

# The Power of Feedback

Produced by Victoria Hewett

**Embedding feedback into the classroom not only reduces workload but is highly effective at supporting student progress and independence.**

## The Value of Feedback

Feedback (not marking) has been shown to enhance student progress by up to 8 months (Education Endowment Foundation, 2018) and has low impact on workload when done effectively.

Feedback is a powerful tool to drive student learning, self-regulation and ultimately progress. Effective implementation of feedback into the classroom aids the movement of students from dependent learners to independent learners, especially when students are given ownership and responsibility of the feedback they receive and give (Nicol & McFarlane-Dick, 2006).

Feedback both to and from the students should help to redirect or refocus actions to achieve a goal. The teacher should use the feedback to adapt their teaching whilst learners amend their actions to reach an outcome.

Feedback can be verbal or written, from the teacher or their peers, formative or summative. Self-assessment can also provide students with feedback on their progress towards an outcome.

## The 3 stages of the cycle

### 1. FEED-UP

*Feed-up involves modelling, clarifying the goal and the setting success criteria. It may involve carrying out a worked example with students, discussion of an example or having students create the success criteria.*

Before setting up a task, the purpose and objectives are made clear whether this be through examples, success criteria or demonstrating the process. Through modelling students develop an understanding of what they are aiming to achieve, and high expectations are initiated. In John Hattie's work this would be referred to "the point at which students consider where are they going and what the goals of the task are."

Students are then set off on the task. Some students may require immediate differentiated materials for specific needs, but generally at this stage students should be given the opportunity to contemplate the task and attempt to figure out how they will achieve the expected result independently or with their peers. At this point, the teacher should circulate the room, observe students and identify those that may require some support.

## 2. FEEDBACK

*Feedback involves the assessment of and for learning by both the teacher and students. This may involve individual responses to work or verbal answers, responses to/from a small group of students or to/from the whole class.*

There are a variety of ways of giving and receiving feedback in the classroom and after the lesson which are explored below.

### **Verbal/Behavioral Feedback**

As the teacher circulates, observes and discusses work they gain feedback from students. Some students maybe struggling with the task, concept or process. The teacher at this point will offer suitable support in response for some students this maybe differentiated resources or support scaffolds to get them on their way, whilst others simply require a verbal discussion to guide them.

### **Feedback from Assessment for Learning in the Lesson**

Through questioning and discussions with students, the teacher is provided with verbal feedback on how students are progressing. The feedback the teacher gains from such questioning and discussions should inform and shape future learning (*see feedforward below*) both in the present lesson and future lessons. Assessment for learning should enable the teacher to identify student misconceptions and deal with them promptly.

### **Feedback from metacognitive questioning**

Using metacognitive questioning encourages students to monitor, evaluate and reflect on the learning process. In John Hattie's work this is developed in the 'feedback' stage, the point at which students and the teacher see the "progress being made towards the goal" (Hattie & Timperley, 2007). The feedback received at this point should be used by the teacher to continue or amend instructions; this may involve stopping the class and modelling again or asking students to give each other advice to overcome challenging areas.

### **Feedback from peer assessment**

Prompt feedback can occur from the use of effective peer assessment strategies. Embedding a strategy that enables students to identify successes and areas for improvement which can be acted on immediately or in the near future is important for peer feedback to be of use to the learner and to drive students towards independence and their understanding of the learning process.

Evidence shows that peer assessment can improve students understanding of 'learning to learn', through developing their understanding of objectives, fostering student responsibility for learning and increasing confidence in the learning process (Sebba et al, 2008).

However, for peer assessment to be successful it requires teaching students the skills and qualities needed.

## **Feedback from the teacher**

Final feedback comes from the teacher, this may be provided to individuals, to groups or to the whole class. Teacher feedback may take the form of written or verbal feedback and can be formative or summative.

Feedback from the teacher should address misconceptions, successes and how to improve whilst feeding into future learning by moving forward student learning, progress and independence.

## **3. FEEDFORWARD**

*John Hattie describes the 'feed-forward' stage as the point at which there is consideration of the consequential actions that must follow for further progress to occur." It may involve action from students based on the feedback received on current or future work or it may be enacted by the teacher through the adjustment of their planning.*

### **Feeding forward from student feedback**

The feedback students provide the teacher through assessment for learning and metacognitive questions should support the teacher to modify instruction and should influence future planning.

