



GEMS Winchester School Dubai



Feedback Policy

Person(s) Responsible: Vice Principal

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1. Introduction & Overview

At GEMS Winchester School Dubai (WSD), we believe that feedback is crucial to ensuring that all pupils make the maximum progress and reach their true potential. The Feedback Policy is designed to ensure students are well-informed about their strengths and areas of development. Ultimately, the aim of any formative assessment and / or feedback is to 'move learning forward' for our students by providing supportive, constructive comments that highlight both these aspects (i.e. areas of success and suggested areas for improvement).

Students should receive regular quality feedback on their work. This can be either oral, written or both. The feedback they receive, as far as is possible, should be based on the success and improvement strategy, i.e. it should focus on what the students have done well (successes) and what they need to do to improve in relation to specific learning objectives and success criteria.

All class-work (online and in books) should be reviewed or assessed in one way or another, whether it be self-, peer- or teacher-assessed (oral or in-depth comments-based feedback).

The marking of home-learning, however, is discretionary and will depend on the nature of the work, the area of the school you work in and the manner in which the work was set. For example, an essay set as home-learning for a Year 13 class should be marked; a quiz or comprehension task set for a Year 7 class might be peer-assessed in class or the answers might be displayed on the board and the work self-assessed. There is no mandate to mark home-learning but, if the work is meaningful, some form of feedback might be expected.

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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 respond to in order to progress their learning further. 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 student's work should also be given 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, key words should be corrected as 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

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 and find and correct it.
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 student's efforts and achievements throughout the day.

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

Remember that each student is unique, and it is essential to tailor the feedback to our student's individual needs and learning styles. By creating a positive and supportive feedback environment, we can contribute to our student's 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 acknowledge marked using ticks
Maths	4	All marking should be completed in the Power Maths textbook only. Books 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 acknowledge marked using 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 acknowledge marked using ticks. Photographs will be used to evidence work where practical activities occur: no marking required for this.
MSC (Year 2)	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 acknowledge marked 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 acknowledge marked using ticks.
Maths	4	All marking should be completed in the Power Maths textbook only. Books 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 once per week using a green pencil. All other lessons to be acknowledge marked using ticks.
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. Books to be self or peer marked once in three weeks using a green pencil. 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.
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 acknowledge marked 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. Books 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 acknowledge marked using ticks.
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. Books to be self or peer marked once in three weeks using a green pencil. 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.
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 acknowledge marked 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

The deep-marking associated with the yellow-sheet feedback should be identified by department-leads prior to completion; teachers, students and parents should be aware that a particular piece of work will be deep-marked prior to completion; it should not be a surprise. For Core subjects, two pieces of work per half-term should be deep-marked; for Foundation subjects one piece of work per half-term should be deep-marked. One piece of work that might be included as 'deep-marked' might be the end-of-term assessment.

In addition to the deep-marking outlined above, you will wish to give feedback on other tasks that students have completed. It is not necessary to provide a yellow feedback sheet for every piece of work that you feedback on. Other tasks completed by students might receive feedback from the teacher, a peer or might be an example of self-assessment. It is appropriate to provide verbal feedback (Please indicate in the margin that verbal feedback was given and ask the student to make a note near the work of a summary of the feedback). Additionally, you might use post-it-notes, stamps or stickers to provide brief feedback. You might live-mark (marking conducted by the teacher moving from student to student with a pen and giving on-the-spot feedback; the nature of this means that the written feedback will be much 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. 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:

- Teaching & Learning Policy
- Curriculum Policy
- Inclusion Policy

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