



Focus on learning

Formative Feedback



In this unit we are learning to...

- Understand the role of quality formative feedback in improving students' learning
- Identify the characteristics of high quality formative feedback in the classroom
- Identify strategies for **giving students better feedback**



John Hattie's priorities for effective teaching and learning

Transparent goals

- the more transparent the teacher makes the learning goals, then the more likely the student is to engage in the work needed to meet the goal.

Success criteria

- the more the student is aware of the criteria of success, then the more the student can see the specific actions that are needed to attain these criteria

Rapid formative feedback

- the more there is feedback about progress from prior to desired outcomes the more positive attributes to learning are developed

[https://
tmsydney.wikispaces.com/.../](https://tmsydney.wikispaces.com/.../)



What do we mean by formative feedback?

‘Feedback to any student should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other students.’

Inside the Black Box, Black & Wiliam, 1998

Characteristics of formative feedback

Feedback should provide:



evidence on where
they are now

the desired goal

Some advice on how to close the gap



Why is formative feedback important?

- Focuses on improvement
- De-emphasizes competition
- Improves motivation and learning ambition



Types of feedback

Oral feedback

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



Types of feedback

Written feedback

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

Comment-only marking is the best way to help students improve

Groups of students given:	Improvement in work	Interest in subject
Marks/grades only	Nil	+ for high attainers - for middle/low
Marks/grades + comments	Nil	+ for high attainers - for middle/low
Comments only	30%	+ for all groups

Research findings, Black & Wiliam, 1998



Things to avoid when giving feedback

Too much

Too little

Problems

Too vague

Too late



Peer feedback

A skill that can be developed with guidance over time.

Some benefits:

- Students learn to identify the success criteria that are present or absent in a piece of work
- Students become more skilled in assessing their own work
- Builds collaborative learning
- Students often pay more attention to peer feedback



When giving feedback

- **Focus on the work not the student**
- **Focus your feedback on the 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.
- **Less praise – more encouragement:** *‘It’s good to see that you remembered to ...’, I’m impressed with the effort you’re making...’,*
- **Avoid undeserved or excessive praise** – Students know when praise is merited, so make sure that your praise is honest.



To sum up...

For feedback to be effective

- Relate the feedback to the learning intention and success criteria
- Identify where success has occurred
- Set a goal for improvement
- Show where and how improvement could take place
- Allow time for students to make improvements
- Start small



Discuss

- Does this make sense for you?
- What do you see as the benefits and challenges of this approach?