

Verbal feedback

It is important to highlight that written marking is only one type of feedback. Verbal feedback is one of the most commonly used forms of classroom feedback. It can be provided on written work in the form of re-teaching misunderstandings or intervening and guiding pupils through the lesson. Using verbal feedback can mean you can address misconceptions and give immediate correction in-lesson.

In many instances, verbal feedback will be given to individuals. You have seen examples of how to do this effectively when responding to questions and answers in Module 3, or when monitoring independent work and balancing the levels of feedback you should give in Module 4. However, giving group verbal feedback is also highly effective.

Group verbal feedback

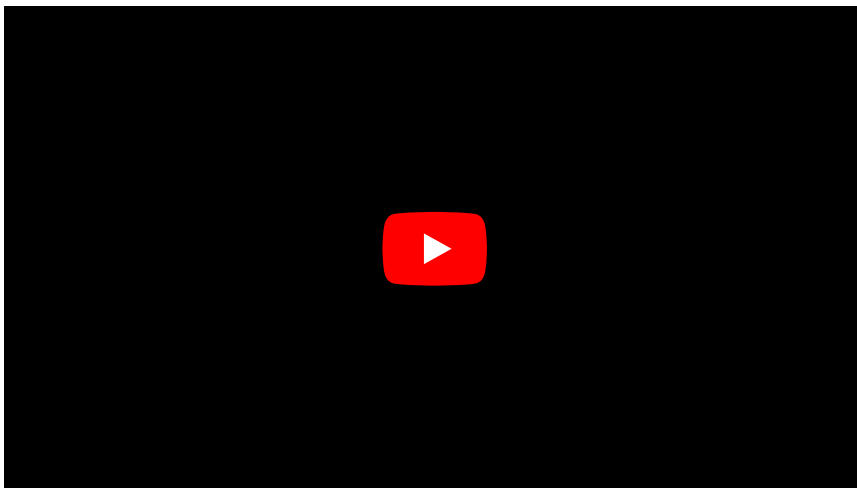
Group verbal feedback is about giving targeted verbal feedback towards a group of pupils or whole class. The teacher would read through a set of books and take notes on how the whole class have responded. Then, in the next lesson, the teacher responds to the most frequent issues that came up by giving general feedback to the class or group.

The teacher may select one pupil who has done well as a model of what they are looking for. Alternatively, they could select a pupil's work that could be a model for responding to the feedback. Either method would support pupils to build a mental model of how to act on the feedback.

A further method of using group feedback would be to provide immediate correction by stopping the whole class (or group) to address a common misconception you have seen arising.

Below are two videos of group verbal feedback in action.

Early years



You will have observed this clip of Bethan earlier in this module and in Module 1. This time, watch how she uses group verbal feedback.

Direct Link: [Group Verbal Feedback Early Years](#)

Direct link to an audio described version of this video: [Group Verbal Feedback Early Years](#)

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Primary



Direct Link: [Group verbal feedback - Primary](#)

Direct link to an audio described version of this video: [Group verbal feedback - Primary](#)
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There are three ways that giving group feedback can be implemented:

1. Reteaching

Reteaching allows you to challenge misconceptions or knowledge gaps.

For example: In maths, pupils are consistently forgetting to complete the final step of solving a word problem (which is to re-read the problem and answer the question). Initial teaching can be repeated here with the use of fresh examples and reminders of the steps.

2. Revisiting models of good work

Revisiting models of good work allows pupils to compare their work to a successful model and improve their work against it.

For example: Helping pupils identify missing features of a writing genre. Reviewing models allows pupils to improve their work and understand what success looks like.

3. Revising process

Revising process allows pupils to understand the thought process and choices which help to create good work.

For example: Taking a weak answer (or creating one yourself) and modelling the rewriting or correcting of it on the board.

Hear from Secondary English and Drama teacher, and teacher educator, Elizabeth Carroll, as she explains why she finds group verbal feedback such an effective strategy.



Direct Link: [Group verbal feedback](#)

Transcript: [Group verbal feedback](#)

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Over to you!

Reflect on your answers to the following question and record your thoughts in the [notes tab](#) (or your own notebook).

Consider the lessons you will deliver this week, and the subsequent marking you will need to complete.

Rather than writing a comment on every book, could you instead plan to give group feedback highlighting things that went well across the class, and drawing attention to the area(s) for pupil to focus their thinking on again?