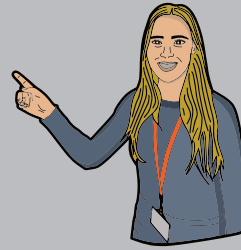


Feedback

SUMMARY

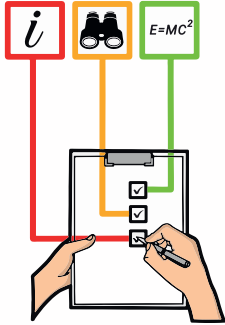
What Every Teacher Needs to Know
by Jade Pearce | illustrated by Zeph Bennett



Part 2

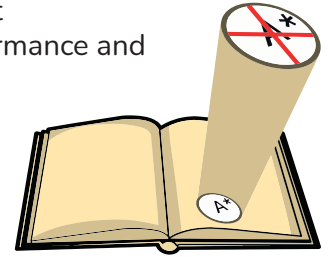
Chapter 27

Task Feedback



Task level feedback provides information to pupils on their response to a particular task including what excellence looks like and how the outcome of a task can be improved.

Providing only formative comments can lead to improved interest, engagement with feedback, performance and learning.



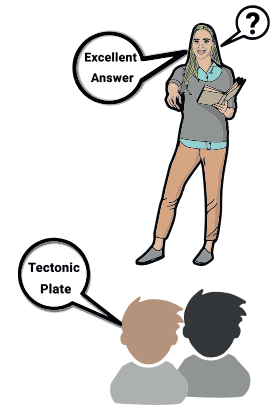
Written Feedback

Written feedback must be timely, help pupils to improve their performance and is acted on by pupils. Effective methods of written feedback include selective marking, live marking and coded marking.

Label your X and Y axis



Verbal feedback can reduce workload and allow for clarification and elaboration. Effective verbal feedback include discussing models and success criteria, using a visualiser and whole-class verbal feedback.



Timing

Feedback should be given during learning if pupils are struggling unproductively or are part way through an extended task, immediately after a simple or knowledge recall task to reduce errors or misconceptions, or after a short delay for longer or more complex tasks.



To ensure peer and self-feedback is effective include strengths and specific areas for improvements, rather than grades or scores, teach pupils how to assess and give feedback and provide success criteria.

Pupils Response to Feedback



Ensure that pupils take account of feedback by using it to improve previously completed work or guide future work.



Grades or Comments as Feedback

Verbal Feedback

Peer & Self Feedback