**Teaching and Learning**

Whole-Class Feedback

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**Contentions**

1. Detailed and frequent marking is a false proxy for effective teaching
2. Assessment of work is far more useful for teachers than it is for students
3. Applying ink to paper isn’t entirely a waste of time

**Whole-Class Feedback**

1. No panacea
2. Saves time and allows us to do other things
3. Prone to ‘lethal mutations’

**Format**

1. Provide specific details of what students have done well
2. Identify common misconceptions
3. Indicate next steps (not necessarily a ‘DIRT’ or ‘do now’ task)
4. Provide plenty of exemplar material

**Pen Work**

1. Don’t waste your time making detailed annotations or writing chunky summative comments
2. Liberally apply ticks and add ‘good’ or ‘well done’ from time-to-time
3. Highlight functional literacy errors

**Pitfalls**

1. Too much information
2. Too many sections
3. Poor formatting
4. Vague or abstract comments
5. Lack of follow-up or future reference

**Beware of Cognitive Biases**

1. Curse of knowledge
2. The Ikea effect

**And Finally…**

My suggestion is this: reduce the amount of written feedback you provide (i.e. traditional ink-on-paper marking) and invest the ‘saved’ time on useful tasks like resource creation, curriculum design and wider reading.