Explicit teaching strategy
Using effective feedback

Teacher feedback

Technique guide

Overview

When learning is new or complex, teacher feedback is needed **as** the schema is developing – as opposed to after. Early and frequent feedback during the learning process can avoid misconceptions and inaccurate schema.

Teachers vary feedback based on a student's schema development. Those with less developed schemas benefit from more scaffolded feedback, while those with stronger schemas require less scaffolding.

Teachers can strategically circulate throughout the classroom, tracking student progress in relation to the learning intention and success criteria (Lemov 2016, Wiliam 2018, Elliot et al. 2020). Short, actionable feedback during the lesson allows students to practise the correct application of knowledge and skills and develop accurate schemas.

Whole-class feedback can efficiently ensure all learners receive feedback during the lesson (Hendrick and Macpherson 2017). During circulation, teachers may identify common misconceptions and errors which can be used as stimulus to provide whole-class feedback. The teacher confirms that all students understand how to identify and address the error, re-teaching if needed (Christodoulou 2019).

Key considerations:

- Teach students how to recognise and use feedback by modelling, explaining and demonstrating how to understand and apply feedback (Brookhart 2017).
- Efficiency of feedback while circulating could be enhanced by planning concise, actionable statements targeting common misconceptions or errors.
- Adequate time and support must be offered for students to apply the feedback (Brookhart 2017; Hattie and Clarke 2019).
- When including feedback routines, teachers should consider the cultural, social and emotional contexts of their classroom.
- When a student's knowledge is accurate, reliable and secure, the teacher may choose to use other forms of feedback such as peer and self.

> *To make the feedback effective, teachers need to make appropriate judgments about when, how, and at what level to provide appropriate feedback'.*
>
> (Hattie and Timperley 2007:100)

Classroom application

Scenario – Stage 3 Science

A Stage 3 science class is learning to use Tier 2 and Tier 3 language to describe and explain the function of the digestive system. After developing a learning intention and success criteria, the teacher considers some misconceptions that can be anticipated. The teacher also considers what short and actionable feedback they could use during the learning. Although students have previous experience creating written texts that explain a process, the teacher knows that effective teacher feedback is needed as the schema for the digestive system is developing. They have chosen not to use peer and self-feedback in this lesson as the learning is new. The teacher knows their feedback will ensure that students avoid misconceptions and can develop a strong schema.

The teacher strategically circulates throughout the classroom, closely tracking each student's progress in relation to the learning intention and success criteria. They scaffold feedback based on their understanding of individual student schema development.

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Classroom application

Less developed schema — *Stronger schema*

More scaffolded feedback — ***Less scaffolded feedback***

You wrote 'the windpipe moves food'. Replace 'windpipe' with the correct scientific language for the structure that moves food. Refer to the labelled diagram.	Your explanation is missing some scientific language. Use the correct scientific vocabulary to make it more precise.	Have you used the correct scientific language to explain more than one function of the large intestine? Check and see what further details you can add.

After providing individual feedback to a few students, the teacher notices some common misconceptions. They decide to use whole-class feedback as an efficient use of time. The teacher knows that simply restating the learning will not help to address this and follows the steps below:

Teacher identifies a common error many students have made → Teacher shares and/or displays the error → Students identify how to fix the error → Teacher confirms or reteaches as needed → Students identify the same error in their own work and correct

The teacher tells the class they noticed several students used the words 'chews up food' to explain the role of the stomach. They remind students that the success criteria is to use correct scientific language. The teacher writes a sentence with the error on the board, then asks students to identify the incorrect language. They provide some wait time, then select students to answer. The teacher confirms that 'chews up food' is incorrect and reteaches that food is stored in the stomach for a short time and is partly digested. The teacher gives students the instruction, 'Check your work and write the correct explanation using scientific language.'

The teacher continues to strategically circulate throughout the class to track students' progress and provides scaffolded feedback as needed.

Using effective feedback resources

https://edu.nsw.link/explicit-teaching-using-effective-feedback

More resources

Black PJ and Wiliam D (2009) 'Developing the theory of formative assessment', *Educational Assessment Evaluation and Accountability*, 21(1):5–31.
https://www.researchgate.net/publication/225590759_Developing_the_theory_of_formative_assessment

NESA – Effective feedback
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/effective-feedback

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