Giving constructive feedback

- Keep the time short between performance and feedback; where possible give immediate feedback.
- Take account of the feelings of learners.
- Encourage learners to evaluate themselves. Help learners to identify what went well; aim for a dialogue.
- Demonstrate active listening.
- Balance negative and positive comments. Begin by thanking the learner for the work; start and end on a positive note.
- Relate your feedback to the criteria set.
- Give only two or three main points of advice; learners can soon reach information overload.
- Distinguish between different skills, for instance the learner may have lots of good ideas, but poor organisation.
- Offer help and make further suggestions. Concentrate on how the learner can improve in the future.
- Summarise and agree an action plan.

If your feedback is written:

- Try to do more than give ticks; comments are more motivating.
- Avoid putting crosses and using too much red pen.
- Explain to learners what they have to do to improve.
- Make your writing legible.