# Creating powerful feedback

***Education in Chemistry***September 2019  
<rsc.li/2vwmLlf>

Use this template to provide students with feedback targeted on both immediate and lasting improvements. Turn to the next page for a completed example.

## Template

|  |  |
| --- | --- |
| This feedback will… | |
| Support immediate improvement through an… | Promote lasting improvement through a… |
| **1) Immediate goal**  [This feedback should be focused, specific to this task, concrete | **3) Lasting goal …**  [This feedback should apply to the subject or the student more generally] |
|  |  |
| **2) Immediate task**   * Editing * Correcting * Redrafting * Rewriting * A similar problem/task   [This should be immediately achievable] | **4) Prompt to recall lasting goal…**  - Reminder (self-generated/teacher-generated)  - Note to self (Where? Saying what? Written when?)  - Returning to this round of feedback (How will students be reminded?)  - Task (What? When?)  [A nudge to ensure students recall and act upon feedback when it’s next relevant] |

## Example

|  |  |
| --- | --- |
| This feedback will… | |
| Support immediate improvement through an… | Promote lasting improvement through a… |
| **1) Immediate goal**  *Use the correct units in your answer.*  [This feedback should be focused, specific to this task, concrete] | **3) Lasting goal …**  *Highlight the units before answering a question; check you have used them before moving on.*  [This feedback should apply to the subject or the student more generally] |
|  |  |
| **2) Immediate task**  *Correct your answers now*  [This should be immediately achievable] | **4) Prompt to recall lasting goal…**  *At the start of the next practice test, remind yourself to underline the units to avoid dropping marks unnecessarily.*  [A nudge to ensure students recall and act upon feedback when it’s next relevant] |