



Marking & Feedback Policy 2025-2026

Approved by:

Ms. Ilne Gevers

Date of review:

July 2025

Next review date:

July 2026

Integrity

Responsibility

Respect

Honesty

Tolerance



Marking & Feedback Policy

Philosophy

Marking & Feedback is at the heart of the teaching and learning process. At GEMS WSR, we promote positive, constructive written feedback in relation to the learning objective and success criteria. We understand non-specific feedback or summative marks do not constitute effective marking.

Our system of marking has been agreed with all staff to ensure that **quality** marking and verbal/written feedback is given to children in a meaningful way for them to understand.

Marking will be completed using a green pen for success and pink pen for improvements. This marking policy is succinct, so that it is easily deployed by teachers and understood by students.

Ground Rules:

- Use consistent marking criteria and standard presentation approach across the department and reinforce high expectations of student's work (content and presentation).
- Comments should be written neatly in Standard English/Arabic/French (as per the subject), and be grammatically correct.
- Accurate spelling and punctuation must be modelled by teachers and reinforced for students.
- Every unit of study needs to include opportunities for students to do self-assessment, self-correction and peer-assessment.
- Marking comments allow the teacher to inform students of their progress, achievements and further targets.
- Where appropriate, work should be given a grade or level that is supplemented by reasons why, alongside steps to make the next grade/level.

Primary School:

- Marking/feedback is given against the learning objective and success criteria (see appendix 2).
- Every piece of work will be acknowledged through highlighting learning.
- Examples throughout a piece of work of where a child is meeting the Learning Objective will be highlighted in yellow/ green.
- Where a child has made a mistake or needs to improve an answer this will be highlighted in pink (pink for think).
- Students will be allocated a number (1,2,3 see appendix 1) according to the misconception to follow up in the next lesson. Students will then be given the opportunity in the following lesson to re-visit the misconception with their teacher and edit their work.



Secondary School:

- Use a **green** pen for all marking (avoid red).
- Use **purple** pens for peer and self-assessment.
- Use a **green highlighter** to identify where the student has met the success criteria, learning objective or a previously set target.
- Use a **pink highlighter** for a SPaG (Spelling, Punctuation and Grammar) error or for posing a question for students to answer. (pink to think)
- Marking comments should relate to the lesson's **success criteria or learning objective** and should point out further targets for development to close the gap on the expected outcome for the student.
- Identify the student by name in the marking. Provide one example of a positive about the work, and an area from improvement (**WWW** and **EBI**).
- Identify no more than four SPaG errors per piece of work.
- Corrections should either be provided by the teacher, or the work indicated where students must self-correct (**RE-DRAFT**). Indicate the error and then model a corrected version below the piece of work/on the margin and/or gives a specific target, e.g. 'Use capital letters at the start of each sentence.'
- Every week try to engage the student in a written dialogue about their work and steps to improve. Pose a question to which students have to respond. Try setting 5 minutes aside once in a fortnight in a lesson to give students time to respond to the marking.

Appendix 1:

Marking Codes	
1	Knowledge, skills or methods are not secure and need to be retaught / remodelled by the teacher.
2	Misconceptions or errors highlighted in pink will be reviewed by the child independently or in pairs, using purple pen.
3	Learning is secure and child is given greater depth or critical thinking task to challenge and provide opportunities to apply learning.


PPT Slide template

Reflection & Acting on feedback

1 2 3

1. **Remodeling by the teacher**
2. **Pink for Think - Purple pen corrections**
3. **Higher order thinking - Reasoning and problem solving question / Independent research**

3-5
minutes





Appendix 2:

Marking Symbols	
S	Supported by an adult (teacher, teaching assistant, parent, LSA)
VF	Verbal Feedback
SA	Self-assessed
PA	Peer assessed
Sp	Spelling error
^	Missed word
//	New paragraph (Key Stage 2 and above)
!	Punctuation error / Missed punctuation
?	Re-read the sentence. Does it make sense?

Policy Review

The policy will be presented to the staff and SLT. It will be reviewed and appropriately updated every year or more frequently if required.