Feedback needs a next action

Teacher/team resource; adaptable pupil response slips

1. Compare “Good work!” with “Your drawing shows both groups. Explain which group has more.” What does each provide, and what must you know about the work first?

2. Compare “Be more careful” with “Check questions 4–6 against the worked example. Find and correct the calculation that does not match.” When might the second still need more support?

3. Compare “Untidy” with “Rewrite line 2 so the digits line up by place value.” What learning goal would make the second relevant?

Try it. Explain it. Check it.

4. Rewrite one vague comment for a real or invented task. State the task, where to look and one feasible next action. Do not include pupil identifiers.

5. Plan time to respond. What will pupils do, what help is available, and how will you see whether the feedback helped?

6. Response slip: I was asked to ___. I changed or tried ___. My check showed ___. Next time I will ___. Spoken or shown responses are welcome.

Answers and teaching notes

1. Praise acknowledges but gives no specific action. The second identifies a strength and next step; it is appropriate only if the drawing really shows both groups and comparison is the goal.

2. The second narrows the search and action, but a pupil who cannot use the example may need modelling or a more precise cue. Do not assume every pupil can act independently.

3. Place-value alignment may support a written calculation. It is not a reason to judge all handwriting or general presentation.

4. Open: aligned with the actual goal and evidence; clear location/action; feasible for that pupil; preserves useful thinking. Several rewrites can work.

5. Open: a realistic response opportunity and check of the revision or explanation. No universal five-minute rule.

6. No fixed answer. Look at the changed work or explanation; a completed slip alone does not establish learning.

What to ask next

Ask “Show me what changed and why.” If nothing useful changed, check the clarity, prerequisite knowledge and opportunity to respond before adding more comments.

Original SkillFlex activity prepared with AI assistance and editorial checks. Not classroom-trialled. Adapt to your pupils; suggested years are flexible.