## What is feedback?

* Feedback is a way for students and teachers to inform future learning.
* Feedback is an opportunity for students to identify strengths and possible improvements in their work. It focuses on a student’s achievement of overall expectations and promotes a culture of school success.
* Feedback is also an opportunity for teachers to reflect on student learning and understanding, and to consider how to adjust instruction to meet student needs.
* The role of the teacher is a coaching role — to reinforce what has been done correctly and focus students on improvement and success.
* Feedback is essential — students and teachers both benefit from receiving information that helps them reflect on their role in learning.

## How can feedback be given to students?

Feedback should come from a variety of sources and in a variety of forms:

* Teachers: Teachers can ask questions or make comments that help students reflect on their learning.
* Study guides: Teachers could make a simple self-help guide of common problems students might face completing a particular learning activity, with suggestions about how these might be solved.
* Real audiences: Learning activities in real situations often provide immediate feedback — for example, a student speaking Chinese to a background speaker of Chinese will receive immediate feedback about whether they are understood.
* ICT: Some computer programs and software applications can provide rapid, frequent and consistent feedback to students for particular learning activities.
* Classmates: Encourage students to comment on classmates’ work using feedback frameworks and questionnaires.
* Students: The goal of feedback is to help students become independent learners — students should have opportunities to record their own progress and monitor their own learning.

## When should feedback occur?

* Immediate feedback is best — the best feedback is ongoing and purposeful.

## What does good feedback to students look like?

* Assessment feedback goes beyond a simple mark or grade — comment on the strengths of students’ achievement grades and on the areas in need of improvement. Assessment feedback is more helpful if the specific elements of knowledge and skills are identified, and specific suggestions are provided.
* All feedback should use descriptive language that helps students assess their progress and to understand how to achieve learning and assessment expectations.
* Feedback involves students — they should have opportunities to ask follow-up questions, share their learning observations or experiences, compare opinions, and relate their learning to their lives outside school.
* When giving feedback, teachers should be focused on progress. Emphasise the student’s continuous progress relative to their previous achievement and to the learning expectations — avoid comparing students with their classmates.
* Make feedback personal — excessive public feedback can create a competitive or ego-oriented classroom environment.
* Vary the feedback — provide feedback in a number of ways (including verbal and written feedback) and use a variety of words to describe student work.
* Praise is a powerful form of feedback.