



➔ **The Research**

“... feedback can be defined as any form of response by a teacher to a student’s performance, attitude or behaviour, at least where attitude and behaviour impinges upon performance.”

Synergy Vol 6, Number 2, Prof. Professor Stephen Dinham

“Feedback is information provided by an agent (e.g. teacher, peer, book, parent, self, experiences) regarding aspects of one’s performance or understanding.”

Review of Educational Research 2007; 77; 81, The Power of Feedback, John Hattie and Helen Timperley

Research conducted by Black and Wiliam (1998) has convincingly demonstrated the learning gains that can be achieved through well focused teacher-based formative assessment. In a study of major influences on educational achievement Hattie (2009) found that formative assessment, in particular self-assessment and feedback had the highest effect sizes (impact on student learning) out of more than 100 different instructional and contextual factors. The average size was 0.79, twice the average effect, in contrast to other influences such as acceleration (0.47), socioeconomic influences (0.44), homework (0.41), the use of calculators (0.24), reducing class size (0.12).

Summary of Effect Sizes relating to types of feedback

Correct feedback	
‘Tis correct	0.43
‘Tis incorrect	0.25
Task feedback about changes from previous trials	
Yes	0.55
No	0.28
Task feedback designed to discourage the student	
Yes	-0.14
No	0.33
Praise feedback about the task	
Yes	0.09
No	0.34
Number of times feedback was provided	
Lots	0.32
Little	0.39
Task complexity	
Very complex	0.03
Not complex	0.55
Goal setting	
Difficult goals	0.51
Easy, do your best goals	0.30
Threat to self-esteem	
Much threat	0.08
Little threat	0.47



A Model of Feedback to Enhance Learning (Hattie)

Purpose
 To reduce discrepancies between current understandings/performance and a desired goal.



The discrepancy can be reduced by:
 Students

- Increased effort and employment of more effective strategies OR
- Abandoning, blurring or lowering the goals

Teachers

- Providing appropriate, challenging and specific goals
- Assisting students to attain goals through effective learning strategies and feedback

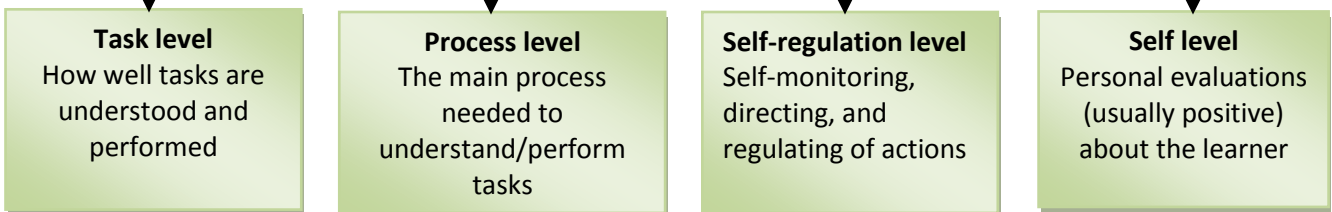


Effective feedback answers three questions:

Where am I going? (the goals)	Feed up
How am I going?	Feed back
Where to next?	Feed forward



Each feedback question operates at four levels:



The Three Key Questions

Where am I going? (the goals)	Feed up	Set appropriate, challenging learning goals which are explicitly taught and shared with the students. Link learning goals to syllabus outcomes. Identify levels of attainment or success based on explicit marking criteria.
How am I going?	Feed back	Provide information about student progress in relation to the task or performance goals. Include concrete examples/evidence.
Where to next?	Feed forward	This should not just be more of the same. Set new goals and challenging tasks which include self-regulation and provide for improved student understanding. Include more or new strategies to support students'



growth.

