



مدرسة دبي للتربية الحديثة  
Dubai Modern Education School

# Feedback Policy



## School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

## School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

## Core Values

-  Citizenship
-  Respect
-  Leadership
-  Responsibility
-  Tolerance
-  Commitment
-  Excellence
-  High Expectation

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## Feedback Policy

### 1.0 Primary Value

The primary value is to promote high-quality feedback as an integral part of teaching, learning, and assessment – leading to enhanced student engagement, continuous improvement and success.

### 2.0 Rationale

Feedback is one of the most powerful influences on learning and achievement.<sup>1</sup> It enables learners to maximize their potential at different stages of learning, to raise their awareness of strengths and areas for improvement, and to identify actions to be taken to improve performance. At DMES, feedback is an essential and valued component of the learning process which encourages our students to continuously strive for progress. Effective feedback practices allow the school to monitor the performance of individual students and classes, make informed decisions about instructional planning, and develop strategies to support learning. As they participate in the collaborative process of feedback, our students are empowered to become autonomous and reflective learners who pursue academic growth.

### 3.0 Purpose

The policy is set out to provide school administrators, teachers, parents, and students clear guidance with regard to the principles, practices, and expectations of feedback. All members of staff are expected to uphold high, but realistic expectations of the work allowing each student to achieve and to ensure that the quality of work meets the standards required. The school shall promote effective feedback to inform future teaching and learning opportunities and to promote student progress across the school.

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<sup>1</sup>The Power of Feedback 2007, page 81



## 4.0 Aims

DMES aims to establish consistent and high standards of feedback across subject areas and grade levels. Through this policy, we aim to:

- Promote the highest quality and consistent feedback practice in all lessons at all times.
- Develop consistent processes across the school to train students to self-assess and evaluate their own learning.
- Allow students to draw their own learning path regardless of their age, ability, or interest.
- Empower students to become independent self – pace learners who can set learning targets by themselves.
- Ensure that feedback embodies student success and improvement needs against learning outcomes and success criteria.
- Create a continual and meaningful learning dialogue that provides a foundation for positive student and teacher relationships.
- Empower teachers to have the scope for creating the most effective methods of feedback in their subject areas.
- Develop student confidence and self-esteem in learning which encourage a sense of pride in student work.

## 5.0 Definitions

### 5.1 Feedback

- <sup>2</sup>In the educational context, is information provided to a learner to reduce the gap between current performance and a desired goal.
- <sup>3</sup>A process through which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.

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<sup>2</sup>Providing Educational Feedback (Pearson Education) 2016, page 2

<sup>3</sup>Feedback as Dialogue 2016, page 1



## 6.0 Principles of Good Feedback Practices

Our feedback policy has at its core a number of principles<sup>4</sup>. DMES promotes and believes that good feedback practice:

### 6.1 Helps clarify what good performance is (goals, criteria, expected standards).

Students can only achieve learning goals if they understand the learning goals, assume ownership of learning achievement, and provide a roadmap to track progress.

### 6.2 Facilitates the development of self-assessment (reflection) in learning.

Peer processes help develop the skills needed to make objective judgments against competencies that are transferred when students turn to produce and regulate their own work.

### 6.3 Delivers high-quality information to students about their learning.

Good quality external feedback helps students troubleshoot their own performance and self-correct. It helps a student to take action and reduces the discrepancy between their intentions and the resulting effects.

### 6.4 Encourages teacher and peer dialogue around learning.

Discussion with the teacher helps students develop a thorough understanding of areas of improvement to plan for an immediate response. Peer dialogue enhances learning as students who have just learned something are often able to explain it in a language and in a way that is more comprehensive.

### 6.5 Encourages positive motivational beliefs and self-esteem.

Motivation and self-esteem play a very important role in learning and assessment. Where feedback praises effort, strategic behavior, and progress related to the

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<sup>4</sup>Formative Assessment and Self-Regulated Learning: Model and Seven Principles of Good Feedback Practice 2006, pp. 207-214



performance in context. However, the extent of praise becomes consistent with the level of performance.

#### **6.6 Provides opportunities to close the gap between current and desired performance.**

Feedback is most useful when students have the opportunity to improve work by being able to resubmit the work or receiving feedback during the production process (e.g. comments on drafts) or applying the feedback to a subsequent piece of work. Also, students become capable of developing strategies based on effective feedback.

