

REFLECT & RESPOND

'Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance.'





The process of providing students with feedback is a key principle of learning. Students need to be provided with timely and precise feedback so that they can improve on any identified areas for development and deepen their understanding of key concepts.

RESEARCH

The Education Endowment Foundation Toolkit explores and range of education interventions, with feedback rated as having one of the highest impacts on student attainment. Hattie's research suggested that quality feedback contributed towards improving the rate of learning in one year by at least 50%.

SUMMARY

When considering the different strategies for providing students with feedback it should be responsive, with the evidence drawn from the performance of students used to inform future teaching.





SELECT A RANGE OF BOOKS AND USE THESE TO COMPLETE A CLASS FEEDFORWARD SHEET.

SELECT A SECTION OF WORK OR A PARAGRAPH TO FOCUS FEEDBACK ON.



DEMONSTRATE USING MARKING CRITERIA ON A WAGOLL OR EXAMPLES.

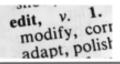


STUDENTS IDENTIFY A PIECE OF WORK THEY



USE A FEEDFORWARD SHEET TO GIVE STUDENTS INDIVIDUAL OR CLASS FEEDBACK ON AN EXAM

STUDENTS TO COMPLETE LITERACY TASKS AND IDENTIFIED IMPROVEMENTS.



STUDENTS REDRAFT THE WORK USING TEACHER FEEDBACK SUGGESTIONS.



STUDENTS SELF OR PEER ASSESS THEIR WORK AND THEN REDRAFT.



STUDENTS USE TEACHER FEEDBACK TO REDRAFT THEIR WORK.



CONSIDERING TEACHER FEEDBACK



WHEN READING STUDENT WRITTEN WORK, TEACHERS USE THE LITERACY FEEDBACK STRATEGY:

- STUDENTS PROOF READ BEFORE HANDING WORK IN
- INDICATE LITERACY ERRORS WITH A BLUE HIGHLIGHTER
- STUDENTS MAKE INDEPENDENT CORRECTIONS

SEE LITERACY FEEDBACK STRATEGY DOCUMENT FOR MORE DETAIL...



LIVE MODEL MARKING

STUDENT REQUEST

EXAMINER'S REPORT

ZONAL MARKING

WANT FEEDBACK ON OR SUPPORT WITH.



STUDENTS REATTEMPT EXAM QUESTIONS