➡ **The Qualities of Effective Feedback**

Effective feedback is based on the belief that all students are able to learn. It has a clear purpose which is directly linked to learning intentions. Quality feedback sees the teacher in the role of facilitator or activator, not judge. It is:-

- criteria based
- based on shared understanding and a common language
- timely and regular
- goal orientated and sets targets for improvement
- focused on success and provides alternative strategies for improvement
- descriptive, not judgmental
- related to learning intentions which have been shared with the class
- based on a professional assessment of what students can do and what they need to improve
- embedded in the teaching/learning cycle
- achievable and realistic, based on the stage of development and experiences of the students
- inclusive of self-assessment and peer assessment and encourages student self-reflection
- used to inform future planning and teaching and learning
- consistent across the school
- seen by students to be positive and motivates students to become more engaged in the learning process

➡ **Best practice**

- Check prior knowledge and teach the skills and metalanguage necessary for successful completion of the task/performance
- Model exemplars
- Create marking criteria together to increase student understanding of the task
- Include peer assessment such as peer checking against agreed criteria
- Provide verbal feedback as students perform the task
- Include self-assessment and provide scaffolds and prompts to support self-checking of work
- Provide the opportunity for students to redo the task and respond to the feedback
- Set medals and missions so that students are rewarded for their work, but also set targets for the next piece of work
- Provide assessment proformas
- Provide explicit instruction, e.g. of the learning goals
- Clarify issues

Avoid:

- judgmental feedback
- grades and marks
- using ticks and crosses alone





➔ Suggested strategies

Written Feedback	
Report Cards	<p>Although almost all report cards are used as a form of summative feedback, the same template can be used to provide students with formative style feedback whilst they are completing an assessment task. To help you with this strategy, you may want to build a work/phrase bank which can be used later. This will help you deliver faster feedback and make the process easier for you in the future. Remember to make the reports card individual and focus on student improvement. Questions and sections that could be included in your report card are:</p> <ol style="list-style-type: none">1. The standard or standard goal2. Possible errors, misconceptions or lack of understanding, linked back to the outcomes3. Several suggestions or remediation for those common errors/misconceptions
Comments	<p>One of the easiest ways to deliver feedback is through comments. This could be provided when a student has provided you with a draft copy of their task and/or when the task has been completed and marked. Comments should highlight what the student has done right, what needs more improvement and practical suggestions on how the student can improve and achieve their goal. This form of feedback needs to be personalised and provided in a timely manner. Focused comments on ‘closing the gap’ may include:</p> <ul style="list-style-type: none">• A reminder prompt (e.g. what else could you say here?)• A scaffolded prompt (e.g. what was the dog’s tail doing?, “The dog was angry so he ...)• An example prompt (e.g. ‘Choose one of these two examples.’)
Secretarial features	<p>Correct spelling, punctuation, grammar etc, should not be asked for in every piece of writing as students have difficulty focusing on too many things. Only give feedback on those things you have asked them to pay attention to.</p>
Oral Feedback	
Walk around the class	<p>While students are completing a task, use the opportunity to create a one-on-one feedback dialogue. The conversation could centre around:-</p> <ul style="list-style-type: none">• The processes the student is using to complete the task• Any difficulties the student is experiencing with any stage of the task• Constructive feedback to help students improve their learning.• Recognition of the students’ achievements
Conferences	<p>Ask for students to meet with you either individually or in a group. This will provide students and teachers with the opportunity to create a dialogue for feedback purposes. To make it as effective as possible, ask students to bring in the work they have done and any questions or comments which they have. This is an excellent opportunity for teachers to spend quality time with students as it</p>



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	is not rushed and therefore feedback can be made more meaningful.
Technology-based Feedback	
Video	When a student is in the process of completing an assessment task, ask them to provide a 1-2 minutes reflection video on how they believe they are going. You may wish to give them a series of questions or prompts to guide their responses.
Blogs, Social Networking	Another effective way of delivering feedback is through a blog or social networking sites such as Edmodo. This is particularly useful if you need to deliver feedback to a group or a whole class. Students can also use blogs and social networking sites to deliver peer or group feedback. Students can put up a piece of work and have other students critique it and provide suggestions for improvement or highlight positive aspects of the work. You may ask students to answer a series of questions to provide extra direction for your feedback. This type of feedback is highly interactive and students can access these sites after school which is useful as this is the time that most students complete assessment tasks.
Group Structures	
Peer Assessment	<p>When students are completing a group assignment, ask each group to submit a cumulative log to:-</p> <ul style="list-style-type: none">▪ Show what the group has done each day by checking off those learning tasks they have done▪ Show evidence of their having accomplished the standard-based learning tasks▪ Share with the teacher any concerns or problems <p>The teacher then reads the log, followed by a conference with the group in which constructive feedback is provided to the group so that they can progress in completing the task.</p>