The feedback gained should feed into the current lesson and future learning. It's a constant cycle; but not just from lesson to the next, what you learn one year can be translated into the development of the following year.

### **Feeding forward from peer assessment**

After feedback from peer assessment, students ought to have the opportunity to make improvement or amendments to their work before submitting it as complete. This helps students to take ownership of their learning and responsibility of their work.

It is not necessary for students to peer assess at the end of a task, stopping and peer-assessing part way through a task enables students to redirect themselves and identify areas for improvement before the completion of the work. Through peer assessment students are also able to gain inspiration from the work of others which they can feed into their own.

### **Feeding forward from teacher feedback**

Feedback from the teacher should support improvements, whether immediate or delayed is dependent on whether the assessment is formative or summative.

From teacher feedback there ought to be an element of action, either through the teacher designing instruction to review content or designing instruction to further students in their understanding or application of content or skills.

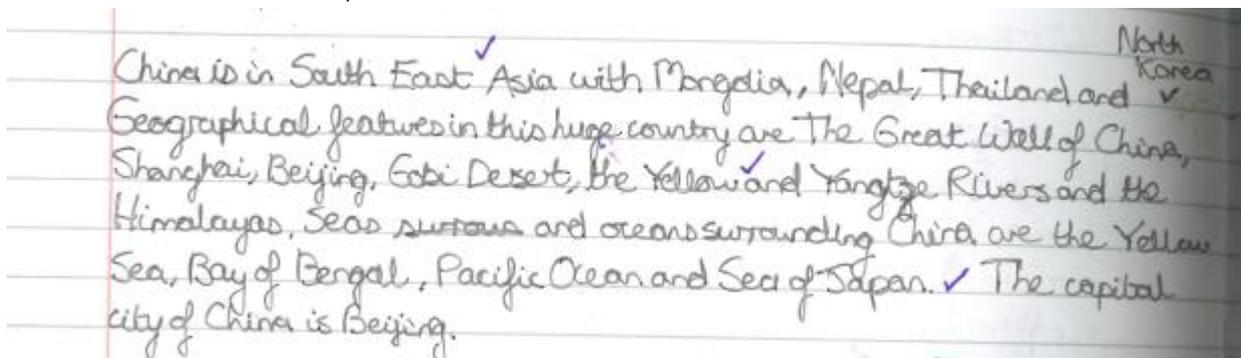
Following teacher feedback, students should have the opportunity to take ownership of their learning, to act on feedback or to set themselves targets for future work.

## Embedding Feedback: An example

Here is an example from a year 8 unit of work on Sustainability in China. Students explore a range of content from the physical geography of the country, economic and social development as well as the social, environmental and economic challenges faced by the country. The summative assessment involves students assessing how sustainable China is socially, economically and environmentally.

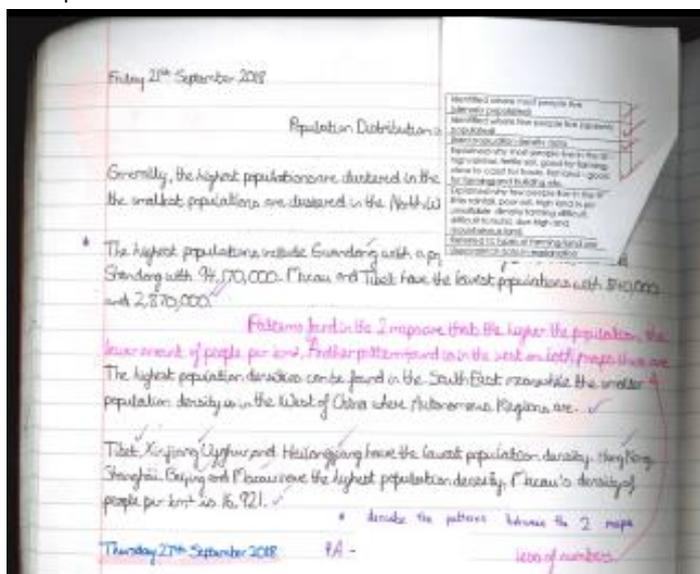
### Part 1

- Students start the topic by completing a description that requires them to fill in the blanks. This task modelled what a good description looked like. Students self-assessed their answers after we went through the correct response as a class. We discussed the successes of the answer to demonstrate what a good one looks like (WAGOLL).
- Next, students used the exemplar to write their own description of the geography of China as shown below based upon a map they produced. As a class, students decided upon the success criteria for the task and peer assessed.



