



2026-2025



AL ZUHOUR PRIVATE SCHOOL

FEEDBACK POLICY

Approved by: SLT

Last reviewed on: 2025/5/30

Next review due by: 2026/5/30



Purpose of the Policy

This policy outlines a clear and consistent framework for providing feedback at Al Zuhour Private School (AZPS). Effective feedback is a vital part of the teaching and learning process, allowing students to understand their progress, celebrate successes, and identify areas for improvement. Feedback may be **written, verbal, informal, or formal**, and should always be timely, specific, and constructive.

Rationale:

When feedback is timely and constructive, it reinforces the value of student effort and fosters a purposeful learning environment. Without such feedback, students may struggle to gauge the quality of their work and lose motivation.

EFFECTIVE FEEDBACK:

- Assesses and communicates understanding of success criteria during lessons
- Enables timely intervention where misconceptions or gaps exist
- Encourages students to take responsibility for their learning
- Motivates continued improvement by recognizing progress and effort
- Provides appropriate challenge, promoting deeper learning and growth
- Informs both students and teachers of next steps in the learning process
- Reflects on where students are, where they need to be, and how to get there
- Helps measure students' attainment of curriculum standards

When to Give Feedback

Informal Feedback

Informal feedback is ongoing and integral to classroom interaction.

It should be given:

- During the learning process (individual, group, or class tasks)
- At the completion of a task or piece of work
- As soon as possible after task completion

Teachers are encouraged to **circulate the room**, offer verbal feedback, and make comments directly in students' books (e.g., written in the margin at the point of oral feedback).

Formal (Marked) Feedback

Marked feedback should be provided:

- For all formative and summative assessments
- Every 1–2 weeks or at the completion of a significant task
- Ideally within 4–5 days of submission

Feedback Structure

Teacher-to-Student Feedback

Use the following structure for clarity and consistency:

- What Went Well (WWW): Highlight successful aspects of the work
- Even Better If (EBI): Suggest specific improvements
- I Need To (Student Response): Encourage students to articulate their next steps



Criteria for Effective Feedback

- Feedback should be linked to the success criteria or students' personal targets
- Each piece of work should be:
 - Assessed thoughtfully
 - Discussed with the student, when possible
 - Accompanied by constructive and encouraging comments
- Clearly indicate:
 - What has been achieved
 - What still needs to be improved
 - How to make those improvements
- Limit feedback to a maximum of three targets for improvement
- Highlight high-quality work using a yellow highlighter
- Use a different color to highlight areas needing improvement
- Allow time at the beginning of the next lesson for student response or revision

Peer and Self-Assessment

Students may:

- Use the same feedback structure (WWW / EBI / I Need To) to assess their own or a peer's work
- Use marking rubrics
- Reflect on prior feedback to track their own improvement

Feedback Symbols and Codes

The following symbols may be used to communicate the context of work and corrections:

Symbol	Meaning
G	Guided work
S	Supported work
I	Independent work
✓	Checked by teacher
WC	Whole class task
VF	Verbal feedback given

Teacher Expectations

- All staff should maintain high, yet realistic expectations for every student
- Ensure student work meets standards for:
 - Quality
 - Quantity
 - Presentation
- Consistent use of feedback helps build a growth mindset and encourages continuous improvement