

# Feedback that fuels growth: Turning comments into action

December 2025

LXP Skills  
LXP Talent



# Today we will ...

- Identify the characteristics of high-quality, effective feedback.
- Structure feedback to be specific, actionable, and linked to assessment criteria.
- Promote learner reflection and ownership of improvement.



# Who am I?

## Hollie Barnes-Lomax

- Lover of creating spaces and resources for **all** teachers and students/apprentices to collaborate, learn & thrive!
- Teaching and Learning Excellence Manager at FE college
- Teacher Training lecturer (L3 AET/L5 DiT/PGCE)
- Deputy Chair for SFEC Committee at English Association
- Education Quality and Standards board member for ETF

**Let's get started...**



**Finish this sentence in the chat**

Good feedback looks like...

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# Characteristics of good feedback

”

**“Effective feedback clearly connects current performance to learning goals and next steps”**

**(Hattie & Timperley, 2021).**

# Effective Feedback

- Goal-referenced
- Specific
- Actionable
- Build learners' capacity to self-monitor and improve

The image features a blue background with a torn piece of white paper in the center. The word "Feedback" is written in a bold, black, italicized font on the white paper. The paper has a rough, torn edge, and the blue background is visible through the tear.

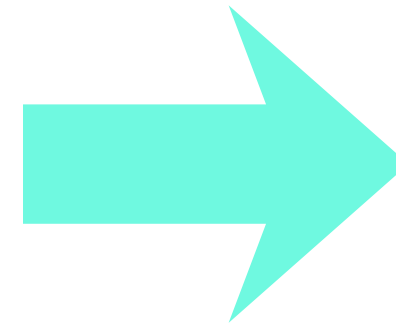
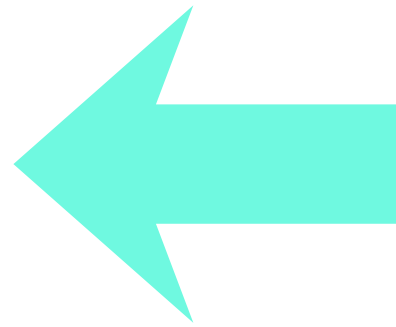
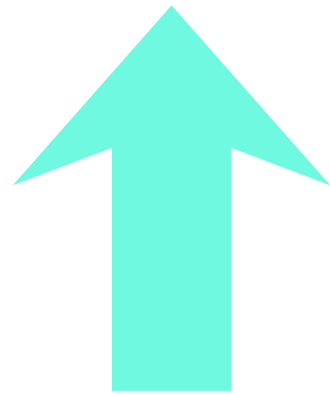
***Feedback***



# Feedback isn't just writing or ticks

- Written (portfolio comments, assessment records)
- Verbal (during observations, reviews, professional discussions)
- A combination of both