### Part 2

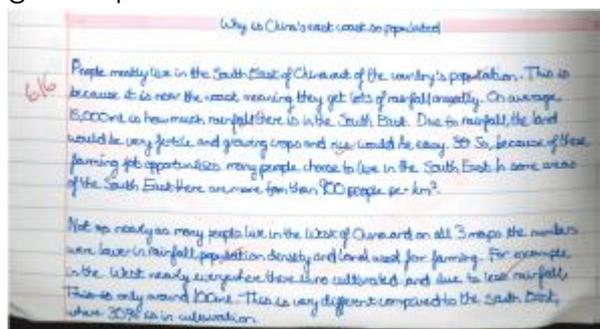
- The following lesson students explored the physical and human geography of China, the rainfall, land use and population distribution. Students discussed their findings in groups before sharing with the class. This allows the teacher to identify misconceptions and draw together the expected findings, reteaching if necessary.
- Next students used what they'd learnt from the group exploration and created their own description and explanation of the population distribution with the use of success criteria which was provided on the whiteboard as shown below.



- Students peer assessed the written task using ACE peer assessment and then made improvements shown in pink. Students self-assessed by considering whether they'd met the success criteria outlined. The teacher then assessed their completed work against the shared success criteria, giving students actions for improvement if required, to act on in the next piece of work.

### Part 3

- A lesson later they used what they'd learnt and their feedback from parts 1 and 2 of the process to write an unsupported answer to the question 'Why is China's east coast so populated?'. You can see below that this student has taken on board the feedback they'd previously received to give a 'perfect' answer.



### Part 4

- Following on from description and explanation of patterns and trends, students needed to be able to use research effectively, drawing out relevant information. To develop this skill, students have been given relevant information in a range of resources and they have to take notes drawing out the relevant and useful information. Before they started, the teacher went through a few examples of how students could take notes before letting them loose on the resources.
- To follow this up students then completed a homework task which required them to summarise the information they'd collected using the description and explanation skills previously covered.



## Part 5

- The next stage involved exploring effective research and academic honesty. Students were given the task to create an infographic to explain the cause and consequences of the One Child Policy in China. Students were given a range of online sources to use, they were expected to cross-reference the sources and assess the reliability and effectiveness of each through a simple RAG rating.

**One Child Policy infographic enquiry sheet**

**TASK** Create an info-graphic on the One Child Policy

include the following

- A description of the history of China's population growth (a graph maybe useful)
- When and why was the OCP introduced? What were the incentives and disincentives?
- What were the social impacts of the policy? When did the OCP end? Why?
- Has the new policy been successful so far?

**Overarching research question:**

**Outline your action plan**

1. Make notes while researching
2. Organise what notes will go first on the infographic
3. Start making the infographic

**Use the following sources to find information for your infographic. RAG rate each source with how effective it was at providing information for your work.**

<a href="https://www.bbc.co.uk/bitesize/b3/geography/places/contrast_within_continent/revision/5/">https://www.bbc.co.uk/bitesize/b3/geography/places/contrast_within_continent/revision/5/</a>	Green
<a href="http://geographyinasiainaga.weebly.com/chinas-one-child-policy--case-study.html">http://geographyinasiainaga.weebly.com/chinas-one-child-policy--case-study.html</a>	Yellow
<a href="https://www.bbc.co.uk/news/world-asia-34665539">https://www.bbc.co.uk/news/world-asia-34665539</a>	Green
<a href="https://www.britannica.com/story/the-effects-of-chinas-one-child-policy">https://www.britannica.com/story/the-effects-of-chinas-one-child-policy</a>	Green
<a href="https://www.bbc.co.uk/news/world-asia-pacific-11404623">https://www.bbc.co.uk/news/world-asia-pacific-11404623</a>	Green
Other	
<a href="https://www.telegraph.co.uk/women/ife/chinas-new-two-child-policy-will-only-help-mutilled-women-single/">https://www.telegraph.co.uk/women/ife/chinas-new-two-child-policy-will-only-help-mutilled-women-single/</a>	Yellow

