

# Application to practice

When considering how to apply this research to your own practice, it is useful to consider it from the perspective of 'opportunity cost'. This is a concept used to consider the time spent on an activity that results in less time doing other activities.

You may have decided to spend five minutes providing detailed, written feedback for each pupil in a class. However, in a class of 30, this would represent 2.5 hours of written feedback that could have been time spent evaluating lessons and planning.

## Strategies to reduce the opportunity cost of written feedback

We will consider the strategies, including those covered in Module 4, Session 4, and how these may reduce the opportunity cost of your written feedback.

### GROUP FEEDBACK

Group feedback, also known as whole class feedback, is providing corrective feedback that is responsive to your observation of pupils' written work. You may have conducted this review during the lesson by visual observation of pupils' work or by reviewing books outside of the classroom. You could ask for a selection of pupils to read out several responses and use this as an opportunity to provide corrective feedback to all pupils. Oral feedback has been shown to have positive impact both on learning and on engagement, particularly those from disadvantaged backgrounds.

As evidence indicates the impact of acknowledgment marking is low, you may wish to consider using a group feedback template. Instead of writing in every book, one template is completed, as the teacher reviews each book in turn or a sample of books. This allows the teacher to review more books in a shorter period.

Reviewing the books in this way, provides you with important informative assessment information; the feedback sheet can then be used to collate key errors and misunderstandings that can be corrected as a group.

The example below is designed to be shared with a class on screen, highlighting what the teacher values in pupils' written work which can help build their self-regulation. The template also support the DIRT (Directed Improved and Reflection Time) tasks.

Below is an example of a whole-class feedback grid:



Open image in a new window: [Whole class feedback](#)

### LIVE MARKING

Live marking is the act of providing written feedback to pupils within a lesson. . Whilst other pupils are engaged with an activity that does not require your immediate assistance, you may select to review the work of a small number of pupils. Depending on your key stage, you may wish for the pupil to summarise and write down what you have discussed for their future reference.

A similar strategy is to use a visualiser to live mark a piece of work in front of pupils. During this exposition, you can be very flexible in how you support pupil progress. For example, you could identify misconceptions, praise strengths and identify next steps.

As covered in Module 3, modelling with the use of a visualiser is an effective teaching strategy for several reasons:

- Pupils gain insight into your expert mental model, thereby supporting the development of their own mental models
- Pupils' metacognitive strategies are developed, as they reflect on the features of high-quality work
- More teacher marking time is focused on subject-specific content
- Research suggests that immediate feedback following the completion of a task is more effective for pupils than delayed feedback

Both of these live marking strategies will provide you with in-lesson insight into the quality of the written responses for a small sample of the class and allow you to adapt your teaching accordingly.

### PRE-EMPTIVE ROUTINES AND MARGINAL GAINS

If you find that you are providing repetitive feedback to pupils, you may wish to consider introducing additional instructions and routines within your classroom. For example, you could introduce a standard format for pupils to lay out their work, or a method of checking that a pupil has put their name on a piece of work prior to handing it in. By establishing these as routines, and maintaining standards, you will be able to reduce the amount of time you spend providing generic feedback on presentation or organisation.

The notion of marginal gains is making small improvements to a process that can add up to reduced opportunity cost when providing feedback. [Marking codes](#) are a good example. Time spent reflecting and making small changes to your

feedback can accumulate to considerable gains in time. Such changes could include ensuring pupils leave their books open on the page you wish to review or highlighting commonly misspelt words with the whole class and asking pupils to self-assess against the list of commonly misspelt words.

## **PRAISE**

It does not appear beneficial to provide praise that is not genuine as highlighted on page 14 of 'A Marked Improvement'. Therefore, time invested in providing written praise alongside feedback can dilute the power of the feedback. However, in Module 1 you learnt [how praise can motivate pupils](#) and support learning challenging material. Therefore it is important to consider how you deliver praise and feedback and whether pupils can easily distinguish between the two.

Whilst it may feel appropriate to give praise to motivate pupils, it can be detrimental to learning. It can also promote 'learned helplessness' whereby pupils perceive themselves to have a lack of ability. In the case of a low achieving pupil, praise can also convey a message of low expectations (Coe et al, 2014).

## **RESPONSIVENESS AND CORRECTIONS**

As previously mentioned, immediate feedback following the completion of a task is effective, and further research suggest that immediate feedback allows pupils to overcome the negative experiences of making an error quicker. Furthermore, the 'negative suggestion effect' indicates that when we see or hear an incorrect, but plausible response, this response may be stored in the long-term memory. This could therefore be mitigated by rapid feedback and avoid establishing or deepening misconceptions.