

Cycle 2 FORMATIVE FEEDBACK

- Feedback includes telling students what they have **done well** and **what they need to do to improve**.
- It also includes reminding students of what they were aiming to achieve (the learning intentions). Finally, high quality feedback is always given against explicit and agreed criteria for success.



Characteristics of formative feedback

Feedback should provide:

evidence on where
they are now



the desired goal

Some advice on how to close the gap

TYPES OF FEEDBACK

Oral Feedback

- During the lesson/activity
- Personal and immediate
- Interactive (two-way)



Written feedback

- Tends to be after the task is complete
- Marks only
- Marks and comments
- Comments only



FOR FEEDBACK TO BE EFFECTIVE: FOCUS ON THE WORK NOT THE STUDENT

- **Relate the feedback to the learning intention and success criteria**
'Remember to back up your views with evidence from the story...' then go on to offer a **suggestion** about how to approach the problem
- **Identify where success has occurred**
'It's good to see that you remembered to explain....'
- **Set a goal for improvement**
'Next time try to include more examples of
- **Show where and how improvement could take place**
When answering exam questions, always work out the marks/points required beforehand. This will help you to structure your work.
- **Allow time for students to make improvements**

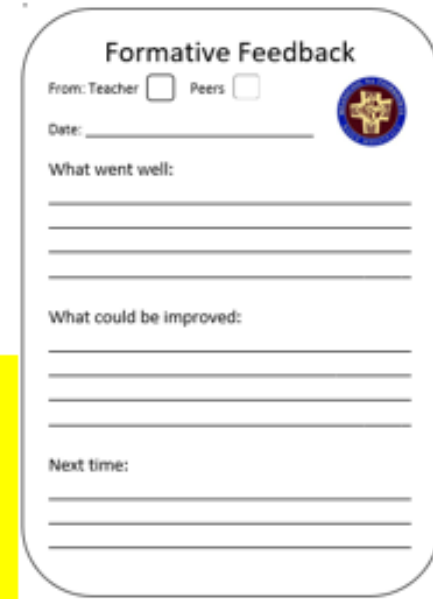


Effect on self-esteem

The student feels accepted, and that their efforts are being recognised and valued. Self-esteem and commitment tends to rise and there is increased emotional involvement in tasks.

FEEDBACK IN OUR SCHOOL

Each time you give feedback, use a formative feedback sticker



The image shows a 'Formative Feedback' sticker template. It is a white rounded rectangle with a blue border. At the top, it says 'Formative Feedback'. Below that, there are two checkboxes: 'From: Teacher' and 'Peers'. To the right of these is a small circular logo with a cross. Below the checkboxes is a 'Date:' field with a line for writing. Then, there are three horizontal lines for 'What went well:'. Below that are three more horizontal lines for 'What could be improved:'. At the bottom, there are three horizontal lines for 'Next time:'. The entire sticker is set against a yellow background.

Written feedback: fill in the note and stick to the students work

- Verbal feedback: students take responsibility to record any verbal feedback they receive in class. (from you or from their peers)



Formative Feedback

From: Teacher Peers Self

Date: _____



What went well:

What could be improved:

Next time:

EXAMPLE:

Examine the Exam	
Marks and Grade:	
Teacher comments : Medal and Mission	
Student goals : Next time I will.....	