**Reflection**

Why is an infographic an effective way of communicating information? Infographics are shorter than essays but still show a good amount of information. They also present information in a visual way that looks appealing and they are fun to look at.	What did you find challenging with this piece of work? Organising all my notes and deciding which ones were the most important to go on the infographic.	What did you learn from this piece of work that you can take forward into future work? I found making infographics very fun and they help me learn a lot more.
--	--	--

- The feedback they then received on this piece helped them to develop their research and investigation skills which were to make up a part of the summative assessment.

**Task: Create an Infographic on the One Child Policy**

Criteria A	Criteria B	Criteria C	Criteria D	Criteria E	Criteria F	Criteria G	Criteria H
Research	Content	Design	Visual Appeal	Clarity	Accuracy	Engagement	Usefulness
Investigation	Analysis	Conclusion	Reflection	Communication	Collaboration	Self-reflection	Peer-review

**Colored boxes indicate the following 3 learner goals:**

Developed	Developing	Developing	Developing	Developing	Developing	Developing	Developing
Content	Design	Visual Appeal	Clarity	Accuracy	Engagement	Usefulness	Reflection

## Part 6

- Next students develop their evaluative skills by exploring the three gorges dam and assessing the social, economic and environmental sustainability of it. This starts with one lesson on collecting information and the next lesson writing their evaluation before peer assessing and making improvements (pink pen).

## WHAT IS A DAM?

- barrier that restricts the flow of water
- hydroelectric is often used in dams to generate electricity
- dams are built across streams/rivers
- some dams are used to create a water supply
- resolve barriers

## LOCATION

The 3 Gorges Dam is in the Yangtze River by the town of Sandaoping, Yiling District

## FACTS & STATS

- The first known dam was built in 2900 BC across the Nile River because the city of Memphis was flooding.
- over 800,000 dams have been constructed worldwide
- the dam is 2661 feet long, 600ft high and built with 510,000 tons of steel → enough to build the Eiffel Tower 60 times.
- the dam is the world's largest power station in terms of how much electricity it generates

Reservoir - man made lake, mainly used for storing water

## CHINA'S 3 GORGES DAM

### BACKGROUND/INFO

- The 3 Gorges Dam is a hydroelectric gravity dam in China.
- If the dam ever collapsed, millions of people would be in danger
- The dam costed around \$30 billion to build
- Many historical sites and settlements submerged because of the dam
- Sun Yat-sen came up with the idea of the dam in 1919
- It wasn't until 1932 that preliminary work began
- In 1954, Yangtze River's flooding began, killing around 33,000, the 3 Gorges Dam arose
- the dam began generating power in 2006

### Social

- 1.24 million people had to be relocated because of the dam
- 87% of people who were relocated were peasants
- sites that submerged were very archaeological and historical

### SEEP IMPACTS

- the dam costed \$30 billion to build
- the government thinks it will take 10 years to recover the costs
- the World Bank refused to help China with the funds because of major environmental concerns

### Environmental

- the power produced is equivalent to burning 50 million tons of coal
- the dam has prevented flooding in a large area
- some plant species have become endangered
- the process of building led to soil erosion
- increased China's carbon emissions

### Political

- the idea of the dam was first discussed in the 1920s by Chinese nationalist parties
- the project for the dam was delayed for 40 years because the government struggled to carry through the plans
- the World Bank refused to help China with the funds because of

DID YOU KNOW?

