|  |  |
| --- | --- |
| DO’s | DON’TS |
| * subject specific feedback *(rich language that can be transferred from teacher to learner)*
* personalised feedback
* non- specific holistic feedback (Tallis habits) recognising students working habits, behaviour and learning difficulties
* positive feedback that recognizes successful achievement and or effort at appropriate and relevant times supports teachers high expectations and allows students to feel valued
* individual progress
* a combination of formative and summative assessment
* if you are asking peers to give oral feedback give specifics to look for to support constructive and non judgmental feedback
* affirming comments about future behaviour
 | * Ineffective use of grammar or subject specific language
* irrelevant feedback that does not support the task at hand
* feedback that recognizes more able students whilst also undermining the interest and enjoyment of a less able student
* only focusing on summative assessment
* generalised feedback
* Over use of positive feedback (praise) less of an impact loses meaning
* allowing students to comment on each others’ work without specific objectives can increase judgmental and irrelevant feedback
* too much emphasis on past effort, behaviour and learning
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Positive Constructive Feedback

*“The teacher must first consider the students difficulties before giving feedback”*

***(learning needs, learning behaviour, self-confidence, work ethic, motivation)*** *Chris Kyriacou*





**IMPACT**

Low self-esteem

Disengaged

Comparing themselves to other students

unnecessarily

Demotivated work ethic

Under valued as a student

**IMPACT**

Self-confident

Engaged

Curious

Independent

Increased growth mind-set

Valued as a student