



Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice.

Strategy overview

Hattie (2009) found an effect size of 0.73 for feedback.

What is it?

Feedback informs a student and/or teacher about the student's performance relative to learning goals. Its purpose is to improve the student's learning. Feedback redirects or refocuses the actions of teacher and student so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Both teachers and peers can provide formal or informal feedback. It can be oral or written, formative or summative. Whatever its form, it always comprises specific advice a student can use to improve their performance. Hattie underlines feedback's two-way benefits. Teachers learn about how their practice influences student learning. When teachers use feedback to guide their practice, then they amplify their impact on student learning.

How effective is it?

Research shows appropriate feedback has very high effects on learning. Its effectiveness is evident for students and teachers (Education Endowment Foundation, 2015). Studies with the highest effect sizes involved students receiving feedback about a task and how to do it more effectively. Feedback in the form of praise, punishment and rewards has lower effect sizes (Hattie & Timperley, 2007). There is evidence that feedback is more effective if it focuses





on the task, not the person, and that feedback on familiar tasks has more impact (Kluger & DeNisi, 1996).

Considerations

Positive feedback is powerful. It can have a negative influence too, unless close attention is paid to the type of feedback and the way it is given. Feedback is most useful in resolving misconceptions, and less useful in resolving a lack of understanding. Research suggests positive feedback is specific, accurate and clear.





Signature characteristics of positive feedback are that it:

- provides detail, such as 'You achieved a good outcome because you...,' rather than just 'correct' or 'incorrect'
- compares what a student is doing now with previous work, such as, 'I can see you focused on improving X –the result is much better than when you did Y last time'
- providing specific guidance on how to improve, and not just tell students when they are wrong
- is framed to encourage and support further effort
- is given sparingly so that it is meaningful
- is supported by effective professional development for teachers.





Personal reflection on my teaching practice...

Reflective practice provides a means for teachers to improve their practice to effectively meet the learning needs of their students. Brookfield succinctly describes the advantages of reflective practice to teachers as:

- It helps teachers to take informed actions that can be justified and explained to others and that can be used to guide further action.
- It allows teachers to adjust and respond to issues.
- It helps teachers to become aware of their underlying beliefs and assumptions about learning and teaching.
- It helps teachers promote a positive learning environment.
- It allows teachers to consciously develop a repertoire of relevant and context specific strategies and techniques.

It helps teachers locate their teaching in the broader institutional, social and political context and to appreciate that many factors influence student learning.





This strategy is demonstrated when the teacher:

- provides feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence

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- gives timely feedback, acknowledging areas well-handled and suggesting areas for improvement

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- structures feedback to support further learning

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- organises a variety of audiences to provide feedback

Personal reflection on my teaching practice...





- uses student assessment data as a source of feedback on the effectiveness of their teaching practice.

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This strategy is not demonstrated when the teacher:

- provides feedback that is about the person (such as, 'you are my best student') or vague (such as, 'good job')

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- only provides feedback about students' performance in formal, summative assessment situations, without the opportunity for students to refine and develop understandings on the basis of instructive feedback.

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This strategy is demonstrated when students:

- understand what they need to do to improve

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- feel encouraged and supported to achieve the learning goals

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- use feedback to monitor and self-regulate their learning.

Personal reflection on my teaching practice...





Continuity of practice

Teachers provide students with feedback on strengths and areas for improvement.

To progress learning, teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement, relative to their learning goals and their needs.

All teachers use formative and summative assessment strategies, and provide students with timely feedback that supports individualised learning.

Teachers use assessment data as a source of feedback on their teaching practice, implementing changes and interventions where and when required.

A range of comprehensive assessment data provides the basis for regular feedback to students and parents.

Teachers strategically gather and analyse assessment data to reflect on their practice. Student feedback is actively used to inform teaching.

