Four tips for providing inclusive feedback on "flagged" work

Why is it necessary to provide inclusive feedback for "flagged" work?

Feedback aims to provide students with objective insight into their performance and the opportunity for academic growth. However, poor feedback has the potential to demotivate, demoralise and debilitate. Poor feedback will affect all student's ability to develop but may have a greater impact on groups with lower academic confidence, such as students with specific learning difficulties. "Flags" are added to work because the student would like the marker to know they have a disabilty that may impact on their written work.

1. Establish a team approach to feedback

Too little feedback can limit academic growth opportunities but too much can overwhelm students, leaving them unable to convert feedback into action. To strike a balance:

- Agree the feedback approach with the marking team, considering what is achievable to ensure students receive a consistent feedback experience.

- Agree a manageable number of feedback comments, prioritising growth opportunities rather than error identification.

2. Aim to empower

Feedback - positive or critical - should be delivered sensitively and aim to be empowering and supportive. To provide empowering feedback:

- Aim to give a balance of positive and development points.

- Try to give feedback that sensitively considers their challenges and support needs.

- If it is appropriate to provide feedback on technical English language accuracy in writing, add in a statement to make clear whether marks were available for this area or not, before the comment.

- Ensure comments are sufficiently clear to be used for academic growth.

- Avoid flippant or humorous comments, which may undermine student confidence.

3. Link feedback comments to the assessment criteria

Making it clear to students how feedback comments relate to d ifferent areas on the assessment criteria will make it easier for the student to act upon the feedback received. To make links clear:

- Use Feedback studio to upload the assessment criteria and tag in-text comments to the various assessment criteria areas.

- Personalise the wording used in the assessment criteria and learning objectives.

4. Consider feedback formats

If a student has challenges that manifest in their writing, they may also have difficulty extracting meaning efficiently from the written feedback you provide. Aim to:

- Type wherever possible.

- Use plain English and write in an active voice.

- Consider adding "voice mail" feedback using the Feedback Studio.

- Consider providing an opportunity for student to discuss their feedback with you.