

Table 15: Types of feedback can be classified, with provocative prompts more likely to help pupils develop reasoning

Feedback prompts	Actions
Pre-emptive (pre-assessment)	Teach rather than wait to give feedback on predictable failure
Example prompt (corrective)	Clarify what pupils are attempting to learn by providing concrete examples: 'Here are two ways to do this...'
Scaffolding response (process)	Pupils still struggling with concepts/skills are given more structure: 'Which specific language features are missing?'
Reminding prompt (self-regulation)	When learning is 'almost there' and learners need to remember to use it: 'Remember that the conclusion needs to link back to the opening paragraph.'
Provocative prompt (self-regulation)	When learners have met success criteria, they are encouraged to think further (reasoning): 'How would you argue against this rather than for it?'