

Feedback

Prep–Year 10

Feedback provides meaningful information about students' strengths and areas for improvement to support them to progress their learning. The aim of effective feedback is to reduce the gap between where the student is now and where they need to be.

Characteristics of effective feedback

Feedback does not exist in isolation. To progress a student's learning, feedback needs to be connected to curriculum, teaching, learning and assessment. Effective feedback is:

- ongoing
- individualised
- clear, and in language that is easily interpreted by the student, e.g. age-appropriate
- timely, so the student can act on it and adjust their learning
- collaborative, so that the teacher can work with the student and their parents/carers to support the student's learning
- delivered in a way that supports the student to reflect, act on the feedback and build their capacity for self-assessment.

To make a difference, feedback should:

- be linked to learning goals/intentions
- provide opportunities to draw out student thinking and understanding
- provide opportunities for students to analyse errors and misconceptions
- encourage students to develop a growth mindset, e.g. 'This task is challenging, but I can do it'
- increase motivation and engagement, and support students to identify the next steps in their learning.

Effective feedback answers one or more of these questions for the student and their teacher:

- Where am I going? — Set appropriately challenging learning goals.
- How am I going? — Relate evidence of student learning, skill development and where they are right now.
- Where to next? — Support next steps to progress their learning.



Considerations for teaching and learning

Feedback opportunities need to be provided at multiple points in the teaching, learning and assessment process. Positivity and trust built through effective feedback encourage students to feel safe, struggle through appropriately challenging tasks and see the value of mistakes as opportunities to learn.

Strategies to enhance feedback include:

- establishing a classroom culture that is conducive to giving and receiving feedback
- providing regular and timely feedback loops to support students' engagement and motivation
- selecting teaching and learning strategies that support students to act on the feedback provided
- modelling strategies for giving, receiving and acting on feedback to students
- using self and peer assessment so students can review their own and each other's work
- providing feedback in a variety of modes to accommodate student diversity, e.g. written, digital, face-to-face conference or a combination of modes
- adapting the presentation of feedback to suit the environment students are using for their learning, e.g. annotating online work, screen recording, conferencing, using web-based or device-based applications.

Examples and specific strategies include:

- student-teacher conference or group conference
- informal check-ins with verbal feedback to support student progress
- self-feedback or using self-assessment, e.g. proficiency scales, checklists, feedback sheets, rubrics or online questions/tests that provide immediate feedback
- peer-feedback e.g. students providing feedback on each other's work using interactive activities, audiovisual tools or structured questions and exemplars
- feedback frames, e.g. stars and stairs, traffic lights, two stars and a wish and two goals and one for training
- real-time group feedback, e.g. using interactive technology, analysing common errors, polls, online surveys, clicker questions
- prioritising the aspects of feedback that are most important, so students know where to start to act on feedback.

[The Australian Institute for Teaching and School Leadership](#) provides advice, strategies and resources to support teachers and schools to implement feedback effectively.



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