

This activity is designed to encourage you to reflect on the way you plan for and give feedback. Ideally the outcome is that you tweak your approach to feedback to make it more *meaningful* and *motivating* for the students, but also more *manageable* for you. Some of these questions can be viewed at an individual or department level.

Prompt question	
What % of your non-teaching time is given over to feedback	
What % of your lesson time is given over to feedback	
How do you decide what work to give feedback on?	
Are you always clear about why you are giving feedback - for improvement, maintenance marking etc.	
Do you have a clear and consistent understanding about frequency and type of feedback you should be giving?	
Is this manageable?	
Have you communicated ideas about frequency and type of feedback to your students	
Do you have discussions with colleagues about what constitutes good feedback in your subject?	
Do you work with others to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment)?	
Do you share ideas about feedback that works?	
Do you use success criteria so students know what excellence looks like?	
Do you expect students to engage in pre-feedback tasks - such as checklists for excellence?	
Do you use a range of feedback strategies to progress learning?	
Do you use a good mix of verbal and written feedback?	
Do you use verbal feedback during lessons in place of written feedback after lessons?	
Do you use abbreviations and codes in written feedback?	
Does your feedback lead students to recognise what they need to do to make progress? How do you know?	
Is your feedback timed right - i.e. are students given enough struggle time?	

Is your feedback designed to make students think - instead of giving them the answer?	
Is your feedback focused on the task, not the student?	
Does your feedback focus on specific action for students?	
Are your students expected to respond to feedback?	
Do you give them time and instructions about how to do this?	
Have you trained students in how to respond to feedback?	
Do you use student self-assessment and feedback?	
Are you confident about how to do this and do you have any protocols?	
Do you scaffold self-assessment by sharing model work with pupils, highlighting key details?	
Do you encourage self-assessment strategies such as proofreading, editing and redrafting employed to aid metacognition?	
Are your students encouraged to critique the work of their peers?	
Do you have ground rules for peer feedback?	
Are you confident about peer assessment and how to set it up?	
Is your teaching flexible and based on feedback from the performance of students?	
Under what circumstances are students expected to repeat work (re-do, redraft etc)	
Initial thoughts and reflections?	
How might these feed into a Department Specific Feedback policy?	

Further thoughts: Hattie and Timperley¹ identified four types of feedback and commented on their effectiveness:

1. *Feedback about the person* - least effective as it leads to labelling, such as 'you are smart' you are not a maths person'.
2. *Feedback about the task* - most common and provides information on whether the work was correct. Often most effective if student had an interpretation of what was needed
3. *Feedback about the process* - provides information on how the student did the task. It prompts them to search out more information and often leads to deeper learning than just feedback on the task
4. *Feedback and self-regulation* - covers how well students monitored their performance, regulated their actions and tweaked their strategies

¹ Review of Educational Research (2007)