FEEDBACK LOOPS

Feedback changes what students or teachers do next.

Best when you need to decide whether to reteach, scaffold, extend, or move on.

- Give feedback linked to the learning goal.
- Focus on the task or process.
- Build in time for students to act on it.

Effect Sizes: 0.40–0.89

METACOGNITION & SELF REGULATION

Students plan, monitor, explain, evaluate, and adjust their learning.

Best when students have enough knowledge to reflect meaningfully on the task.

Ask:

- What is your plan?
- Is it working?
- What will you change?
- How do you know?

Effect Sizes: 0.51 – 0.89

CLARITY AND ASSESSMENT CAPABILITY

Students know the goal, what quality looks like, and how to judge their own progress.

Best when students need to improve quality, use feedback, or work more independently.

- Share success criteria before the task.
- Show examples.
- Ask students to judge their own work against the criteria.

Effect Sizes: 0.64 – 0.96

CLASSROOM CLIMATE FOR LEARNING

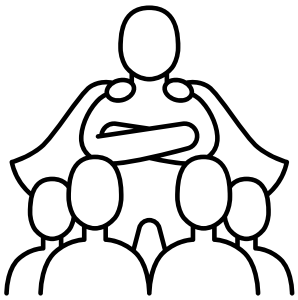
Students feel safe, focused, known, and able to make mistakes.

Best when learning needs attention, trust, challenge, and psychological safety.

- Set clear routines.
- Combine warmth with high expectations.
- Reduce disruption quickly.
- Normalise mistakes.

Effect Sizes: 0.40 – 0.82

COLLECTIVE PROFESSIONAL IMPACT



Teachers work together to evaluate impact and improve learning.

Best when planning, moderating work, reviewing assessment, or choosing interventions.

- Look at student work together.
- Agree what success looks like.
- Identify who is not learning.
- Choose one shared response.

Effect Sizes: 0.58 – 1.34

STRUCTURED TALK AND PEER LEARNING

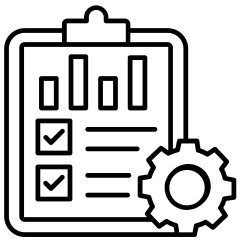
Students use talk to explain, question, justify, and improve understanding.

Best when students need to reason, compare ideas, or explain their thinking.

- Give a clear question.
- Give thinking time first.
- Use sentence stems.
- Ask students to report back with evidence.

Effect Sizes: 0.53 – 0.82

INQUIRY THAT WORKS



Student investigation guided by strong teaching, clear structure and secure knowledge.

Best when students already have enough knowledge to reason with evidence.

- Teach the key knowledge students need.
- Set a clear question, structure and success criteria.
- Check understanding, guide evidence use and debrief learning.

Effect Size: 0.50

EXPLICIT INSTRUCTION AND MODELLING

The teacher makes expert thinking visible before students practise independently.

Best when students are learning new, difficult, or multi step content.

- Break the task into steps.
- Model your thinking aloud.
- Use worked examples.
- Gradually remove support.

Effect Sizes: 0.47 – 1.09