Monday 31st November 2025

### MYP Geography feedback

Name	Class	DA:
Task: To what extent is the 3 gorges dam an example of sustainable development?		
Criteria C	Criteria D	Criteria E
<ul style="list-style-type: none"> <li>Outline the issue</li> <li>Outline the measures</li> <li>Recognise cause &amp; effect</li> <li>Check organisation</li> </ul>	<ul style="list-style-type: none"> <li>Assess social sustainability</li> <li>Assess economic sustainability</li> <li>Assess environmental sustainability</li> <li>Check conclusions</li> </ul>	
<ul style="list-style-type: none"> <li>Identify the cause and effect of social changes</li> <li>Use evidence to support your argument</li> <li>Structure your answer clearly (PEU)</li> </ul>	<ul style="list-style-type: none"> <li>Consider all elements of sustainability</li> <li>Give a clear conclusion of your findings</li> </ul>	
Collect house points for demonstrating the following 11 learner profile attributes		
Inquirer	Knowledgeable	Thinker
Open-minded	Caring	Risk-taker
Communicator	Principled	Reflective
<p>Feedback</p> <p>dot on my concept</p> <p>count, some and you'll see your reflects</p>	<p>Reflection</p> <p>Thought - I thought about how the negative and positive affect the country in how sustainable the dam is on itself</p> <p>Conclusion - I thought about the advantages &amp; disadvantages giving a balanced reason to each</p> <p>Reflective - both and I reflected on my choice</p> <p>(conclusion missing)</p>	
Assessed by:		
<input type="checkbox"/> Peer		
<input type="checkbox"/> Self		
<input checked="" type="checkbox"/> Teacher		

The 3 Gorges Dam is located in the Yangtze River by the town of Sandaoping in China. It is a hydroelectric gravity dam and began generating renewable energy power in 2009. Its purpose was to prevent flooding from winter snow melting in the area. The dam is 2661 feet long, 600ft high and built with 510,000 tons of steel, enough to build the Eiffel Tower 60 times. However, I am going to be explaining to what extent is the 3 Gorges Dam an example of sustainable development in China.

I think that the 3 Gorges Dam is not socially sustainable. 1.24 million people living near the area had to be relocated and 87.3% of the own peasants. This is not socially sustainable because the people had to find new places to live and because so many of them were peasants, they would have not been able to afford new houses or to travel to a new place in China. Also many cultural and historical sites were submerged because of the Dam making them no longer accessible. In a social and environmental sense, it did not come from the area but from elsewhere. But, 5000 jobs were available after the dam had been built.

The 3 Gorges Dam is sustainable but also not sustainable economically because the dam holds water for irrigation and drinking, bettering the economy, although the dam costed around \$30 billion to build and was there. It was never the case without the cost of relocating many people. It is good that water is being stored at the dam because farming it is used as irrigation in farming, leading to the economy and growing new crops. It is not the good because the dam is changing the frequency of flooding every 100 years, reducing the number of people who are displaced and people who are injured. It is not good because the cost of the dam was so high, the government would not be able to afford to build things.

The dam is environmentally sustainable because it has reduced flooding, meaning less people, animals and buildings get hurt or destroyed and reduced China's carbon emissions by a very large amount, making China more environmentally friendly. The dam is not environmentally sustainable because 500,000 fish species living in the area have been trapped downstream meaning they won't have much space and won't survive very long. It is also bad because the process of building the dam led to soil erosion, meaning crops can't be planted and the new soil is not as good as the old.

If the 3 Gorges Dam was never built, then many people wouldn't have had to move houses and 500,000 fish species and many plant species wouldn't be endangered. However, because the dam is very economically sustainable, so flooding has stopped and it has reduced China's carbon emissions as well as having the offer of 5000 jobs to people, the 3 Gorges Dam is still an example of sustainable development to some extent. Overall, the 3 Gorges Dam is an example of sustainable development to some extent because there are still a few reasons for it to be socially, economically and environmentally sustainable.

\* - What do you mean by reducing money?

\* - What kinds of things?

1\* - The Environment has to buy more medical supplies and medicine for injured.

2\* - Such as new buildings, hospitals, books and necessary buildings etc.

Monday 31st November 2025

Let's complete my China assignment on economic growth

Throughout this process and up until this point the teacher uses a variety of feedback strategies including live feedback, whole class feedback (from teacher to students and from students to teacher) and has reviewed their books noting down any misconceptions or areas to develop, without very little marking by them. The feedback gained has helped the teacher to redirect their teaching both in the moment and in future lessons.

