



AL ZUHOOR PRIVATE SCHOOL L.L.C.

مدرسة الزهور الخاصة ذ.م.م.

FEEDBACK POLICY

2023-24

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The purpose of this policy is to inform stakeholders a clear framework to consistently provide feedback throughout AZPS.

Feedback is a way of communicating with students their individual progress and inform the next step in their learning in a timely manner. Feedback can be written or verbal.

Why do we give good feedback during the lesson?

- To assess and discuss with students the success criteria
- To intervene in a timely way if students have not indicated understanding of the success criteria and to further challenge them if they have
- To empower students to take responsibilities for improving their learning
- To motivate students to continue building on their achievements
- To provide an appropriate level of challenge to students in daily lessons, allowing them to make good progress
- To inform the teacher and student in the next steps of learning
- To reflect where the students are, where we need them to be and how will we get them there
- To measure student attainment of curriculum standards

By giving timely feedback, teachers demonstrate to students that their efforts are valued; this gives additional purpose to pupils' work. If students are not given constructive, specific feedback, they will not know whether their work is good/bad/indifferent and may lose interest or not produce work of such quality in future.

When do we give informal feedback?

- While the work is in progress (group or independent)
- At least at the completion of a piece of work
- As soon after the completion of the work as is possible

When do we give marked feedback on student's work?

- During formal formative and summative assessments
- Every one to two weeks and/or the completion of student's work product
- Feedback should be given four to five days after assignment has been completed.

It is good practice for teachers to move around the room giving feedback, marking and commenting whilst the children are still working. (to be written in the margin at the point at which oral feedback is given.)

Criteria for Feedback

Statement to the student should be structured as follows:

- What Went Well... (T/ all the aspects student did well in)
- Even Better if...(T/ all the aspects student could improve in)
- I need to....(S/ students set their next step)

How to mark

- Feedback and marking should be to the success criteria of the lesson or an individual's targets/next steps
- Each piece of work should be thoughtfully assessed, discussed with the child if present, and appropriate encouraging comments fed back
- Students and teachers should know what is the particular focus that is being assessed
- When giving feedback on student's written work you should comment on the overall student product, including a positive comment, any targets that have been achieved or partially achieved, and any targets still to be reached and how to move towards them
- Quality feedback by the teacher will offer prompts to help close the gap and move learning closer to achieving the success criteria
- Constructive feedback praises what went well in the work and provides a maximum of three targets for improvement
- Each piece of work should be dated
- Student may assess their peers using the feedback statement form when marking writing, highlight in yellow the words/phrases/sentences that meet the lesson objective, or are high quality, and highlight in a different colour the work that needs to be improved.
- You may give students time to make improvements at the beginning of the next lesson

The process for giving feedback on what “went well”:

- Indicating the successes from the student’s work
- Indicating improvement from prior student work feedback

The process for given feedback for improvement (“even better if”):

- A reminder – remember how to find the main idea once you identify the key details
- A question – how can you show how you solve this problem?
- A directive – come see me after class and explain how...
- A sentence starter – the questions you asked before the investigation are ...
- If all is correct – Challenging question can be asked
- Feedback is aimed at what is right as much as what is wrong. Children, like all of us, respond better to praise for their achievements rather than criticism of their shortcomings.
- All members of staff should have high, but realistic expectations of the work that everyone can achieve and ensure that the quality, quantity and presentation of work meets the standards required.

Standard symbols to use to indicate how student’s work has been completed.

G-Guided Work

S- Supported Work

I-Independent Work

✓ Checked by your teacher

WC Whole class

VF Verbal feedback given

ST Supply teacher

AL Adult led

CI Child initiated

sp = spelling error

P = punctuation error // = new paragraph

Appendix 2

Proofreading Marks

Marks & Meanings		Examples
≡	capitalize	They fished in lake tahoe. ≡ ≡
/	make it lowercase	Five \$students missed the \$us.
sp.	spelling mistake	The day was cloudy and cold. sp.
⊙	add a period	Tomorrow is a holiday ⊙
↷	delete (remove)	Kim knew the the answer.
^	add a word	^{pups} Six were in the litter.
^,	add a comma	He ate peas, corn, and squash. ^, ^,
↷	reverse words or letters	An otter swam in the bed help .
∨	add an apostrophe	The child's bike was red. ∨
“”	add quotation marks	“Why can't I go?” she cried. “” ∨ ∨
#	make a space	He read two#books.
⊂	close the space	Her favorite game is soft ⊂ ball.
¶	begin a new paragraph	We had fun. ¶ Next we went to