

Introduction

In this module you have covered how and why classroom assessment supports effective teaching. The information that assessment provides, to both teacher and pupils, supports learning and is one of the highest leverage classroom strategies to support learning (EEF, 2016).

Feedback generated through assessment gives a teacher a window into their pupils' minds and is used to shape the learning journey, for example to identify misconceptions. For pupils it provides motivation and helps them to understand the processes that have contributed to success. The session: [Making feedback purposeful and manageable](#) included specific feedback strategies that were purposeful and manageable related to written feedback and symbol marking.

The purpose of feedback is to guide learners towards their learning goals. In many classrooms, feedback is provided continuously in the form of verbal (or oral) feedback as well as written feedback. However, a large review by Kluger and DeNisi (1996) of the literature on feedback across a range of disciplines and sectors found that in one third of the feedback interventions, the feedback lowered performance. Therefore, a key message from this review is the importance of the **quality of the feedback** being provided.

Written feedback can provide clear and actionable feedback to support progress and attainment. However, it can also generate significant amount of teacher workload as highlighted by the Department for Education's Workload Challenge survey (DfE, 2016). The Independent Teacher Workload Review Group recommended that marking should be driven by professional judgement and be 'meaningful, manageable and motivating', as explored in [Making feedback purposeful and manageable](#).

Aim and focus of the session

The aim of this session is to further your understanding of the properties of effective written feedback. You'll consider the weight of evidence surrounding written feedback as well as consider other research-informed strategies. It is important that any strategy utilised improves pupil outcomes but not at the expense of teacher workload and wellbeing.

By developing your understanding of the research underpinning feedback strategies, you will be better able to critically reflect on the approaches you and your colleagues take to support pupil learning.

Depending on phase and setting, you may not utilise written feedback routinely or at all. However, it is still beneficial to reflect on the weight of research evidence that informs routine practice in other classrooms as you become a more research-informed practitioner. The section 'Application to Practice' will include an activity that can be adapted if you do not utilise written feedback heavily in your classroom.

You may find your school or trust has adopted many of the recommendations within the report and therefore this session will help you understand the rationale behind your school's policies. You may wish to consider and discuss with your mentor how you could adapt your own practices within the bounds of your school's policies.



Reflection:

Reflect on what adaptations have been made or could be made within your classroom and what practices you may wish to take forward in the future.

You may wish to use the [notes tab](#) (or your own notebook) to record your reflections.