



## Beginning Teacher Resource

# Providing Effective Feedback

Feedback is the connection that exists between assessment and learning. It is the information and advice provided to the student about a particular piece of work or performance associated with specific learning outcomes or goals. **Quality feedback is a process** that should enable the student to refocus or redirect learning and empower the student to reflect on their performance to improve the quality of future work or learning outcomes.

### Why do it?

*Research confirms that effective feedback significantly improves student learning (William, 2010).*

Studies on feedback typically demonstrate an acceleration of more than fifty per cent in learning. It is a cost-effective approach that can be implemented in any educational context and narrows the gap between high and low-achieving students. It also leads to increased student effort and improved student self-regulation. At a teacher level, feedback provides an evidence base about student learning related to learning outcomes and the curriculum, so that you can understand the impact of your teaching and adapt if needed.



### What does **effective feedback** look like?

- Connects specifically and clearly to learning outcomes or goals.
- Based on evidence of learning.
- It is timely.
- Focuses on improvement strategies.
- Encourages the student to reflect.
- Informs a student's understanding or performance to propel them to improve learning.
- Is more than a grade.
- Includes consideration of the questions\*:
  - Where is the learner right now?
  - Where is the learner going?
  - Where to next?

\* Feedback must answer one or more of these questions for the student.



## Levels of feedback

1. The activity level: task level performance feedback.
2. The process of learning: feedback on what the student had to do to perform the task.
3. Management of the student's learning: self-monitoring feedback.
4. Feedback on the student as an individual: personal characteristics.

## Types of feedback

**Feedback can come in many forms:** oral or written, formal or informal, evaluative or descriptive, formative or summative, student peer feedback, student self-reflection or teacher feedback. It is up to you as a teacher to decide on the best form of feedback at the right time.

For more information, refer to [Strong Start Great Teachers – Types of feedback](#).

## Practices and strategies to enable feedback

1. Link feedback with instruction.
2. Put the focus on learning intent.
3. Intervene at the right time.
4. Make sure the feedback gets the student thinking.
5. Ensure you allow time to enable the student to implement feedback.

For more information, refer to [Strong Start Great Teachers - feedback practices and strategies](#).

## What can feedback look like in my classroom?

Take a look at some illustrations of practice demonstrating feedback.

[Learning through feedback](#)

[Explicit teaching and feedback](#)

[Trialing feedback practices](#)

## Have a question?

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## Find out more at:

[Strong Start Great Teachers/  
Feedback to students](#)