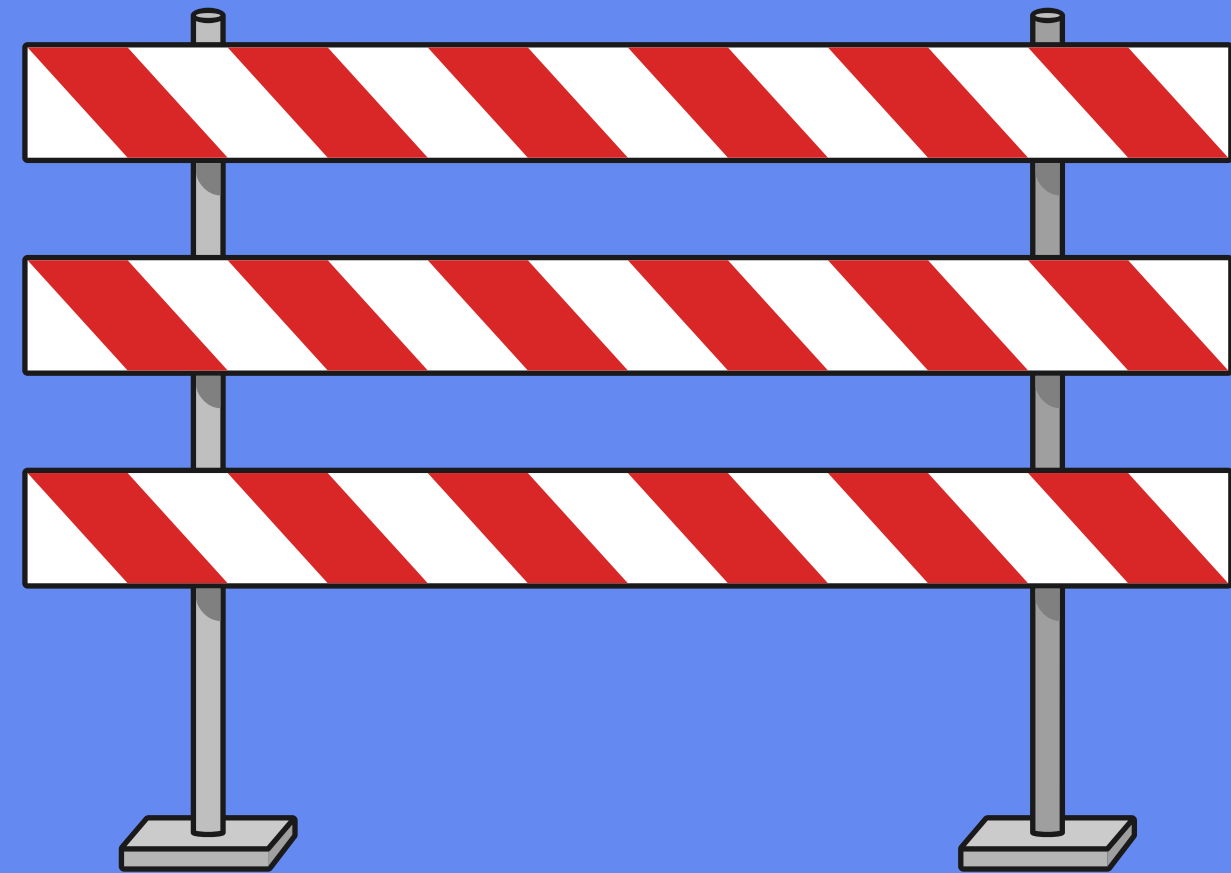
# Effective feedback for all



<b>UP</b>	<b>Back</b>	<b>Forward</b>
Where am I going?	How am I going?	Where to next?

# What actually gets in the way?

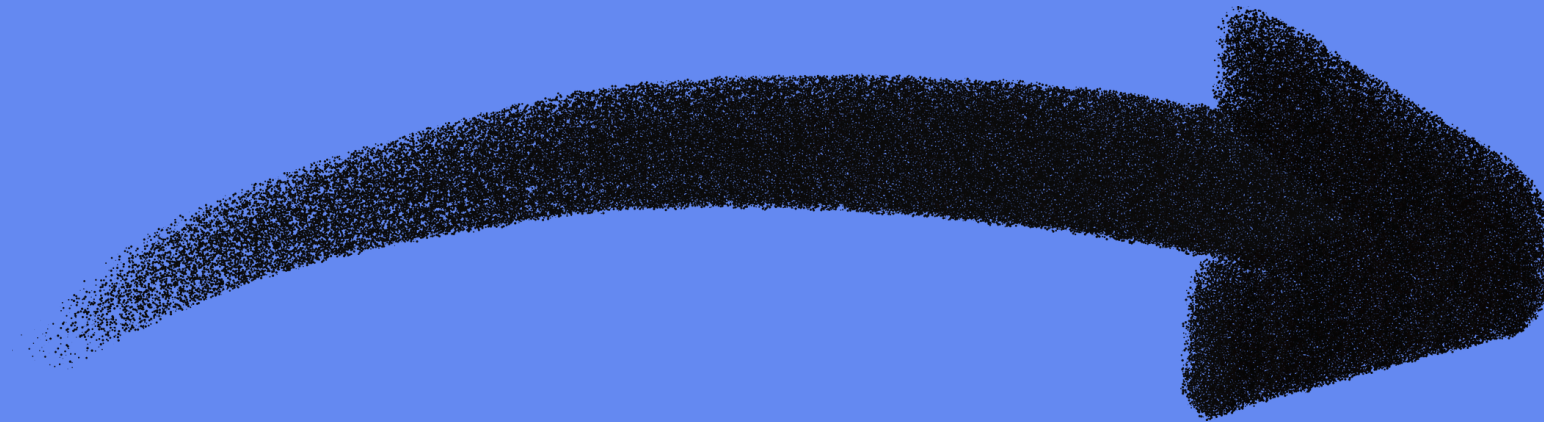
- **Amount:** Caseloads that limit time per learner/Apprentice
- **Time:** Feedback written quickly to meet deadlines
- **Compliance:** Evidence demands that prioritise documentation over dialogue



# Structuring effective feedback



# Why wording matters



- Name the criteria or standard
- Describe what the learner did
- Signal cause and effect
- Point clearly to next steps

“To meet the criteria...”