## Part 7

- Students bring all of this together by finally producing a piece of work on life in modern day China and assessing the sustainability of modern-day China.

**UNIT: CHINA** **Summative Assessment**

**Key questions:** What is modern life in China like? Is it sustainable?

*4 paragraphs*

Your task is to create an article for the National Geographic magazine on life in modern day China. Your article must explore the key questions at the top of the page.

You will be assessed on **Criteria A: Knowledge and Understanding**. Therefore you should draw upon all the information you have discovered through our inquiry into China. You may wish to carry out further research to support your write up.

**To achieve the highest levels your work should:**

- Describe and explain differences between parts of China *South and North rich and poor rural, urban pop. dens.*
- Identify modern day issues and challenges facing China and the people living there
- Assess China's sustainability in particular in relation to its population and environment

**Presentation tips:**

- Use maps and graphs to show patterns *Consider map from books*
- Use images appropriate images *size it down print*
- Include a range of interesting factual information
- Label images, maps, graphs etc. with a title and source if not your own

Example Figure 1 – A map of the physical geography of China

*important to include* → Figure 2 – A picture of a rural family. Source: *Photo Herald Advertising*  
<http://china today.com>

**Academic Honesty**

If you use research, images etc. from other sources you **must** create a **reference list** at the end of your work.

**Demonstrate your Progress**

Consider **all** the feedback you've received this term from your teacher and your peers. Try to **act on the feedback** in this piece of work.

- The teacher goes through the aims and objectives with the students, asking them for relevant content and success criteria. After which the students set about planning.
- Students then plan their work, record their sources and assess the reliability and effectiveness of each.
- During the planning process students reflect on the skills and knowledge they gained through the topic. They identify their prior feedback and set themselves targets for this piece of summative work. Each piece of work has fed into developing their skills for the summative assessment. The summative assessment then feeds into what they will do in future topics.

**Overarching research question:**

What is modern life in China like? Is it Sustainable?

**Research questions:**

- How is China trying to be more Sustainable and positives and negatives
- Urban and Rural China
- What life is like in China from a socially, environmental, economic view

**Why have you chosen these questions? How will they help you to achieve the success criteria?**

I have chosen these questions because they include issues/challenges, sustainability and differences between areas of China which are all on the success criteria

**Identify your targets from work you have completed throughout this topic (feedback). How will you ensure you meet them in your project (feedforward)?**

- Give an overall extent opinion in my conclusion by looking back at my previous paragraph and cause and effects *Achieved*
- Extend everything by using **First, Evidence, Explanation** and saying 'because' to be more precise about what I am saying

**Outline your action plan**



**Identify your sources of information (including classwork). RAG rate each source with how effective it was at providing information for your work.**

How is China trying to be more sustainable (classwork)	Green
3SD sustainability (classwork)	Orange
China - a country of contrast (classwork)	Orange
Introduction to China (classwork)	Green
https://www.chinafocus.com	Green
https://borgenproject.org	Orange
https://sustainabledevelopment.un.org	Orange
https://www.forbes.com	Orange

**Design Plan**

1st Page	2nd Page	3rd Page	4th Page
INTRO & RAG	Plans and Challenges	Issues and Solutions	Population and GDP
GDP	Social and Challenges	Environment	Increasing Sustainability
What is sustainability?	✓	3 Gorges Dam	City in China
Conclusion	Risk & Poor differences	✓	Is it sustainable? (Conclusion)

