

3: FEEDBACK

Feedback is an essential element in an effective teaching and learning cycle, helping students to understand the steps they need to take in order to deepen their knowledge and improve their skills and motivating them to apply the effort required to take those steps.

1 FEEDING FORWARD

Good feedback helps students to improve; to do better. It draws information from past performance but is firmly focused on what happens next, looking ahead, not looking back.



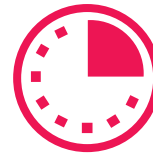
2 SPECIFIC NOT GENERAL

"Add more detail" or *"This makes no sense"* — don't help. Give precise information about what a student can do to improve their work or deepen their understanding: specific techniques, concepts, knowledge.



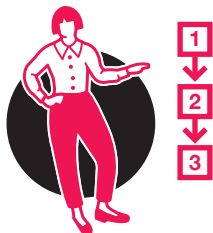
3 TIGHT TIME SCALES

Generate feedback as soon as possible after a task has completed and ask students to act on feedback as soon as possible after they receive it for maximum impact.



4 ACTION FOCUSED

Give feedback as actions - things students can do like redrafting, responding to some practice questions, relearning a set of knowledge or researching for more ideas.



5 CHANGE THE STUDENT

The goal is to make students more capable of producing excellent work on their own, not to produce the work: change the student, not the work.



6 RELATIONSHIPS DRIVE MOTIVATION

Students respond differently to feedback: it needs to generate motivation to seek higher goals or apply more effort. Knowing your students and showing them that you care is an important factor in getting this right.



7 REDUCED OVER TIME

If students become dependent on feedback they don't think for themselves. Avoid SatNav syndrome and teach students to find their way alone once they have been shown the path.



8 VERBAL OR WRITTEN?

Verbal feedback is more dynamic and easily understood than written marking although this is useful to highlight precise details. Find the right balance. Remember that feedback ≠ marking. Try giving whole-class feedback.



9 THE WORK IS THE DIFFERENCE

If feedback is working, student performance in formative assessments will improve. That's the evidence of good feedback, not the feedback itself or the presence of red pen in works.

