

FEEDBACK



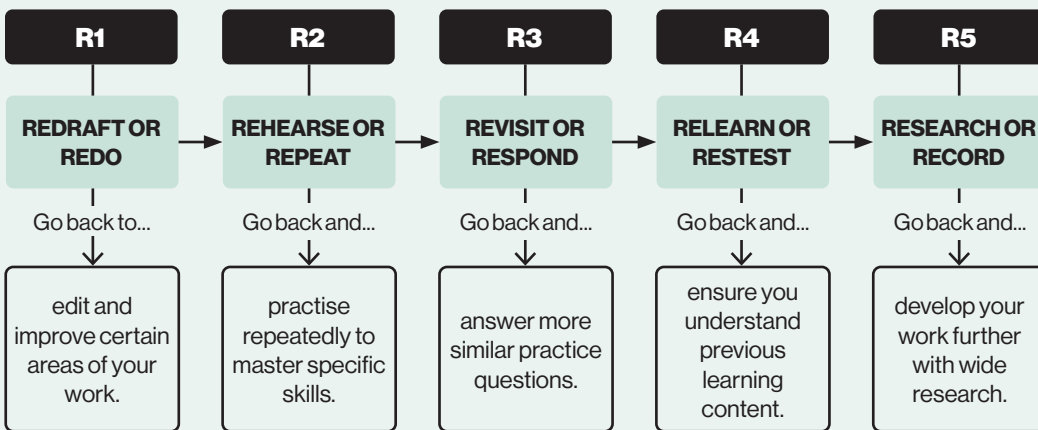
MAKE FEEDBACK SPECIFIC

Be specific, accurate and clear in the feedback being delivered to help students make the connection and understand the reasoning rather than simply telling students when they are right or wrong. For example, "It was good because you..." rather than just "correct". Provide time for students to act upon feedback afterwards.



GIVE FORMATIVE FEEDBACK

Provide comment-only marking (written or oral) to stop students from focusing solely on the grade and disregarding the feedback. This will help them consider what they need to action to improve their learning. Apply the Goldilocks method - not too much feedback to overwhelm students, but just enough to help them improve.



ENSURE FEEDBACK IS ACTIONABLE | Sherrington's 5 Rs Approach

Educator Tom Sherrington proposes a focused approach to feedback, emphasising actions students can take to enhance their learning. He criticises generic and vague feedback, advocating for specific, actionable tasks tailored to students' learning needs. Sherrington categorises effective feedback into five "R" actions explained in the diagram above. This approach aims to transform feedback from a review of past work into a clear roadmap for student advancement where they "should be able to read or hear their teacher's feedback and then do something very specific and concrete that will improve their learning."



DYLAN WILIAM

"Feedback should be more work for the recipient than the donor."

Embedded Formative Assessment (2017).



PROVIDE WHOLE CLASS FEEDBACK

Give WCF by analysing the work of the entire class and identifying patterns. Use these insights to plan and guide a feedback lesson giving clear, actionable steps for improvement.



TURN FEEDBACK INTO A PUZZLE

Wiliam suggests turning feedback into a puzzle or challenge so that students have to engage with it and produce an answer, solve a problem or address a common misconception.

REDUCE WORKLOAD | Dylan Wiliam's 4 Quarters Marking Method



25%
Mark in Detail - Provide actionable feedback.



25%
Peer Assess - Teacher monitors the quality.



25%
Skim Mark - Look for common errors, use WCF.



25%
Self Assess - Teacher monitors the quality.