|  |  |
| --- | --- |
| 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 |

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