THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Adapting the feedback pro-forma to your teaching context

Consider customising your pro forma with a departmental logo.

THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

Teaching and Learning Centre

Feedback pro-forma

For advice on how to adapt the pro-forma to suit your teaching context, please see 'Adapting the feedback pro-forma'.

Feedback on	
Student name	Teacher name
Course name/code	Submitted on

To the student: Please note what you would find it most helpful to have feedback on for this piece of work (you can either note in the space below, or put a star next to one or more of the comment boxes below).

Feedback on:

The main strengths of your work

What you should pay attention to if you wish to improve your grade for your next submission:

Any additional comments

Summary table

Assessment criteria	Bad fail	Fail	3rd	2:2	2:1	1st

Please make an appointment to meet with me on:	
My room number is:	
Office hours on:	
Email:	
Overall grade:	

Provide details of the assignment eg, formative essay on [state topic]; group presentation on [state topic]

If you are providing feedback on an assessment that is anonymous this needs to be replaced with 'Student number'.

What goes in these boxes might vary depending on:
• the type of work being assessed
• the criteria used for grading purposes
• key issues arising in the particular course that students most need to understand/ work with/ critique/evaluate/ synthesise.

Consider the pros and cons of including some kind of 'graded' summary at the end. Students will frequently look at this before or instead of spending time considering detailed comments. On the other hand, if students are new to LSE, then starting to get some feel for how their work is progressing in line with institutional standards is helpful.

Some departments are designating some office hours as feedback sessions and re-labelling them accordingly (eg feedback meetings).

Please note the timescales for providing feedback outlined in the Academic Code **https://info.lse.ac.uk/staff/putting-students-first/lse-academic-code**

Ideally the feedback process should involve a degree of dialogue between the student and the teacher. Encourage the dialogue by asking students to think about what they need to work on more. This can then guide you as to where to place at least some of the emphasis in the feedback.

Students need encouragement. Give guidance on what they've done well, and specifics on what they should work on/change. Students are more likely to implement change where it is perceived as do-able.

Many students do not re-visit past course work. As such, investing a lot of time on the detail/ content may give the student reassurance that you've read their work in detail, but is unlikely to be time well spent in terms of future improvement. Focus more on what they need to improve for the next submission. Students often ask how to 'up their game'. Should they have used more sources? Evaluated the evidence more clearly? Spent more time on structure? Taken greater care over stylistic/linguistic aspects of their writing? Again, try to be specific.

These criteria should mirror the assessment criteria for the particular assignment

These bands should mirror the marking scale used for the particular assignment.