“You demonstrated this by...”

“This meets the standard because...”

“To improve this, you need to...”

“Next time, focus on...”

# Feedback in action

What do you think?

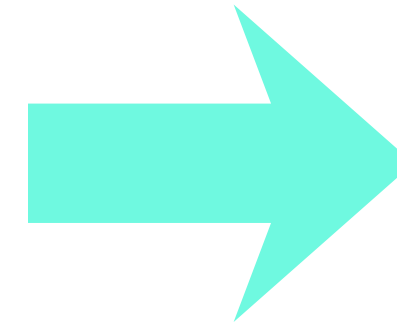
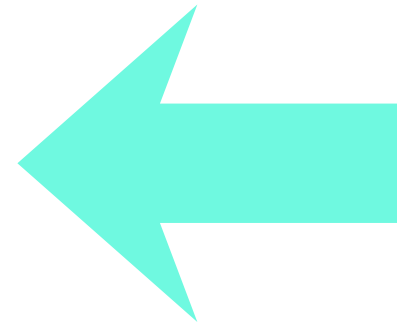
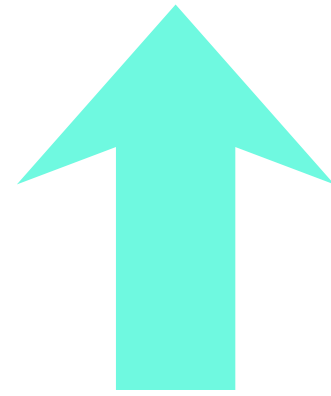
1

**“Good work overall. Some criteria need further development”**

2

**“You met the communication criteria by clarifying client needs using open questions.  
To fully meet the standard, add a workplace example showing how you adapted your approach for a vulnerable client”**

# Let's revisit: Effective feedback for all



UP	Back	Forward
Where am I going?	How am I going?	Where to next?
To meet the communication criteria, you need to demonstrate clear, appropriate communication with clients and explain why you chose your approach.	You met part of the criteria by using open questions to check the client's understanding. You have not yet explained why you adapted your language for this client or how it supported their needs.	For your next submission, add a short reflection explaining one communication decision you made, why you made it, and how it affected the client interaction.

# Ownership and Reflection

# Over to you



**What is the learner's/Apprentices role in feedback?**

Pop an answer in the chat

”

**"The only thing that matters with feedback is the reaction of the recipient. That's it. Feedback – no matter how well designed, that the student does not act upon is a waste of time"**

**–Williams (2017)**

# Over to you



**On a scale of 1-5 how confident do you feel your Learners/Apprentices know what to do with the feedback you give?**

**1- Not so confident**

**5- Very Confident**

Pop a number in the chat





## What's the Learner/Apprentices role with feedback?

- Engage with feedback, not just receive it
- Compare their work to the assessment criteria
- Act on agreed next steps
- Ask questions when feedback is unclear
- Use feedback to improve future performance

