GFM Marking and Feedback Policy

Published Date:	01 September 2026
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	**01 September 2027**

This policy is applied at GFM alongside our school's vision, mission and values.

Rationale

At Gems Founders Al Mizhar we believe assessment and feedback should be consistent, constructive, impactful and clear. Our marking and feedback guidance and principles are informed by: DfE feedback publications, Dylan William's feedback guidance and Education Endowment Foundation (EEF) guidance report and research.

At GFM teachers and students both participate in the Four Quarters model for assessment to ensure students are active, reflective learners who work alongside their teacher to forge next steps with increasing independence. All learners engage in the assessment process and contribute 50% of the reflections, applying the language and demonstrating their learning skills.

Aims & Objectives

- To ensure purposeful and immediate feedback is provided through live feedback in every lesson, to allow for children to action targets and make accelerated progress.
- To develop confidence to accurately reflect on self and peer learning to identify areas of success and development
- Students are reflective learners and forge their next steps with increasing independence.
- Develop and demonstrate high performing skills and attitudes in learning.

In every lesson, teachers will provide live feedback. This is instant, robust advice, directed at individuals, groups or whole class. As part of the 'Teach Like a GEM' (TLAG) framework, affirmative checking takes place routinely throughout a lesson to give students live, in the moment, impactful feedback.

Four Quarters Feedback

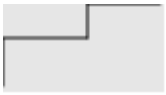
Whole class misconceptions: Identified through live assessment, one whole class misconception lesson to address wider misunderstanding in a collaborative manner. This is usually conducted in the next lesson and feedback from 'Exit Tickets' can support the planning of this.

- **Self-Assessment:** Children review and edit their work against success criteria.
- **Peer Assessment:** Children assess the work of others, against success criteria and attributes.
- **Deep marking:** Thorough written marking, identifying next steps. This will frequently include upskilling/corrections and areas for improvement. (Example: spelling mistakes, missing punctuation/omission, up-levelling, VCOP, correcting calculations, further thinking).

Learning Tools and Skills

- Highlighters can be used to identify outcomes and identify an important focus – (proud pink, green for growth)
- Teachers always mark in blue pen in Primary and green pen in Secondary
- Students in Primary to use writing pencil to up-level work and or respond to feedback (or in English/Topic; black pen if license is achieved).
- Students in Secondary self and peer assess in purple pen and respond to feedback in purple pen.
- Work should be marked against the Learning Outcome and To Know Statements. However, common spelling errors, presentation, targets, and handwriting should also be noted when appropriate to do so.
- Teachers should model neat handwriting and must be legible, following the school handwriting scheme.
- Rewards and praise (Be a GEM Points) may be given for good work/effort.

Marking Codes:

WWW	What went well in the work linked to the Learning Outcome and/or To Know statement. Be specific as this will help the students to see why their work was successful.
	Next Step: Students to be given a next step that prompts or poses a question so that they can improve upon their learning. Time will be given during the next lesson (or within the lesson) to reflect and act upon.
	Work that is circled, indicates a punctuation/calculation error or misconception KS1: can reference the correction e.g. Put a capital S in the circle, a full stop or exclamation etc… KS2/KS3: teachers to indicate the incorrect punctuation by circling the error or leaving a blank circle for the student to insert the correct punctuation/calculation. Students use their pen to edit in or above the circle e.g. adding an apostrophe, capital letters, correct calculation.
	To be used in Maths to show that 1 number is needed in each square only.
sp	Students need to check the spelling of the work and write the correct spelling.

//	Start a new paragraph.
TS	Teacher support. This means that the child had support completing this work.
VF	Verbal Feedback given.

Frequency of Feedback

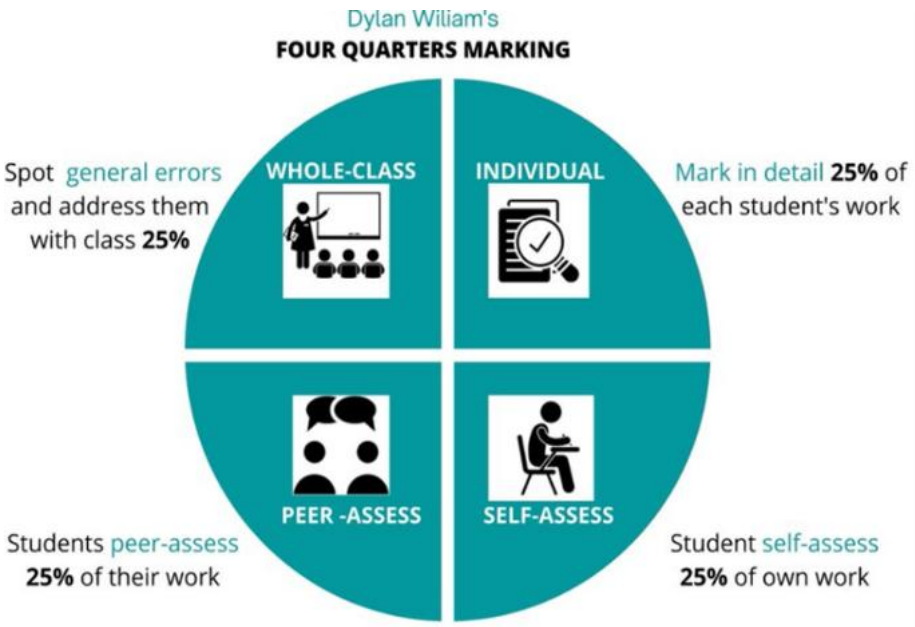
The principles of marking and feedback will align with the table below for all subjects:

FS 1	Focus	Frequency
Big Write books Floor books	Deep marking/ observations	Biweekly

FS2	Focus	Frequency
Big Write books Floor books	Deep marking/ observations	Once per half term

Key Stage 1	Focus	Frequency
CORE	Deep marking	Weekly
Non- CORE Subjects	Verbal live feedback	Weekly

Key stage 3	Focus	Frequency
CORE Subjects	Deep marking	Topic/ unit tests – every two weeks
Non – CORE subjects	Deep marking	Once every 4 weeks



Please read this policy alongside:

Assessment policy, Teaching and Learning Policy, Teach Like a GEM Playbook.

MONITORING AND REVIEW

This policy has been discussed and agreed by the GEMS Founders School, Nad Al Hamar teaching staff and leadership teams for implementation.

Designation	Name	Signature	Date
Executive Principal/CEO/	**Akram Tarik**	Akram Tarik	**01 September 2026**
Principal	**Mia Chorfi**		**01 September 2026**

Next policy review date: 01 September 2027