



مدرسة جلوبال الفلبينية

THE PHILIPPINE GLOBAL SCHOOL

Leader in Academic Excellence and Values Formation
Hadbat Al Zaafaranah, Abu Dhabi, United Arab Emirates

Classroom Feedback Policy

A Unified Framework for Constructive Learning

Establishing Teacher-to-Student and Student-to-Student Feedback Standards

I. Purpose

The Philippine Global School believes that effective feedback helps students understand:

CORE QUESTION #1

1. What am I doing well?

Recognizing achievements & strengths

CORE QUESTION #2

2. What do I need to improve?

Identifying growth areas & gaps

CORE QUESTION #3

3. What can I do next?

Taking clear, actionable next steps

Feedback as a Learning Tool (Not Simply Pointing Out Mistakes)

Feedback shall be used as a learning tool, not simply as a way to point out mistakes. It should encourage students to think, reflect, ask questions, make improvements, and become responsible for their own learning.

II. What Is Feedback?

DEFINITION OF FEEDBACK

"Feedback is specific, respectful, and meaningful information shared to help a learner recognize what they are doing well, understand what they can improve, and identify the next steps they can take to strengthen their learning."

TPGS LEARNING FEEDBACK MODEL — SCOPE & COVERAGE

TEACHER-TO-STUDENT FEEDBACK

- Provided continuously during the learning process.
 - Focuses on formative growth, strategy, and understanding.
- Guides the learner on what is done well and next actionable steps.

STUDENT-TO-STUDENT FEEDBACK

- Promotes peer collaboration and constructive dialogue.
- Empowers learners to evaluate work against shared criteria.
- Develops self-regulation, reflection, and student agency.

TPGS Learning Feedback Model

TPGS

Learning Feedback Model

Fostering Growth Through Meaningful Feedback

Together
We Learn,
We Grow! 

T THINK

Reflect



What do I
notice?

P PRAISE

Recognize



What did I
do well?

G GROW

Improve



What can I
work on?

S SHOW

Apply



Can I show my
improvement?



III. Principles of Effective Feedback

All feedback should strictly adhere to these core principles:

A. Respectful

Feedback must protect the dignity and feelings of the learner.

Students or Teachers should never use feedback to embarrass, insult, ridicule, or discourage learner.

B. Specific

Feedback should identify exactly what was done well or what needs improvement.

Avoid vague commentary; pinpoint specific areas of success or growth.

C. Helpful

Feedback should tell the learner what they can do to improve.

Provide actionable advice that guides the student directly to the next step.

III. Principles of Effective Feedback

All feedback should strictly adhere to these core principles:

D. Timely

Feedback should be given while the learning is still fresh.

Delivered when the student still has an active opportunity to make improvements.

E. Learning-Focused

Feedback should focus on the work, learning process, strategy, or behavior.

Focuses on the effort and method rather than attacking the student personally.

F. Challenging

Feedback should encourage students to think rather than simply give them the answer.

Promotes deep reflection, questioning, and cognitive problem-solving.

IV. Teacher-to-Student Feedback

TEACHER-TO-STUDENT FEEDBACK FLOW

1. Active Learning Phase

Teachers provide feedback DURING learning, not only after activities or tests.

2. Meaningful Guidance

Identifies what is done well, what needs improvement, and next steps.

3. Continuous Reflection

Encourages ongoing student questioning, adjustment, and responsibility.

TEACHER-TO-STUDENT FEEDBACK

STEP 1 – START WITH WHAT THE STUDENT DID WELL

Begin by identifying something specific.

Example: "I love how you organized the paragraph!"

STEP 2 – ASK THE STUDENT TO THINK

Before giving the correction, allow the student to evaluate their own work. This helps develop student owner and self-assessment.

How do you think it went?

STEP 3 – IDENTIFY ONE AREA FOR IMPROVEMENT

Feedback should not overwhelm the learner with too many corrections at once.

Focus on key skill.

STEP 4 – CHALLENGE THE STUDENT

Whenever possible, do not immediately give the answer. Ask a question that encourages thinking.

STEP 5 – GIVE THE STUDENT TIME TO ACT

Feedback is most effective when the student has an opportunity to use the feedback. Provide practice time.

STEP 6 – CHECK THE IMPROVEMENT

Assess the revised work and celebrate progress!



IV. Teacher-to-Student & V. Student-to-Student Feedback

STUDENT-TO-STUDENT FEEDBACK (PEER FEEDBACK)

This policy establishes a common approach to Student-to-Student (Peer) Feedback across all grade levels.

Key Principles for Peer Feedback:

- Respectful Dialogue: Protecting learner dignity, avoiding discouragement or ridicule.
- Constructive Criteria: Helping peers recognize successes, pinpoint improvements, and suggest next steps.
- Shared Responsibility: Building a collaborative learning environment where students take charge of their growth.

STUDENT-TO-STUDENT FEEDBACK

FOUNDATIONAL PRINCIPLE:

STEP 1 – IDENTIFY ONE SPECIFIC STRENGTH

Focus on one area and say why it's well done.

Example: "Your use of metaphors is really clear and creative!"

STEP 2 – SHARE THE PURPOSE

Remember our goal: "I am helping my classmate make their work better, together!" Taught before starting.

STEP 3 – FIND ONE AREA FOR REFINEMENT

Do not overwhelm with many points. Be concise and focus on key skills.

STEP 4 – ASK REFLECTIVE QUESTIONS

Challenge them to rethink. Avoid giving answers; instead, ask how they could improve it.

STEP 5 – ALLOW REVISION TIME

Provide opportunity for the other student to apply the feedback. This is a crucial part of learning.

STEP 6 – CHECK AND CELEBRATE

Assess the revised work and celebrate progress together!