

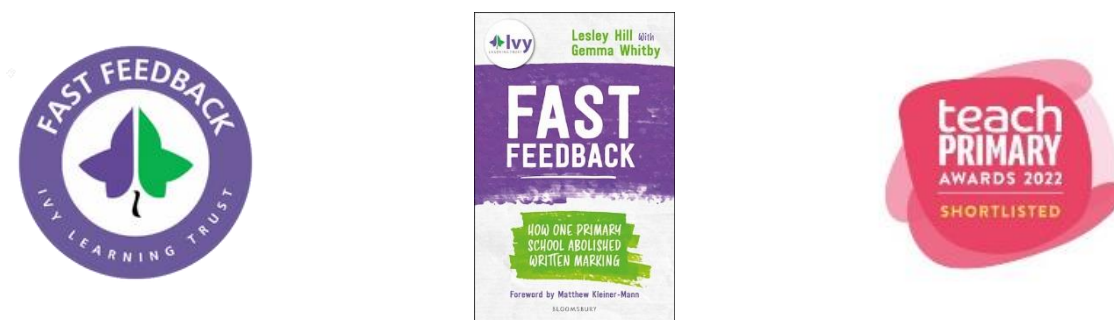
What is Fast Feedback?

Fast Feedback is an innovative approach to providing feedback to pupils about their learning. Instead of written marking in books, teachers provide effective verbal feedback during lessons. Pupils are also encouraged to reflect on their own learning independently or with their peers to give them a clearer understanding of their strengths and next steps.

What is the history of Fast Feedback?

In 2016 Fast Feedback was introduced as an alternative to written marking at two schools within Ivy Learning Trust, which has now grown to a family of 14 schools in Hertfordshire and Enfield.

Since then, Fast Feedback has been featured in the press and formed the basis of a book published by Bloomsbury Education, which was shortlisted for the Teach Primary Awards. The Trust has also supported other schools to implement the approach through events, guest speaking and bespoke support.



What is the research and rationale behind the approach?

According to John Hattie (2009), a key researcher in education, feedback has a critical influence on achievement when it is effective. In contrast to written marking, verbal feedback can be given during the learning whilst there is still time to act upon it. This means that errors and misconceptions can be addressed immediately.

Similarly, the Education Endowment Foundation (2021) stresses the importance of ensuring that feedback is specific, accurate and clear. It should encourage and support further effort and how to improve, rather than just identifying what is right or wrong, but be given sparingly so that it is meaningful, manageable and motivating. They also found the impact of oral feedback to be higher than the impact of feedback overall (EEF, 2021).

How will Fast Feedback work at Hawridge and Cholesbury?

For the last few months, we have been trialling Fast Feedback across the school and talking with teachers and children to find what works for us. We have already witnessed our pupils becoming more independent, resilient and reflective, and it is our hope to create life-long learners, equipped with skills for secondary school and life beyond. Our teachers also have more time after school to focus on planning and preparing resources that will have a greater impact on learning.



To ensure the approach is implemented successfully, we have been supported by Gemma Whitby, who works part time at Hawridge and Cholesbury and for Ivy Learning Trust to help schools to embed Fast Feedback. This includes training on how to create the right learning culture and provide effective verbal feedback to pupils.

How can I find out more?

For more information, including evidence, examples of reflections from different year groups and how you can support your child at home, please take a look at our ***Online Fast Feedback Information Session***.

If you have any further questions or queries, please do not hesitate to get in touch.

References and further reading

- Dweck, C. S (2017) *Mindset (Updated Edition): Changing the way you think to fulfil your potential*, New York: Random House
- Education Endowment Foundation (EEF) (2018) *Teaching and Learning Toolkit*
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- Hattie, J. (2009) *Visible Learning: A Synthesis of 800+ Meta-Analyses on Achievement*. Oxon: Routledge
- Hattie, J. and Clarke, S (2019) *Visible Learning: Feedback*. London: Routledge
- Hill, L. and Whitby, G. (2022) *Fast Feedback: How Once School Abolished Written Marking*, London: Bloomsbury