

DIFFERENCES THAT MAKE THE DIFFERENCE: FEEDBACK

Oxford Centre for Staff and Learning Development

1. State to the students when they can expect to receive their feedback. In the unlikely event of a change, keep the students updated.
2. As part of taught sessions, discuss with students how they can use their feedback to develop further.
3. Whilst marking, ensure there is sufficient feedforward-feedback where you have identified areas to improve in subsequent assignments.
4. Make links to the assessment criteria to demonstrate how the assignment submission links into the marking scheme.
5. Careful not to make assumptions about what students 'should know'. Signpost students to support systems where necessary.
6. Ensure the tone of the feedback is supportive to foster a sense of belonging.
7. If appropriate, give the cohort feedback on themes that have occurred in the scripts.
8. Create an opportunity for students to reflect on their feedback.
9. Ensure students have an opportunity to discuss their feedback with you to clarify any concerns they may have.



FOR FURTHER INFORMATION:

- The Equality Act 2010: www.ecu.ac.uk/guidance-resources/equality-legislation
- Inclusive Learning and Teaching: www.brookes.ac.uk/staff/academic/inclusion
- Digital Capabilities www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc