Marking and Feedback Policy 2026–2027

GEMS Winchester School Fujairah · Providing exceptional world class British education and experiences for all

Policy version 2026–2027 · Next review due July 2027

Name of policy	WSF Marking and Feedback Policy
Approved by	Principal
Date approved	August 2026
Date of review	July 2027
Replacing policy	Marking and Feedback Policy 25-26
Policy holder	Joe Thorowgood
Policy first adopted	September 2021
Review period	Annually

Vision and Purpose

At GEMS Winchester School Fujairah (WSF), feedback is a cornerstone of great teaching. Our feedback policy is rooted in research, responsive teaching, and our whole-school Teach Like a GEM framework. High-quality marking and feedback contribute to improved student outcomes, higher engagement, and teacher clarity.

Effective feedback ensures all learners:

- Understand their strengths
- Know what to do next to improve
- Actively respond to feedback to make progress

> **Our aim is for every student to become an independent, reflective, and resilient learner — confident in using feedback to grow.**

Whole-School Feedback Principles

Effective feedback at WSF is:

- **Timely** — live, in-lesson feedback wherever possible
- **Actionable** — it results in improvement
- **Clear** — linked to Learning Outcomes (LOs) and student-friendly
- **Consistent** — embedded in daily routines through TLAG, StepLab, and QA practices
- **Inclusive** — adjusted where appropriate for students of determination

Whole-School Expectations

- Teachers use a purple pen for live marking and a pink pen for in-depth “Pink to Think” marking
- Students respond in green pen, the “green pen for growth” (RTM: Response to Marking)
- Use Affirmative Checking during the lesson for in-the-moment feedback
- Feedback should refer to the codified Learning Outcome and To Know statements

- Exit tickets, student work, and books must reflect a culture of feedback and improvement
- In-depth feedback must include a WWW (What Went Well) and EBI (Even Better If), with a student response
- Pink to Think in-depth marking is given weekly to each child in English, Maths and Science through the Monday–Thursday focus-group rota

Pink to Think

Pink to Think is WSF's in-depth marking. Each child receives it weekly through the Monday–Thursday focus-group rota, and responds in green pen so that their improvements and next steps are visible in their books.

Marking Codes

Code	Meaning
✓✓	Learning Outcome (LO) fully achieved
✓	LO partially achieved
VF	Verbal Feedback given – clear improvement should be seen afterwards
•	General error (e.g., incorrect answer, grammar, missing word) – to be corrected during the lesson
SP	Spelling mistake – underline and correct during the lesson
O	Punctuation or capital letter error – to be corrected
LC	Learning Conversation – student should speak to teacher for clarification
//	Start a new paragraph here

Please remember

1. **Use live marking** (in-the-moment feedback) during Affirmative Checking
2. **Pens:** Teacher = purple (live marking) or pink (Pink to Think) | Student = green
3. **Students use green pen to:** correct, improve, self-assess, peer-assess

Response to Marking (RTM)

Students must always respond to written or verbal feedback by:

- Improving their work
- Answering a next-step prompt
- Rewriting/adding detail

Teachers should plan time for student reflection and improvement — at the start of lessons or during dedicated Review Time.

Peer and Self-Assessment

From EYFS to Secondary, students are expected to take ownership of their learning.

- Self and peer assessment must reference Learning Outcomes and To Know
- Scaffolded peer and self-assessment is expected in every phase
- Teachers should model how to reflect on work and guide students in giving constructive feedback
- These practices should be planned for intentionally — not as add-ons

Verbal Feedback

Verbal feedback should be:

- Specific, actionable, and followed by improvement
- Written as VF in the margin or next to Learning Outcome
- Student response should be visible in green pen

Suggested verbal feedback stems include:

- "I can see you've focused on X. What might happen if you tried Y?"
- "Looking again at the LO, what do you think is your next step?"
- "What did you find most challenging? How did you overcome it?"
- "You and your partner had different approaches — can you justify yours?"

WWW and EBI Examples

WWW (What Went Well) — linked to the LO

- "You used fronted adverbials effectively in three of your sentences."
- "You have used all steps in the method for long division."
- "I was impressed with your use of evidence in your answer."

EBI (Even Better If) — clear and actionable

- "Try to use comparative language when describing the graph."
- "Next time, include examples to support your opinion."
- "Can you add a concluding sentence to summarise your points?"

EBIs should always require student response and should be pitched just beyond current understanding.

EYFS-Specific Feedback Strategies

- Verbal praise and simple symbols (e.g. stickers)
- Oral dialogue about work/play
- Annotated photographs
- Begin modelling peer/self-assessment using simple visual prompts
- Introduce symbols for full stops, capital letters, spaces, etc.
- In KG2, children respond to Pink to Think marking in green pen

Sensitive Marking and Inclusion

Teachers should use sensitive marking approaches for students of determination. This includes:

- Prioritising encouragement
- Adapting feedback to reflect IEP targets
- Consulting LSAs or Learning Support teams as needed
- Promoting success and independence through appropriate scaffolding

SMART Marking Responsibilities at WSF

Marking should be…	SLT responsibility	Middle leader responsibility	Teacher responsibility
Specific	Ensure all staff know assessment criteria	Ensure displays and resources support assessment	Give feedback linked to LO and success criteria
Measurable	Track student progress	Track and act on underachievement	Identify and support underachieving students
Achievable	Communicate marking policy	Monitor books and student response	Plan time for student response and progress
Relevant	Monitor target-setting quality	Monitor quality of feedback and relevance	Give clear, appropriate targets
Timely	Monitor deadlines and QA calendars	Plan assessment timelines	Provide live feedback in lessons and Pink to Think marking weekly through the focus-group rota

Monitoring and QA

Feedback implementation will be monitored via:

- Book reviews, including termly book looks by middle and senior leaders
- Weekly learning drop-ins logged in StepLab
- Work scrutiny of assessment and feedback
- Student voice
- Formal observations

Leaders will ensure feedback practices lead to real progress and are consistent across departments and phases.

Appendix: GEMS WSF Feedback Comment Bank

To be used by teachers in purple or pink pen, with students responding in green pen.

Praise comments (What Went Well)

These should link clearly to the Learning Objective (LO) and Success Criteria (SC):

- ✓✓ Excellent – you fully met the LO by…
- ✓ Good effort – you're almost there with the LO.
- You used key vocabulary like "____" very well.
- Your explanation shows great understanding of today's lesson.
- Well done – your use of [strategy or method] helped you solve this.
- Great detail in your description – especially when you used…
- I can see clear progress from your last piece of work – well done!
- Strong reasoning – you explained your answer clearly.
- Fantastic oracy – you used full sentences to explain your thinking.

Next step comments (Even Better If)

These should always be actionable and allow students to respond in green pen:

English

- Add an adjective to describe the [noun].
- Can you improve your sentence with a fronted adverbial?
- Rewrite this with capital letters and punctuation.
- Use a stronger verb instead of “went” or “said.”
- What could you add to make this clearer to the reader?
- Circle the spelling mistake and correct it.

Maths

- Try solving this using a different method.
- Explain why you chose that operation.
- Can you draw a model to show your working?
- Complete the next step in the pattern.
- Label your units clearly.
- Write your own word problem like this one.

Science

- Use the word “evaporate” in a full sentence.
- What do you predict will happen next?
- Draw and label a diagram to show your findings.
- Link your answer to something we learned last week.
- What is the meaning of the word “insulate”?
- Ask a question you’re still wondering about.