Tips and tactics for effective feedback

When implementing feedback in the classroom, you could try the following:

- Use feedback sandwiches:

    - Positive comment
    - Constructive criticism with explanation of how to improve
    - Positive comment

        or

    - Contextual comment – x was good … because ….
    - Now/next time ….
    - Interactive statement e.g. a question related to the work

- Build reflection time into each lesson for feedback – teacher to student, student to student, student to teacher. Students need to be trained in what to do

- Use catchy abbreviations:

    - EBI- Even Better If
    - HTI – How to Improve
    - YNS – Your Next Steps
    - WWW – What Went Well

- Use a feedback sheet, for students to record 'What I did well' and 'What I need to do to improve'

- Give students the opportunity at the feedback stage to write one or two questions they would like answered to support them in making the identified improvements

- Record comments in a Learning Log. Students can then refer to these comments before they complete similar exercises

- Use symbols instead of writing too much

- Use a feedback structure, such as:

    - Find two successes against the success criteria – what students have achieved in relation to the learning intention/success criteria

    - Find the part of the work that has most scope for an immediate 'jump' (not simply the worst part)

    - Write a short prompt telling the student exactly what to do to this part of their work

    - Provide time for them to read, process and respond to your prompt.

Three and One marking

(Based on the work of Shirley Clarke on formative feedback)

Stage 1

- At the very beginning of new work/assignment/enquiry explain to the class that you will be changing the way you will mark their written work in order to help them make more progress in the future.

Stage 2

- Read all of the student's written work through very carefully before making any annotation.

- Next highlight three places in the writing where the student best met the learning intention(s) of the activity.

- Then indicate (e.g. with a star) one place where an improvement can be made to the original work.

Stage 3

- Draw an arrow to a suitable space near the star and write a **'close the gap'** prompt to support the student in making an improvement to their work. This can be provided in a variety of different forms:

    - **Reminder prompt** - suitable for more able students. Eg "Say more about …" or "Explain why you think this is …"

    - **Scaffold prompt** - suitable for most students as it provides more structure to improve the work. Eg. –

        A question**:** "Can you explain why …?" Or

        A directive: "Describe some of the …." Or

        An unfinished sentence: "She shows this by the way she …"

    - **Example prompt** – particularly supportive of less able students. Eg. – "Choose one of these statements and/or create your own". (Provide two valid statements for the pupil to select from or use as a model).

Stage 4

- Provide **time** in class to enable students to read and respond to the 'close the gap' comment.

- Use this time to follow up **individual needs** with one or two specific students 'face to face'.

- Comment upon their improvement at the first available opportunity.

Source: (Clarke, 2003)

Feedback frames

Stars and Stairs

This frame could be used with younger students. For older students, label one section with **That's Good** for success feedback and **Now This** for improvement feedback. To monitor the actions students take, add a section where students note what they did with the feedback and identify one or more aspects that they think have really improved. This could be submitted with their improved work.

The star indicates what the student is doing well and the stair indicates steps the student needs to take to improve.
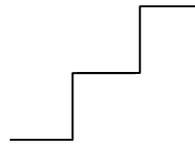
When using a success criteria rubric, students can complete a frame such as the one below before receiving feedback. This offers guided practice for students in becoming competent self-assessors.

Feedback dialogue frame

Students complete the first part before receiving feedback. The teacher then provides the feedback on the form, and the student responds with the plan for what to do next.

Name:

Date:

Assignment/task:

Feedback focus:

MY OPINION

My strengths are:

I think I need to work on:

FEEDBACK

Strengths:

Work on:

MY PLAN

What I will do now:

Source: (Chappuis, 2012)

Teacher Feedback Form

Student name: _____
Title of work: _____
Conference time: _____
1. Some things you did successfully:

_____
_____
_____

2. Some things you could improve upon:

_____
_____
_____

3. Next steps:

_____
_____

Note: Keep this feedback form to refer to as you revise your work.

Peer Feedback Form

Your name: _____
Peer reviewer's name: _____
Title of project: _____
Two compliments about the work are:

_____
_____
_____
_____

Two suggestions about the work are:

_____
_____
_____
_____

Note: Have the peer reviewer use "I" statements for this step:
- *I would like to know more about…*
- *I am not sure what this means….*
- *I would like to know more details about….*
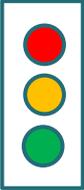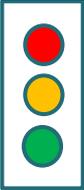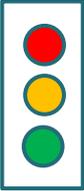
Any other ideas or comments:

_____
_____
_____
_____

Note: Keep this form to refer to as you revise your work.

Traffic light feedback

Success criteria	Date	Feedback	Action taken (to be completed by student)	Completed
		🔴🟡🟢		
		🔴🟡🟢		
		🔴🟡🟢		

Source: (Ontario Ministry of Education, 2010)

References

Chappuis, J. (2012, September). Leadership for Learning: How am I doing? *Educational Leadership, 70*(1), 36-41.

Clarke, S. (2003). *Enriching Feedback in the primary classroom.* London: Hodder and Stoughton.

Ontario Ministry of Education. (2010). *Growing Success: Assessment, evaluation and reporting in Ontario schools.* Retrieved January 6, 2014, from Ontario Ministry of Education: http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf