STAFF ROOM POSTER

Five Habits of a Reliable Lesson

Not initiatives: habits. Five moves repeated every lesson outperform any single innovation done occasionally.

Open with retrieval

Three to five questions on prior learning, everyone answers, before any new content.

In class: Two from last lesson, two from last month, one from the start of term.

Model with your voice on

Show the finished thinking AND the decisions behind it, including one recovery from a wrong turn.

In class: I am choosing this formula because... actually no, look what happens; that is my clue I need the other one.

Check everyone, not volunteers

Whiteboards, cold call, hinge questions. A forest of hands tells you about six learners.

In class: Everyone writes the next step. Boards up on three.

Feed forward, not just back

Feedback that explains what to do differently next time beats a grade and a tick.

In class: Your method is right; your error is in line two. Redo from there, then try the twin question.

Close the loop

End by surfacing what was learned and where it wobbles. The exit data writes tomorrow's starter.

In class: One-question exit ticket. Tomorrow opens with the most common error on it.

FEEDBACK SCRIPT CARDS: CUT AND KEEP

Feedback That Feeds Forward

Four scripts that carry information, not judgement. The evidence is clear: it is the content of the message that does the work.

Task feedback

Where exactly the work meets or misses the criteria. Specific beats global.

Say: "Your opening answers the question; paragraph two drifts. Cut or connect it."

Process feedback

Name the strategy that produced the result, so it can be reused or replaced.

Say: "Checking with the inverse operation caught your error. Do that on every question."

Next-step feedback

One actionable instruction, then a chance to act on it immediately.

Say: "Add the units to every answer, then bring it straight back."

Self-regulation feedback

Hand the checking back to the learner once they can carry it.

Say: "Before I look: check it against the criteria yourself. Which one worries you?"

QUICK REFERENCE POSTER

Make Feedback Land

Three conditions that decide whether feedback changes anything, drawn from the meta-analytic evidence.

Right after, not weeks after

Feedback directly after the work outperforms delayed marking. A short loop today beats deep marking on Sunday.

In class: Mark question three live in the lesson; leave the rest unticked.

Explain, do not just grade

Explanation feedback carries the largest effects; right/wrong alone carries the least. Grades without information change nothing.

In class: Replace the 6/10 with: two marks lost to units, two to rounding. Fix both for the redo.

Time to use it, immediately

Feedback without redo time is commentary. Plan five minutes of act-on-it time into the lesson.

In class: Purple pen, five minutes, improve before anything new starts.

TEACHER CHECKLIST

A Weekly Habits Audit

Tick what happened most lessons this week. Pick the weakest row as next week's single focus.

Every lesson

- [ ] Retrieval starter happened, with every learner answering.
- [ ] New content was modelled aloud before learners attempted it.
- [ ] At least one all-learner check decided the lesson's pace.
- [ ] Learners had time to act on feedback inside the lesson.

Across the week

- [ ] Feedback carried information (what and how to fix), not just judgement.
- [ ] One hinge question exposed a misconception before it embedded.
- [ ] Prior weeks' content appeared in at least two retrieval starters.
- [ ] Marking time went to the work that changes next lessons, not to ticking everything.

CPD BRIEFING: STAFF ROOM COPY

Feedback and Core Habits: A 5-Minute Evidence Briefing

What the research behind this toolkit says, including the parts that challenge marking culture.

Feedback is powerful on average, variable in practice

The headline effect (d = 0.48 across 435 studies) hides huge variation. The information the message carries decides the impact: explanation beats correction, correction beats judgement.

Timing and redo-time are part of the treatment

Feedback straight after the work, with immediate time to act, outperforms delayed marking. An unread comment three weeks later has no mechanism by which to work.

Cognitive outcomes respond more than motivational ones

Feedback moves skills and knowledge more reliably than attitudes or behaviour. Expect it to fix methods, not motivation, and pair it with success experiences.

The honest caveat

Most feedback research measures short-term, task-level gains, and heterogeneity is high. Treat the principles (information, timing, redo) as robust, and your written-marking policy as a hypothesis to test against workload.

Evidence base

Wisniewski, B., Zierer, K. and Hattie, J. (2020). The power of feedback revisited: a meta-analysis of educational feedback research. Frontiers in Psychology.
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Cai, Z. et al. (2023). The effect of feedback on academic achievement in technology-rich learning environments: a meta-analytic review. Educational Research Review.