



Feedback Fiesta - Ways of Varying Feedback

T reads out passage and stops before answers for SS to give answer.

SS reads out passage and stops before answers for other SS to give answer.

T reads out passage and stops before answers, nominating SS to give answer.

SS reads out passage and stops before answers, nominating SS to give answer.

T nominates SS to give answer.

SS nominate each other to answer .

T reads text with answers, SS listen with books closed. SS then open books and check answers with P, asking T about ones can't remember or not sure of.

T only checks answers to 'difficult' questions.

T asks students if have any questions about homework and answers if they do.

T goes round class checking homework while SS do another activity.

T checks SS have done homework but doesn't correct it.

T ignores set homework completely.

T asks SS to choose number, and then counts that number through the register to find next Ss to answer.

SS check answers in pairs and if have different answers ask T.

SS check homework in pairs and if not sure check with answers posted on board.

T gives SS answers with the homework. Ss do homework, check it themselves and bring questions to class.

T gives each SS one correct answer and SS mill to check all.

T gives each SS one correct answer and Ss take turns to call out their answer.

T goes round class as sat asking for answers from each SS in turn.

T chooses SS to write answer on board.

T calls out Q numbers randomly and SS race to board to write correct answers.

T gives half answers to one half of class and half to other, SS swap answers across class in shouting dictation.

T writes answers on board in lesson plan and SS check answers when have spare moment during the class.

T gives answers to one SS who corrects homework and then passes on to next SS.

If someone hasn't seen answers by end of class they have to ask another SS for homework.

T nominates SS to play T and get feedback from rest of class in any way they like.





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T asks parents to check SS homework using key and then deals with problem Qs only in class.

T emails answers to SS between classes for them to self correct. SS email T with Qs before next class.

T nominates SS who emails class with their answers. T focuses on incorrect answers only in next class.

SS email their answers to partner. T focuses on different answers only in next class.

For ABCD feedback, SS use new vocab beginning with ABC or D when giving answers.

For ABCD feedback, T nominates newly met phrase as ABC or D and SS use when giving answer (a disguised drill).

T says how many As, Bs, Cs and Ds there are, SS see if have the same – if not they question doubts.

SS give answers expressing a certain emotion, nominated by teacher.

SS give answers expressing a certain emotion, nominated by previous answerer.

SS have to insert vocab from last class into their answer. Next SS has to say what the vocab was and what it means.

SS have laminated A4 sheet on which to write answer. T calls out Q and each group holds up answer on sheet.

Each wall is nominated ABC or D. T calls out Q, Ss run to appropriate answer wall.

If you have any further suggestions to add to this list please email me at:

Neil.McMahon@ihworld.com

You can comment on this handout on my blog at:

www.amuseamuses.wordpress.com

