



Formative Feedback – A Brief Guide

As part of our School Self Evaluation for 2018-2019 in Our Lady's, we are focusing on the practice of **formative feedback**.

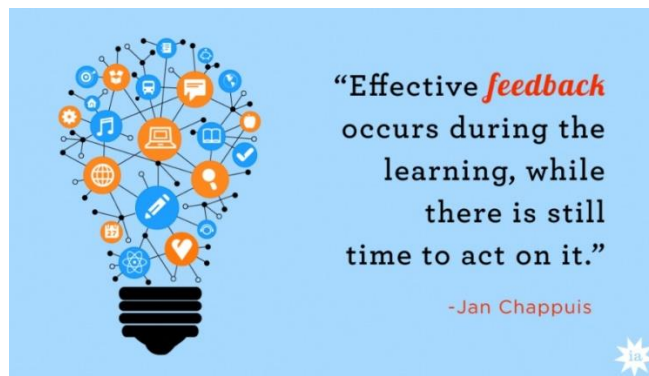
We know from the research that **feedback** is the most important thing a teacher can do to improve student achievement.

“The most powerful single moderator that enhances achievement is feedback.... It means providing information about how and why the student understands and misunderstands, and what directions the student must take to improve.”

- John Hattie, Influences on Student Learning.

Feedback is critical to improving learning as it both **influences students' motivation to learn** and their **ability** to do so.

What is formative feedback?



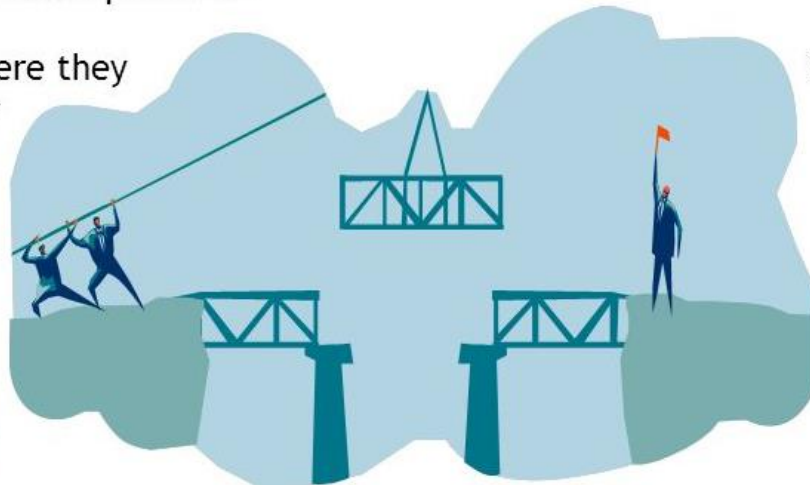
Formative feedback is a key pillar of **Assessment for Learning**. It is feedback that a teacher gives to a student on a piece of work that contains information about the extent to which the goal or target has been met, acknowledgement of what has been done well and guidance on how to improve.

Characteristics of formative feedback

Feedback should provide:

evidence on where they
are now

the desired goal




some understanding of how to close the gap



Why we are focusing on Formative Feedback

Research shows the positive impacts of formative feedback on the learner:

- ✓ Effect on self-esteem: student feels accepted, and that their efforts are being recognised and valued. Self-esteem and commitment tends to rise and there is increased emotional involvement in tasks.
- ✓ Consequent learning strategies: deep learning is more likely aimed at understanding and improvement. Student focus is on the goals, assessment criteria and task. As esteem comes from effort, not comparative attainment, **students are prepared to take risks and accept challenges.**
- ✓ Learning theory: adaptive and blame free learning theory. 'Effort is the key and it's up to me'. 'Mistakes are useful as they help me learn'. 'Learning is an end in itself.'
- ✓ Effect on lower achievers: increased interest, effort, persistence, self-esteem and self-belief. In time: learned resourcefulness. 'There must be a way around my difficulties and if I find it I will succeed'. Learning depends on time, effort, corrected practice and using the right strategies.

- NCCA: Focus on Learning: Formative Feedback.  NCCA