

What does effective feedback look like?



Direct Link: [Effective feedback - Mick Walker](#)

Transcript: [Effective feedback - Mick Walker](#)
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When sharing feedback with pupils, you need to consider carefully what it is you are wanting the pupil to change, and then be specific in what you ask them to do. This applies to individual and class written or verbal feedback. As highlighted by Mick Walker, there is often lots of feedback that you *could* give to a pupil. However, skilled teachers identify what feedback will have the biggest impact and then share it with pupils in an effective way.

John Hattie and Helen Timperley, authors of 'Visible Learning', believed that there are four levels of change possible from a piece of feedback (either written or verbal). What you want pupils to change will dictate what level of feedback you give. The levels range from asking them to make changes to the task itself, to changing a pupil's view on their own learning.

The four levels are:

- **Task:** How can the task be completed or improved.
- **Process:** How can I do better at tasks like this?
- **Self-Regulation:** How can I manage myself to be a better learner?
- **Self-Evaluation:** How good am I?

(Hattie and Timperley, 2007)

Below are examples of how each of these four levels of feedback may look in practice.

Task

Example: *Rewrite your answer to question 3 removing the brackets at step 2.*

This type of feedback is directive and helps to improve the current task. However, its effects are limited as pupils are unlikely to be able to transfer this correction to other tasks.

Process

Example: *Always underline key words in the question, then write a plan linked to them.*

This level of feedback helps pupils to understand underlying features of success in the subject and supports them to transfer their skills.

Self-Regulation

Example: *Which strategies that you used today worked well? Why?*

This is about helping pupils to understand more about how they learn by helping them to self-monitor, recognise how well they are doing, and to think about how they can respond to improve their own learning.

Self-Evaluation

Example: *You are great at maths.*

Pupils like praise and it may help to motivate, but praise based on the pupil has little effect on learning, as it offers no useful information about how to improve.

Research into the use of these targeted levels of feedback has concluded that consistent feedback of any one type is insufficient. If feedback is too task-focused, pupils will have difficulty transferring their new knowledge to other concepts. If it is too general, they may have difficulty applying it to specific tasks.

The most powerful approach therefore is to offer **balanced feedback** that links types – task, process and self-regulation.

The examples below show how the balance of levels could be shared with an individual in either verbal or written form.

Example 1

‘Correct question 3 – check the steps again to see where you went wrong. What will you do differently tomorrow?’

This piece of feedback, given as written or verbal, is broken down into **task feedback** and **self-regulation**.

Example 2

Look back at your checklist for creating a bar chart. You have missed out a crucial step – can you identify and change it on the graph?

This piece of feedback can be broken down into **task** and **process**.

Example 3

One of the animals you ticked doesn’t live in a cold place. How can you use our display to help you remember which animals live in the cold?

This piece of feedback can be broken down into **task** and **self-regulation**.

When you are deciding what feedback to give a pupil, consider what you want them to change, then help them to make that change by giving them feedback that targets that level. Ensure that your feedback is accurate, clear and provides specific guidance on how to improve.

Once you have decided **what** you want them to change (e.g. something to do with the task), you then have a decision to make about **how** you will share that feedback.