Back page  
- Maps and figures, graphs or photos

**MYP Geography Assessment Feedback**

Name	Class		
<b>Assessment: National Geographic Article</b>			
Successful	<b>Criterion A</b> Described life in China	<b>Criterion B</b> Analyzed social sustainability	<b>Criterion C</b> Analyzed environmental sustainability
	Given social challenges	Given economic challenges	Given environmental challenges
Met expectations	<b>Criterion A</b> Describe in detail	<b>Criterion B</b> Give a balanced argument (counterargument)	<b>Criterion C</b> Assess the overall sustainability
	Give reasons for patterns, trends and/or differences	Support explanations with evidence or examples	
Exceeded expectations	1-2 I recognize some vocabulary I demonstrate basic knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.	3-4 I use some vocabulary I demonstrate satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	5-6 I use considerable relevant vocabulary, often accurately I demonstrate <b>satisfactory</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.
	7-8 I consistently use <b>relevant</b> vocabulary accurately I demonstrate <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.		
Criterion D	I identify the main points of ideas, events, visual representation or arguments to a <b>limited</b> extent I use information to give <b>limited</b> opinions I identify the origin and purpose of <b>limited</b> sources/data I identify <b>some</b> different views.	I identify <b>some</b> main points of ideas, events, visual representation or arguments I use information to give <b>adequate</b> opinions I identify the origin and purpose of sources/data I identify <b>some</b> different views and suggest some of their implications.	I identify the main points of ideas, events, visual representation or arguments I use information to give <b>substantial</b> opinions I identify the origin and purpose of a <b>range</b> of sources/data I identify <b>different</b> views and <b>most</b> of their implications.
	I identify <b>in detail</b> the main points of ideas, events, visual representation or arguments I use information to give <b>detailed</b> opinions I consistently identify and <b>analyze</b> a range of sources/data in terms of origin and purpose I consistently identify <b>different</b> views and their implications.		
<b>Collect house points for demonstrating the following IB learner profile attributes</b>			
Inquirer	Knowledgeable	Thinker	Communicator
Open-minded	Caring	Risk-taker	Principled
			Reflective
Feedforward	Reflection <i>Reflection in book</i>		

**REFLECTION**

- I had to give an overall extent opinion in my conclusion and explain everything by extending with 'because'. I acted on the feedback by double checking I explained things in depth and thought about my conclusion to make sure I didn't talk about something I never mentioned before. I achieved my targets in my project. *Achieved*
- Thinking about sustainability and if it was sustainable or not in homework. *Achieved*
- Learning about running an economy, making it sustainable, renewable energy, and population relates to the topic of China as these are all things China deals with.

Following summative feedback, students we're encouraged to consider their targets and progress through the course of study and reflect upon the implementation of the feedback in the summative task. Before finally setting themselves targets to take forward into future work.

## Planning Backwards

Knowing the end goal and planning backwards is an essential element of providing effective feedback. Looking at the big picture whether it's the end of the school experience, end of the year or end of the topic; knowing and having a vision of where students are going, how they are developing their knowledge, skills and application and how they will be assessed is key.

Feedback requires embedding in planning to ensure students gain feedback, so they know that what they've learnt is correct and so the teacher can assess what they need to do next to support individuals or to readdress challenging content.

What the teacher learns from feedback should feed into the support and challenge they provide for students, it should enable them to review specific content with their classes and to undo any misconceptions. The feedback must feed forward into their planning.

## References

- Andrade, H. (2010) *Students as the definitive source of formative assessment: academic self-assessment and the self-regulation of learning*. In. ANDRADE, H. and CIZEK, G.J. (2010). Handbook of formative assessment. London: Routledge. pp.90-105.
- Benassi, V. A., Overson, C. E., & Hakala, C. M. (2014). *Applying science of learning in education: Infusing psychological science into the curriculum*. Retrieved from the Society for the Teaching of Psychology web site: <http://teachpsych.org/ebooks/asle2014/index.php> Accessed 9th March 2019
- Education Endowment Foundation (2018) *Feedback Teaching & Learning Toolkit* [PDF] Available at <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=131&t=Teaching%20and%20Learning%20Toolkit&e=131&s=> Accessed 6th March 2019
- Harrison, V (2019) *Making it as a Teacher*. Routledge, Oxon
- Hattie, J. & Clarke, S. (2019) *Visible Learning Feedback*. Routledge, Oxon
- Hattie, J. & Timperley, H. (2007) *The Power of Feedback*. Review of Educational Research, 77(1), 81–112.
- Nicol, D.I. & Macarlane-Dick, D. (2006) *Formative assessment and self-regulated learning: a model and seven principles of good feedback practice*. Studies in Higher Education. 31(2), pp.199-218.
- Sebba J, Deakin Crick R, Yu G, Lawson H, Harlen W (2008) *Systematic review of research evidence of the impact on students in secondary schools of self and peer assessment. Technical report*. Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education.