



Feedback for Learning Guidance

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1. What is Feedback for Learning at UCC?

Feedback is information given to a student that improves their learning. It can be about the learning, the learning activity or the student's management of their learning (self-regulation). It can be verbal, written or through assessments or via digital means. It can come from the teacher, teaching assistant or peers. The feedback teachers provide for students should form the basis of planning for future learning. The feedback for learning policy at UCC has been based upon a critical evaluation of recent educational research; in particular the [Education Endowment Foundation report](#) has significantly influenced our approach to providing feedback for students at UCC.

2. The 'how' and 'when' of Feedback for Learning at UCC

- Feedback will vary with age and subject, teacher and student.
- Feedback should be as 'instant' as possible.
- Feedback should be given on the most appropriate work or task in order to maximize impact.
- Feedback should be specific, motivational and direct students how to make progress.
- Feedback should be proportionate, take into consideration the frequency and complexity of any written feedback, and be mindful of the cost-effectiveness in relation to teaching overall workload.

At UCC we don't prescribe the frequency of feedback – **departments and teachers choose the 'how' and 'when' in order to maximize the impact of the feedback** (whilst keeping workload proportional).

3. Examples of the types of Feedback for Learning used at UCC

Peer Assessment	'Show Me' Marking	Colour coding
Verbal feedback	Live marking	+, -, = or www/ebi marking
Online feedback e.g. quizzes	Class Marking	Focused marking
Feedback page	Whole class feedback	Find and Fix
Writing strips	Responding to Marking	Margin writing
Generic / subject marking grids	Re-marking	Traffic lights
L.I.F.T (Learner Initiated Feedback from Teacher)	Mastery marking	DIRT/RESPONSE/REACT