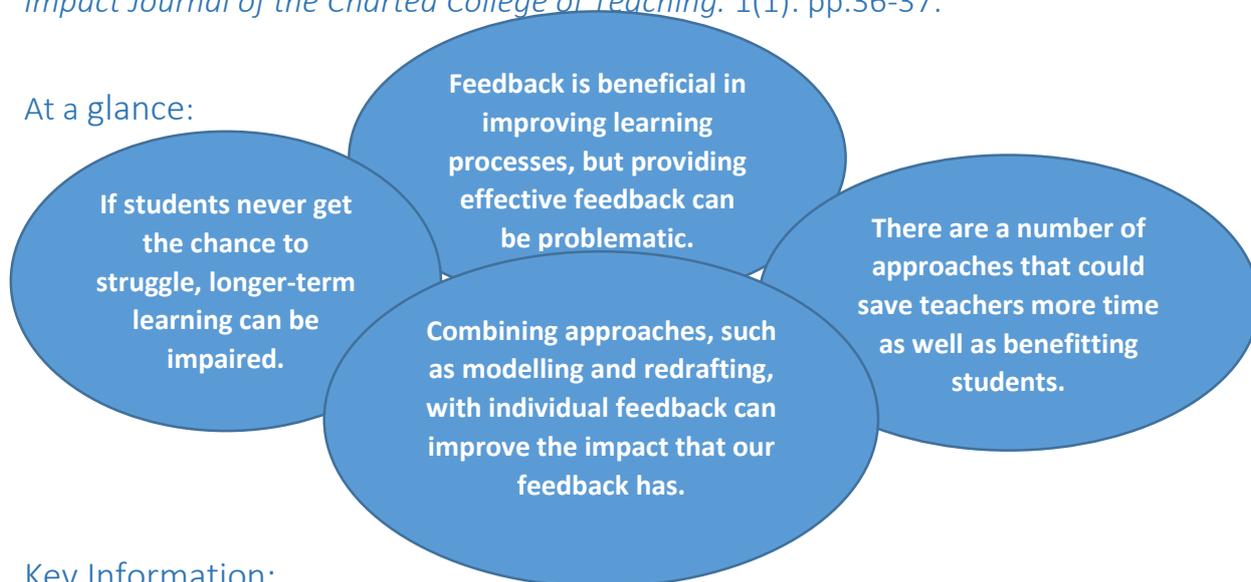


Practice Makes Perfect.

Fletcher-Wood, H. (2017) Guiding student improvement without individual feedback. *Impact Journal of the Chartered College of Teaching*. 1(1): pp.36-37.

At a glance:



Key Information:

- Individual feedback, often in the form of marking, can improve students learning processes when used effectively. Unfortunately, timing in lessons can mean that individual feedback is misunderstood or not engaged with by all students.
- There are several strategies that we can implement to improve the effectiveness of feedback. Re-teaching to challenge misconceptions, is an efficient way of dealing with knowledge gaps. Using fresh examples will support struggling students and develop those that have understood. Revisiting goals will enable students to focus on their outcomes before reviewing their feedback.
- Practice in different forms is key to helping students respond to feedback effectively. In order for long-term retention to occur, it is necessary for students to work through their misconceptions.

Ways that you can use this in your classroom today:

- Provide checklists for students to highlight where they have knowledge gaps. This is helpful for both them and you.
- Remind students of the learning objectives and outcomes before they respond to feedback.
- Provide models of work in lessons and improve these together and independently. Again, this clarifies the intended outcomes before students respond to feedback.

Further Reading:

Elliott V., Baird J., Hopfenbeck T., Ingram J., Thompson I., Usher N., Zantout M., Richardson J. and Coleman R. (2016) *A Marked Improvement? A Review of the Evidence on Written Marking*. Oxford: Education Endowment Foundation.

Kluger A and DeNisi A (1996) The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin* 119(2): pp.254-284.