relating to previously taught knowledge, subject-specific vocabulary or errors that affect meaning. Teachers are not expected to correct every technical error, as this may distract from the primary learning outcome and reduce students' ownership of the editing process.

When reviewing students work in year 1:

- **Pink highlighting** should be used to identify a successful aspect of student work linked to the learning outcome or success criteria. In Mathematics, this may include a correctly applied method, representation, or answer.
- **Green highlighting** should be used to identify an error, misconception, or area requiring improvement.
- All written comments from teachers must be recorded in **green pens**.
- **VF** should be used to show that verbal feedback has been provided.
- Teachers should identify no more than **three high-value spelling errors** in a piece of work. These should focus on previously taught spelling patterns, common exception words (red words) or important subject-specific vocabulary.
- The code **SP** should be used besides an identified spelling error. Students should correct the spelling accurately in the original sentence and practice the word or spelling pattern at the bottom of the page.
- Where previously taught, age-appropriate punctuation or grammar is missing or incorrect; the teacher should use the agreed Year 1 marking code to identify the missing or incorrect punctuation or grammar.
- Capital letters, full stops and finger spaces should be reinforced as fundamental sentence-level expectations once they have been explicitly taught, using the agreed Year 1 marking codes.
- Students make all corrections and improvements in **purple**.

Marking Codes	
Symbol/Code	What it means for me
	I have met the learning outcome here.
	I need to improve or correct something linked to the learning outcome.
A	Missing capital letter.
.	Missing full stop.
! !	Missing finger space.
sp	Check and correct your spelling.
S	I completed this work with support from an adult.
VF	Verbal feedback was given in the lesson.
SA	Self-assessment
Purple pen/pencil	Use your purple pen/pencil to correct mistakes or respond to feedback.

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6. Frequency

Primary: Year 2 – Year 6

Subjects	# of lessons	Marking Expectations
English	4	- Live feedback/marking is used routinely. - Peer or self-assessment twice per week. - Focused marking with pink and green highlighting twice per week. - Extended writing, as identified in the subject planning, should receive purposeful WWW and EBI feedback using a green pen. - Students should respond to marking in purple pencil. - Photographs will be used to evidence work where practical activities occur (oracy tasks e.g. role play, group work etc): no marking required for this.
Maths	4	- Live feedback/marking is used routinely in the Power Maths Student Workbook. - Peer or self-assessment twice per week. - Focused marking with pink and green highlighting twice per week. - Teachers should use green pen to model the next step where an error or misconception is identified, enabling students to understand and correct their errors. - Students should respond to marking in purple pencil. - Photographs will be used to evidence work where practical activities occur (oracy tasks e.g. role play, group work etc): no marking required for this.
Science	2	- Live feedback/marking is used routinely. - Peer or self-assessment once per week. - All written scientific investigations should receive detailed marking, including purposeful WWW and EBI comments written in green pen linked to scientific knowledge and enquiry skills. - Focused marking with pink and green highlighting for all other work, minimum once per week. - Students should respond to marking in purple pencil. - Photographs will be used to evidence work where practical activities occur (oracy tasks e.g. role play, group work etc): no marking required for this.
MSC	1	- Live feedback/marking is used routinely. - Peer or self-assessment used where appropriate. - Once each half term, the half term's work should be reviewed and assessed against the agreed subject assessment rubric. This constitutes the detailed marking requirement; separate WWW and EBI comments are not required for individual pieces of work.
Humanities	1	
PSHE	2	
Handwriting & Spelling	1	- Live feedback/marking should be provided during every lesson. - Teachers should identify errors linked to the focus being taught and model correct expectation in green pen. - Students correct identified errors in purple pencil.
Phonics	3	- Immediate verbal feedback should be provided during every lesson. - Students should correct errors in pronunciation, blending, segmenting or letter formation during the lesson. - Written marking is not routinely required.

Secondary

Department leaders should plan deep-marking associated with yellow-sheet feedback in advance. 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
- Art, Humanities and French – one piece of work per term (including Term assessments)

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

In addition to the deep-marking outlined above, students will self-assess or peer-assess other completed tasks in green pen. Teachers may wish to give feedback on other tasks that students have completed in red pen. Students do not need to receive this feedback on yellow sheets.

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

This is not an exhaustive list of feedback techniques, but it acknowledges that feedback (outside of deep marking) can vary and remains the teacher's choice.

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7. AI Generated Feedback

Secondary / Distance Learning only

Artificial Intelligence (AI) tools can 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 teachers must make final decisions about marking, grades, and feedback. 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.
- This must be evidenced in the feedback by using the code '**AI**', as failure to do so is an act of plagiarism.

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 AI has generated feedback.
- 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 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 tells the student how to improve. Where necessary, they also add a development task that encourages deeper thinking or application.

- Students will ensure that, for high-stakes tasks, they go beyond fixing errors highlighted by AI feedback and 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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