Feedback Toolbox

The 3 Fs: Feed-up, Feedback and Feed-Forward

Key Question 1: Laying the foundations - What could I do as part of the planning process?	Key Question 2: What could I do during the lesson?	Key Question 3: What could I do after the lesson / the next lesson / future lessons to move learning forward?
Feed-up: Before feedback can be given, children need to know the learning intention(s). Feed-up clarifies for the children 'Where am I going? What are the goals?' This information sets the context for feedback.	**Feedback:** Feedback itself focuses on monitoring and assessing learning progression in relation to the learning intention or task. It is about 'How am I doing? What progress is being made towards the goals?' Feedback may include aspects of feed-forward too.	**Feed-forward:** This relates to the next steps required for improvement on a specific task or learning intention. It is about 'Where to next? What activities need to be undertaken to make better progress?'
EEF recommendation: Teachers should lay the foundations for effective feedback with high-quality initial teaching that includes carefully planned formative assessment.	**EEF recommendation:** Teachers should plan for how children will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.	**EEF recommendation:** Teachers should deliver appropriately timed feedback which focuses on moving learning forward.
Toolbox: ● Create a culture where feedback is valued ● Plan high quality initial instruction based on Rosenshine's Principles of Instruction ● Plan opportunities for discussion, review and feedback at each part / 'chunk' of the teaching process ● Plan a teaching sequence for developing independence (Explain -> Model -> Scaffold -> Practice) ● Plan time for mini-plenaries within the lesson structure ● Plan to use high quality models in your delivery ● Plan to have models ready to support feedback (this may also include possible misconceptions) ● Plan opportunities to model the metacognitive strategies you want children to use themselves ● Use clear, precise and age-appropriate learning objectives ● Use Success Criteria or Steps to Success in order to provide specific, focused feedback ● Plan assessment opportunities across a unit of work to inform feedback ● Plan 'Challenge' or Deepen the Moment' tasks and have them ready to give to children as their 'next step' ● Ensure children understand feedback expectations, marking codes and use red pen when feedback has been given	**Toolbox:** ● Provide formative assessment opportunities during every lesson (AFL): effective targeted questioning; TTYP; all student response systems; use of mini-whiteboards; carefully designed tasks; informal quizzes ● OWL (observe, wait, listen) ● Provide genuine and specific praise ● Refer directly to the Success Criteria ● Provide live, 'in the moment', group or whole class verbal feedback - focus on common areas of development ● Provide live, 'in the moment', individual feedback ('pen in hand' marking) - focus on the 'biggest win' ● Provide live, 'in the moment', marking (questions, quizzes, tests) - focus on common errors ● Feedback part way through the task or lesson (these are planned 'mini-plenaries' or 'learning stops') ● Feedback at the end of the task or lesson ('plenary') ● Self or Peer Marking (marking stations, tick their answers with a different coloured pen) ● Self or Peer Assessment (against explicit Success Criteria or more generally e.g. 'three stars and a wish') ● Focus on metacognitive and self-regulatory approaches when feeding back ● Complete an assessment and feedback grid during lesson When appropriate, children use a red pen after individual, group or class feedback has been given during the lesson.	**Toolbox:** ● Look through books during and after the lesson (put them into 'piles') ● The next lesson is the next step: adapt the next lesson based on what you have seen and heard (e.g. add, alter or amend tasks, plan groupings, rehearse explanations, use new models and images) ● Identify whether children have made slips or misconceptions (the latter requires re-teaching) ● Plan 'consolidation' tasks to ensure children have demonstrated secure understanding before moving on ● Plan to review or retrieve pre-requisite or 'important' knowledge at the start of the next lesson (retrieval) or future lessons (spaced learning) When appropriate, children use a red pen after individual, group or class feedback has been given at the start of the next lesson. There is no expectation for teachers to provide written comments in children's books after the lesson. However, it should be clear in a child's book that a teacher is regularly assessing their level of understanding and adapting the provision accordingly for individuals, groups and the whole class.