

Giving constructive feedback

- ☑ Keep the time short between performance and feedback; where possible give immediate feedback.
- ☑ Take account of the feelings of learners.
- ☑ Encourage learners to evaluate themselves. Help learners to identify what went well; aim for a dialogue.
- ☑ Demonstrate active listening.
- ☑ Balance negative and positive comments. Begin by thanking the learner for the work; start and end on a positive note.
- ☑ Relate your feedback to the criteria set.
- ☑ Give only two or three main points of advice; learners can soon reach information overload.
- ☑ Distinguish between different skills, for instance the learner may have lots of good ideas, but poor organisation.
- ☑ Offer help and make further suggestions. Concentrate on how the learner can improve in the future.
- ☑ Summarise and agree an action plan.

If your feedback is written:

- ☑ Try to do more than give ticks; comments are more motivating.
- ☑ Avoid putting crosses and using too much red pen.
- ☑ Explain to learners what they have to do to improve.
- ☑ Make your writing legible.

