

Teaching Backwards checklist Chapter 6

Feedback (macro – course/academic year)	This is always part of my practice	I sometimes do this	I never do this
I model explicitly how to critique work and give kind, specific, and helpful feedback.			
I create time for learners to practise critiquing exemplar work so they develop a better understanding of the gaps in their own work.			
I train learners to improve their skills so they know how to give high quality feedback.			
I work to develop a community of learners who value feedback as a way of improving.			
I provide opportunities for learners to critique their own and other's work and discuss how it could be improved.			
I encourage learners to take responsibility for checking to ensure that they have addressed previous feedback.			
I have developed well-established habits with my class where they pause to reflect and then act on verbal feedback.			
I have developed well-established habits with my class where they pause to reflect and then act on written feedback.			
I deliberately build time into my planning of modules of learning so that learners can pause and reflect on the feedback they are given.			
I create time at the end of modules of learning for learners to review their progress and identify remaining gaps.			
I schedule time to conduct small group and one-to-one reviews about progress with my learners.			