#### **6.7 Provides information to inform planning.**

Teachers review and reflect on assessment data to support the development of self-regulation in their students. Diagnostic assessments provide feedback to students on their starting point and to teachers about students' level of understanding and skill. This all results in differentiating the teaching instructions to close the learning gaps and cater for the individual needs of the students.

### **7.0 Types of Feedback**

We, at DMES, seek to employ approaches to ensure that students are provided with timely and purposeful feedback that furthers their learning. Teachers adjust their teaching according to assessment and feedback information. We shall make use of good practice approaches in delivering effective feedback.

#### **7.1 Verbal Feedback**

Verbal feedback is the most frequent and interactive form of feedback in all subject areas and happens throughout lessons every day. Opportunities for verbal feedback during a lesson include:

- Clarification of work expectations
- Teacher's prompt during independent work
- Lesson plenary to address misconceptions
- Teacher-student dialogue assessing student work



Verbal feedback should be developmental and given as quickly as possible during or following the learning or task. Teachers should provide feedback that recognizes students' efforts and achievements, and offer specific details of ways forward in relation to the learning objectives. Students should be given appropriate time to respond to the feedback and use it to improve their work. Providing verbal feedback allows teachers to model the language that students can use in giving feedback to their teacher and peers.

### **7.2 Written Feedback**

Written feedback provides students with a record of where the student has met the learning intentions and/or success criteria, what needs improvement and suggested next steps. Effective written feedback shall be (a) timely, sufficient and detailed; (b) written in a manner that is understandable to students and parents; and (c) actionable, giving students opportunities for revision.

Teachers should ensure that students receive detailed written feedback on specific pieces of work (as determined by departments/grade level) during the school year. This feedback shall be clearly evident in their outputs, e-portfolios, projects for students and parents to see and refer to.

### **7.3 Informal Feedback**

Informal feedback occurs when teachers give on-the-spot responses to students as they are engaged in a task. It gives teachers time to check how students are progressing, respond to their questions, and offer suggestions. Informal feedback includes periodic checkups; a stop by a learner's desk; and written responses in a learning log or on the work itself. Informal feedback allows teachers to quickly and effectively steer students in the right direction. To be effective, teachers should build rapport with students to encourage and to guide them in their daily management and decision-making for learning.



#### 7.4 Formal Feedback

Formal feedback can be provided through structured conferences that are planned and systematically scheduled by teachers or the school. These conferences are set up with focus on individualized goals for students in accordance with the criteria, competencies, and standards of work and learning. Teachers provide specific feedback to put students on the right track to guide them throughout their learning journeys.

#### 7.5 Peer Feedback

Providing students with regular opportunities to give and receive peer feedback deepens their understanding of the learning goals and enriches their learning experiences. Effective peer feedback shall be rigorously structured and modeled by teachers. With ongoing instruction and support, students learn to be accountable for giving comments, suggestions, and feedback to their peers. Peer feedback forms shall be provided to help students focus on giving appropriate feedback based on written criteria and expectations.

#### 7.6 Self-Feedback

Self-assessment and goal-setting enables students to become independent and reflective learners, ready to take greater responsibility for their learning. To help students reach autonomy, teachers explicitly identify, share, and clarify learning goals and success criteria; use examples to model the application of criteria; provide guided opportunities for self-feedback; teach students in using feedback to determine next steps and set goals; and allow time for student's self-feedback/reflection.



## 8.0 Roles and Responsibilities

### 8.1 Students

The student is expected to:

- Use provided feedback to reflect on their learning, development, and achievement in relation to the shared objectives/criteria.
- Be equipped with tools and strategies to judge the quality of their own work and to inform their own decisions about improvements.
- Participate positively in peer and self-assessment opportunities.
- Develop their understanding and appreciation of assessment criteria and performance expectations.
- Use the provided feedback to reflect on their learning and to avail of opportunities afforded to improve their performance.

### 8.2 Parents

The parents/guardians are expected to:

- Provide a conducive home environment for their child to complete independent work.
- Be aware and informed of the criteria of success and standards of work.
- Support their child in completing their next steps in learning in collaboration with teachers/support staff.

## 9.0 Related Policies

The Feedback Policy is linked to the following school policies:

- Assessment Policy
- Teaching and Learning Policy
- Homework Policy