

# **CLOSING THE GAP**

## **EFFECTIVE FEEDBACK**

‘If I had to reduce all of the research on feedback into one simple overarching idea, at least for all the academic subjects in school, ***it would be this: feedback should cause thinking.***’

(Dylan Williams, 2011)

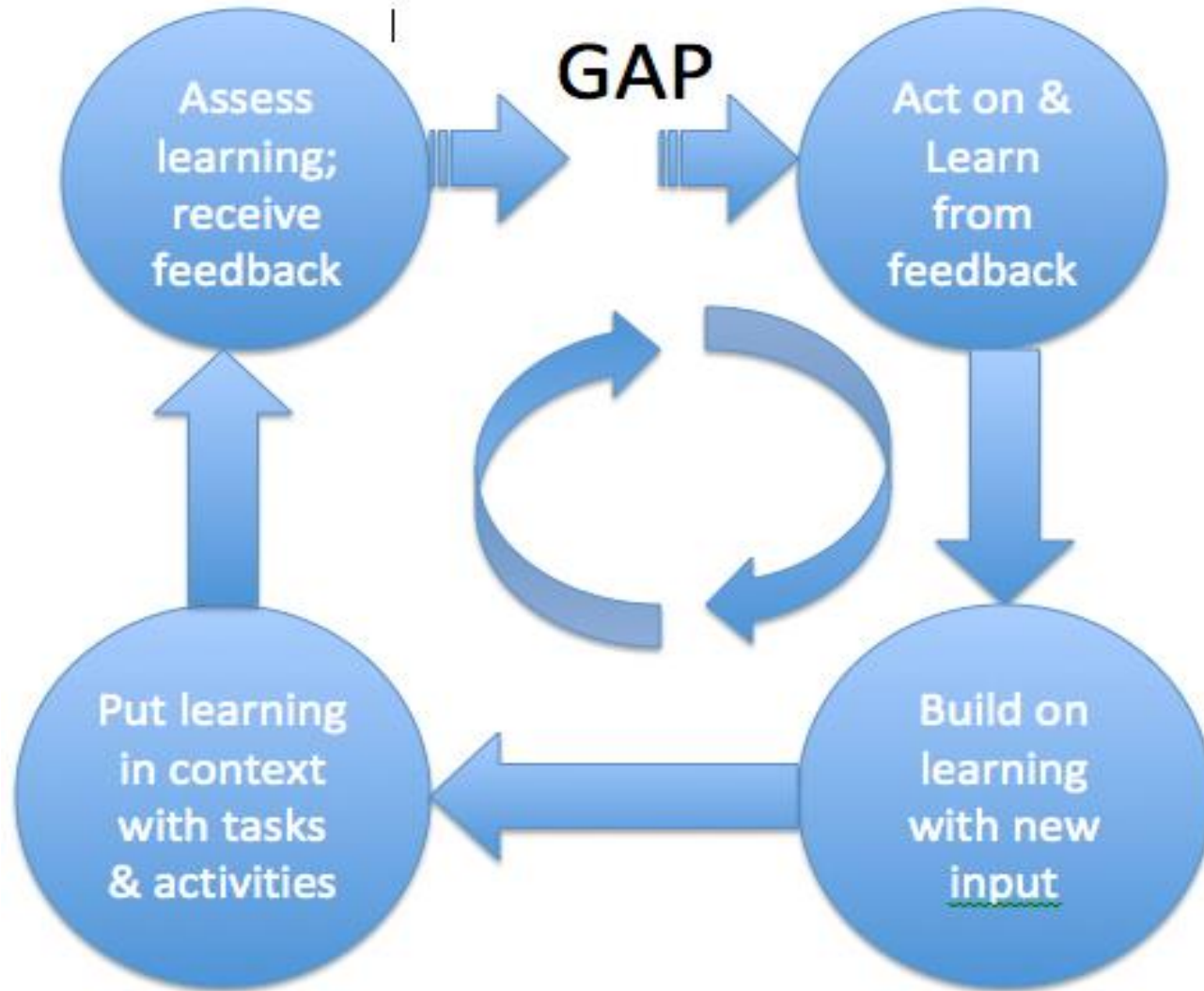
# EFFECTIVE FEEDBACK

QA shows that students receive high quality feedback from their teachers

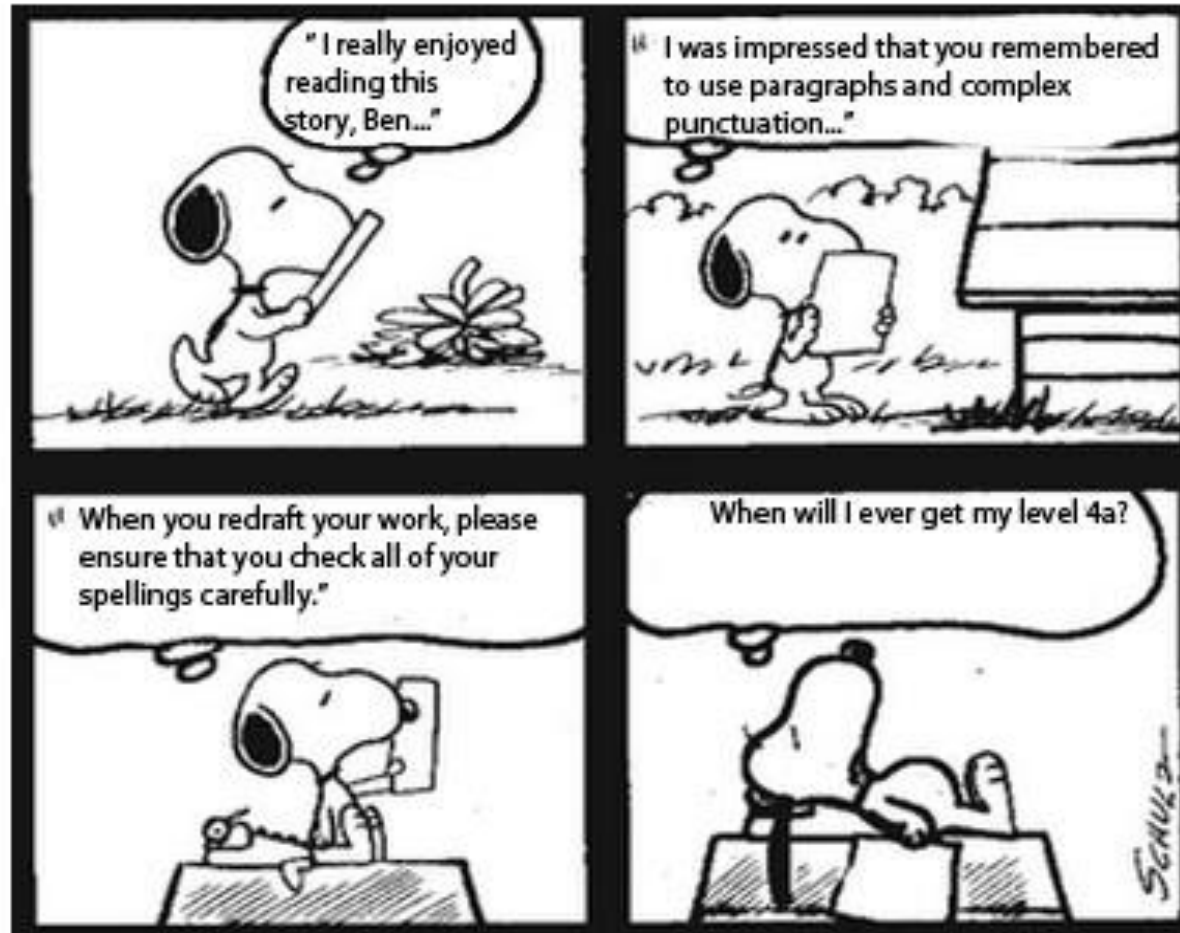
To move our marking towards 'Outstanding' we need to show more evidence of students RESPONDING to our comments (e.g. Redrafting a paragraph, responding to a question etc...

**How in your faculty do you currently ensure that students respond to feedback?**

# CLOSING THE GAPS



# THE TOOLKIT -STRATEGIES



‘STAR’



# All staff will structure reflection time around the acronym **'STAR'**

- ✓ Teachers will decide their **'Stop'** point and mark students' work
- ✓ Students will read **'Think'** about the comments when work is returned
- ✓ Students will have time in a lesson (at the start or an appropriate time during the lesson) to **'Act'** upon the feedback they have received
- ✓ Students will **'Reflect'** on their improvements (how has it improved their work, can they give themselves a revised grade comparing it to the previous piece?)

**STOP  
THINK  
ACT  
REVIEW**

Stop

Think

Act

Review

