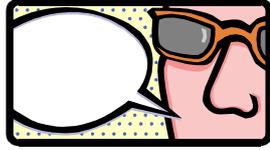# Feedback

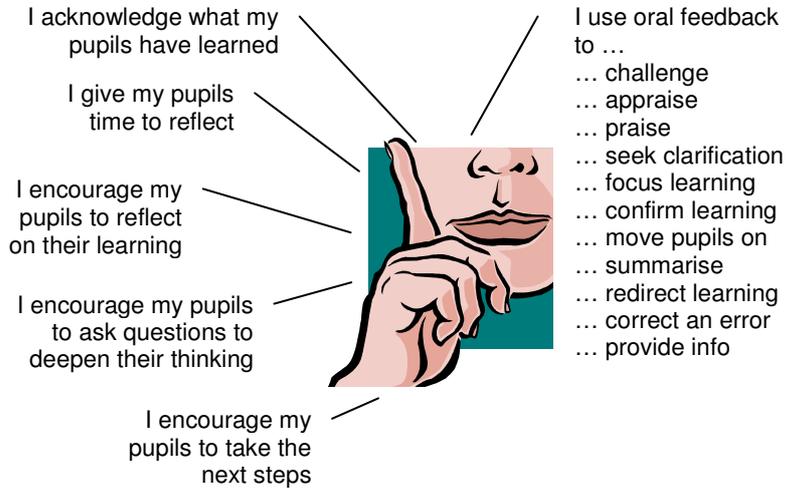*Identifying learners' strengths and giving clear constructive advice on areas for improvement*

Oral feedback

Oral feedback is …
- the most regular form of feedback
- the most powerful form of feedback
- the most interactive form of feedback
- implicit in all lessons
- immediate
- context specific
- adaptable
- ongoing
- stimulating
- personalised

I acknowledge what my pupils have learned

I give my pupils time to reflect

I encourage my pupils to reflect on their learning

I encourage my pupils to ask questions to deepen their thinking

I encourage my pupils to take the next steps

I use oral feedback to …
… challenge
… appraise
… praise
… seek clarification
… focus learning
… confirm learning
… move pupils on
… summarise
… redirect learning
… correct an error
… provide info

What could go wrong?

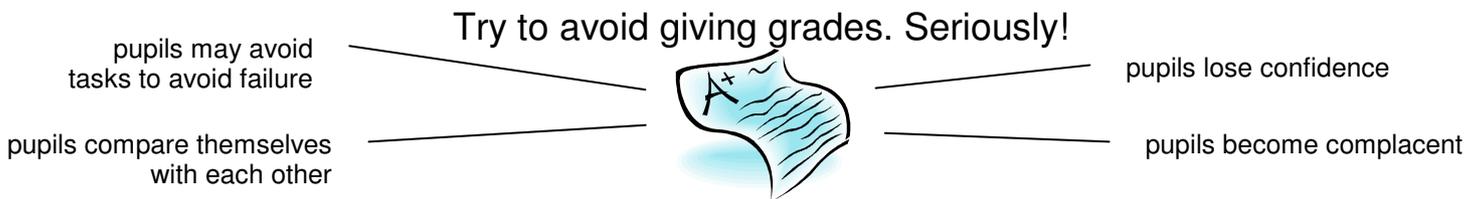|	
I don't have time to think, so my comments aren't helpful and focused on learning objectives	Make sure you know what the learning objectives & success criteria are Keep asking until you know about the pupil's thinking
My pupils either don't listen or don't take my words seriously	It takes time to establish the value and importance of feedback. Keep at it! Give explicit training on ground rules of speaking & listening.
But what's the point of putting time and effort into it – there's no record, it's ephemeral	Yes it is, but think back to things teachers said to you at school – it stays with you, doesn't it? Ask pupils to reflect on what you've said, and to think about the way forward. Give them time to do this. And you could always make a quick note afterwards.
My pupils feel exposed by public feedback. They don't want to be a boffin or stupid in front of their peers.	Make sure pupils know that if you aren't making mistakes you aren't learning. Make sure everyone sees errors as learning opportunities Make opportunities for private or group feedback
I don't have time to give oral feedback to every pupil, so it isn't fair.	Give collective feedback to the class where possible Use groups or a rotation so that all pupils have time with you

Written feedback

Is it really worth the time it takes?

Yes, but only if …	Don't bother with …
• you give your pupils time to read and respond to your comments • your comments enable pupils to identify the next steps in their learning and how to take them • your comments let pupils know how well they have met the learning objectives • your comments prompt thought and reflection	• marking low level tasks (e.g. notes) and closed questions (go through the answers in class) • focusing on rewards, grades or marks (keep them for your mark book) • comments that aren't about the success criteria that you told pupils about at the beginning of the task • writing loads but not giving the pupils time to read it and respond to it

Written feedback must include:

☑ Where the pupil has met the objectives

☑ Where the pupil still needs to improve

☑ A way to improve learning

☑ A way to think through the answer for themselves

Try to avoid giving grades. Seriously!

pupils may avoid tasks to avoid failure

pupils compare themselves with each other

pupils lose confidence

pupils become complacent

Good written feedback

Focuses on the learning objectives	Confirms pupils are on the right track	Motivates pupils to correct errors or improve their work	Supports pupils next steps
Provides opportunities for pupils to think things through themselves	Comments on progress over a number of attempts	Avoids comparison with other pupils	Gives pupils the opportunity to respond

To be effective feedback – oral or written - should cause thinking to take place