# The importance of Self-Assessment

**Helps learners understand  
what good looks like**

**Encourages ownership  
of learning and  
progress**

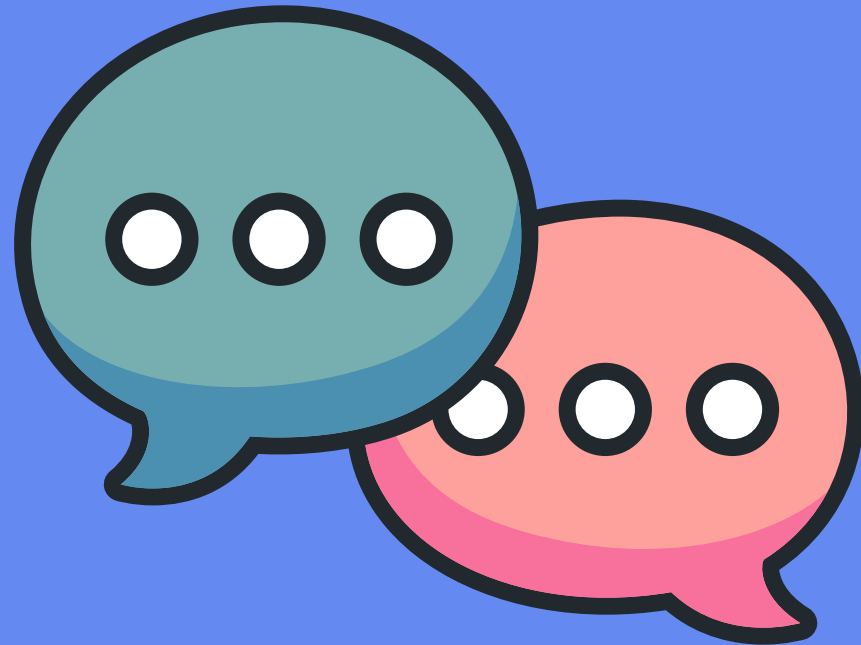
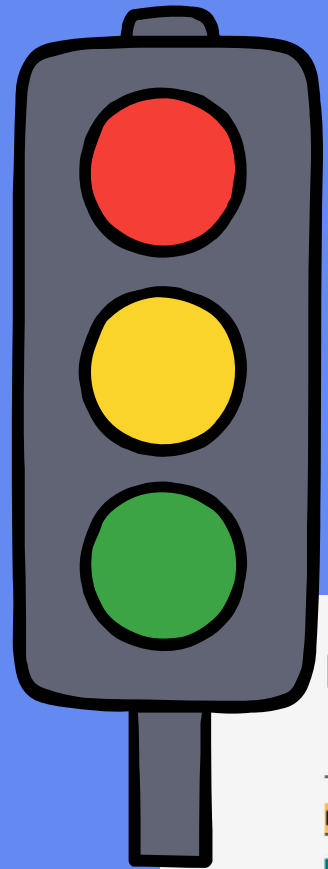
**Prepares  
learners for  
assessment,  
observations  
and EPA**

**Reduces repeated  
mistakes and  
resubmissions**

**Builds confidence and  
independence**



# Making learners active partners in feedback



- “Before I submit...”
- KSB/Criteria sort
- Exit Tickets: Traffic-lights/Forms
- Setting the action (Post feedback conversation)

## Building and maintaining relationships

[Open all](#)

### Knowledge

At the point of registration, a registered social worker will be able to:

- **2.14:** Understand the role of a social worker and a social worker's responsibility to empower, advocate, value, assist, safeguard and protect people.
- **2.15:** Understand how to work in partnership with people while recognising them as experts in their own lives, and how to build professional relationships founded on respect, honesty and integrity.
- **2.16:** Understand the need to value each person as an individual, recognising their strengths and abilities, and the support available within their networks and support systems.

### Skills





# Top Tips for busy assessors/teachers

- Focus on one or two priorities, not everything
- Write feedback so it can be acted on immediately
- Link every improvement to a clear action
- Assume the learner/Apprentice wants to improve – write accordingly
- Read your feedback and ask: Could they act on this without asking me?
-

# Key Takeaways

- Feedback must lead to action
- Structure saves time
- Ownership improves impact
- 
- Small routines make the difference



***Feedback***

# Pause and Reflect



What is one insight from today's session that you plan to use in your practice after the December break?

Pop an answer in the chat

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**Thank you for your  
time**

# Stay in touch

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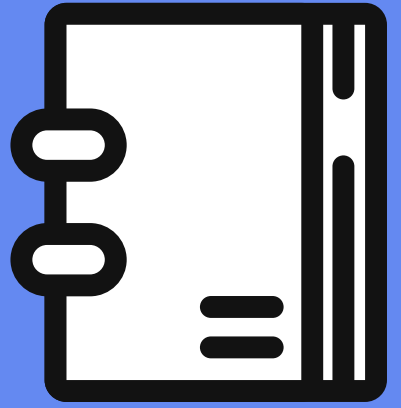


<https://www.linkedin.com/company/lxp-skills/>



<https://lxpskills.co.uk>

# References and Further Reading



- Hattie, J., Wisniewski, B. & Zierer, K. (2021) The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers in Education*, 6:720195. Available at: <https://www.frontiersin.org/articles/10.3389/feduc.2021.720195/full> (Accessed: 2 December 2025).
- Jones, K. (2024) *Feedback: Strategies to support teacher workload and improve pupil progress*. Hachette Learning, 216 pp. ISBN: 9781036009120. [hachettelearning.com](https://www.hachettelearning.com)
- Wiliam, D. (2011) *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.