

Feedback to next step

Suggested: Years 2-6 | Pupil page

Name: _____ Date: _____

Convert one clear piece of task feedback into a manageable action and check.

Fictional feedback on a map: "Your key includes the pond and gate. Add the bench symbol to the key so a reader can identify both benches." Useful feedback points to something the learner can act on.

1. What is already working in the example?

2. What single action does the feedback ask for?

3. How could the learner check that the action helped?

4. For your own agreed task, record one feedback point and one next action.

5. After trying it, note what changed or what further help you need.

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Learning focus

Convert one clear piece of task feedback into a manageable action and check.

Model and use

Translate add the bench symbol into one action, carry it out and test it against the original purpose.

Read or explore the example together. Let the learner try the task using an accessible response method, then discuss the reasoning. Use the check below to decide whether to revisit a step.

Answers / review criteria

1. The key already includes the pond and gate.
2. Add a labelled bench symbol to the key, matching the benches on the map.
3. Ask a reader to use the key to identify a bench, or check that the symbol and label match.
- 4-5. Open-ended: choose a feasible action connected to the feedback. A request for clearer feedback or access support is a valid next step.

Support

Read the feedback aloud, highlight one action and offer a model or accessible recording method.

Challenge

Rewrite vague feedback such as improve this into a specific question to ask the teacher.

What to look for

Can the learner name the action and how they will know whether it addressed the feedback?

Print page 1 for the activity; keep page 2 for teaching. Suggested age ranges are selection aids, not curriculum alignment claims. Responses may be spoken, drawn, pointed to, typed or recorded through the learner's usual communication method.