

PD @ The Pub – Assessment on the GO

Effective feedback is at the heart of good teaching. John Hattie's comparison of an enormous range of school change initiatives identifies effective feedback as one of the most important aspects of the work of highly effective teachers. (Hattie 2003) Dylan Wiliam's work on assessment for learning has similarly recognised the importance of meaningful feedback in the classroom (Black and Wiliam's, *Inside the Black Box*, 1998) **Feedback ensures students aren't just taught –it helps them learn.**

Too often when we talk about feedback we end up talking about yet another thing for which teachers are responsible. However students have a very significant role to play in the feedback process. **Feedback is a two way process, or it isn't feedback.** Indeed students doing their share of this work not only signals to them that they must take real responsibility for their learning but research suggest that this is when feedback is most transformative. (Hattie 2009 p173)

The organizing principle here is that feedback needs to be fast, formative and frequent. *Classroom feedback that teachers can quickly illicit and immediately respond to allows students to easily modify their work.* Recent research suggests that this kind of ongoing formative feedback can be much more instructive than one-off formal testing. Dylan Wiliams argues that the assessment process should happen "minute by minute, and day by day, not at the end of a sequence of learning." He notes that this focus on small, flexible forms of everyday feedback is transformative for educators

Roughly speaking teacher feedback works best when:

- It avoids feedback about the self. (Feedback in the form of personal praise or criticism doesn't give students much information about how to improve their response, or a scaffold to follow to achieve their goal.)
- It provides students with clear strategies about how to successfully complete a task.
- When it helps students recognize the higher order learning in a task, helping them see what aspect of their approach for this task they can apply in another context.
- Good feedback provides students with cues about how best to achieve a self-regulated, independent approach to their studies.