Chapter # 9

WRITTEN FEEDBACK MESSAGES: CHALLENGES AND POSSIBILITIES TO SUPPORT STUDENTS' LEARNING

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ABSTRACT
This chapter presents two inquiries. The first corresponds to a part of a doctoral research regarding written forms of feedback. The study involves four teachers from three different primary schools in London. The main sources of data comprised teacher´s interviews and the excerpts of written comments from their students´ books. Analysis suggested that feedback focused on correcting basics errors, seeking further actions on the task at hand and contrasting the work with learning objective and success criteria. These findings encouraged a collaborative research work to undertake a second study by using the same methodological approach in another context, namely, Chile. The participants were 60 primary school teachers enrolled in a professional development programme. They selected pupils' writing assignments to provide written feedback for them. Data show that the teachers faced difficulties at the initial stages as their comments were evaluative, centred on what was missing, with little room for students' self-assessment. The participants greatly improved their elaborated comments by being more descriptive and stressing the task's features. Both studies provide insightful data in terms of the problematic nature of teachers' written feedback that might hinder pupils' possibilities to achieve a broader understanding of quality.

Keywords: quality, written comments, feedback messages.

1. INTRODUCTION

Feedback is recognized as a core issue within formative assessment. This main assumption entails not only the teacher's role in identifying the strengths and weaknesses of their students' work and providing advice for improvement, for it also involves pupils 'own understanding of what quality means, which is a crucial aspect of learning (Sadler, 1989, 2007; Black & Wiliam, 1998). Nevertheless, the key point about how the information can be used as feedback seems not be straightforward. Hence, an exploration of the nature and purpose of feedback elucidating its effects on learning, continue to stimulate research and practice (Black & Wiliam, 1998, 2003, 2009, 2012; Black, Harrison, Lee, Marshall, & Wiliam, 2003; Kluger & DeNisi,1996; Hattie & Timperley, 2007; Brookhart, 2008, 2009; Torrance & Pryor, 2001; Wiliam, 2018).

Sadler (1989) asserts that feedback implies provide information to support pupils in closing the gap between their actual understanding and the learning goal. This, in turn, brings to the fore three main conditions for feedback to occur, as this author states: firstly, it demands externalising aspects of quality out of the teachers' thought and making it accessible to pupils. This might be achieved by using descriptive statements and key exemplars to illustrate aspects of good work, especially when the learning task is in progress. Secondly, it requires expanding students' abilities to make complex and holistic judgements on their task which should be substantiated on intertwined criteria, trying to avoid the practice of sharing a check list that comprises separated fixed components against which their task will be assessed. Thirdly, feedback seeks to strengthening pupils' capacity for self-and- peer assessment by fostering them to make their own choices about the

pertinent strategies to enrich their tasks. Sadler's (2010) subsequent contribution add insights, particularly, into the process of transferring from feedback to self-monitoring as, in his view, students might face some interpretative challenges to understand concepts and criteria and when attempting to incorporate teachers' feedback into their knowledge base. Therefore, it can be invoked as required in future similar learning challenges. Sadler (2010) upholds that quality should be defined as an abstract notion that refers to the degree to which a piece of work as a whole comes to fulfil its intended aim. Following this idea, criteria, then, are conceived as those properties or characteristics that can be used to define and signify quality.

Research has given rise to different interpretations of Sadler work. for instance, Hargreaves (2005) notes an emphasis on performance, with teachers holding the main role in establishing the objectives. Within the same vein, Torrance's (2012) describes Sadler´s notion of closing the gap as linear and procedural. In this chapter, a different interpretation of Sadler approach to feedback is adopted. This in line with Marshall (2004) who argues that the assessment activities and feedback within Sadler's proposal were not addressed to fixed goals. In contrast, she contends that there are too many different ways for deciding next steps in learning. In addition, Swaffield (2011) has also offered a different perspective by noting that it is the conditions that helps pupils' performance that are paramount within Sadler's view of formative assessment.

This book chapter examines some developments from two enquiries. The first, corresponding to a doctoral research carried out in England. The second, pertaining to a study undertaken in Chile. Both research endeavors were addressed from the teachers' perspectives trying to elucidate their own views on implementing written feedback, investigating what were the decisions that drove their actions and what they expected from their pupils to do in response to the feedback messages

2. THEORETICAL BACKGROUND

A range of studies explored feedback quality and how its differential properties yield distinctive consequences for teaching and learning.

Kluger & DeNisi's (1996) meta-analysis investigated the effects of feedback interventions on performance. Although their definition of feedback in an educational setting implies that the foremost role of the teacher takes precedent over the role of the students, these authors´ review provide insights that revolve around the need to examine the nature of feedback processes. Bearing this in mind, they spotlight three main notions for feedback to be effective. The first, relates to giving pupils prompts regarding the ways they are approaching the task. The second, pertains to providing information about why students' answers are correct. The third, pertains to the link between assessment and the learning process, whereby, feedback would be more useful when the task is ongoing.

Hattie & Timperley (2007) conceptualise feedback by spotlighting its meaning and considering it as involving teachers, pupils, peers, parents, even the resources employed. They proposed a framework to explore how feedback works, which draws on Sadler's (1989) notion of closing the gap. The authors then devised a model of feedback where the crucial questions like *Where am I Going?*, *How am I going?* And *Where to next?*, work in an interrelated manner, and are accomplished at four different levels such as: a) *Task or product*, which stresses providing helpful information for knowing how to complete the work. b) *Processing of the task*, it relates to searching for and the use of strategies and processes implied in doing the task. c) *Self-regulation*, this leads to fostering pupils' self-assessment on their own work which should encourage their willingness to strive

further with the learning task. d) S*elf as a person*, this consists of providing comments towards the person followed by very little or minimal information about the task.

Brookhart´s (2008) contribution shed light on what would be demanded of teachers in terms of being able to provide feedback that helps pupils to improve. She brings to the fore the need for careful consideration about the content within the feedback messages. She suggests that when devising feedback teachers should make choices about focus, comparison, function, and valence. Each of these authors' notions are summarized below:

In relation to *Focus*, grounded on Hattie & Timperley's (2007) model, the author explains that feedback about the task might contribute to enhancing the specific piece of work produced at that moment, or correcting some misconceptions observed. Feedback about process gives pupils information about how they are approaching the task and about alternative strategies that might help them to improve or used next time, fostering further learning. Feedback on self-regulation could be effective to what extent it develops students' self-efficacy, by prompting them to make connections between their work and their conscious and intentional efforts to develop it. Feedback that addresses the self would not be beneficial because giving personal compliments like ¡you are Brilliant! without any other descriptions about the work being done it does not allow pupils having access to the reasons for good results. Likewise, when the task needs amendments, there is no information within feedback comments that pupils can use to refine their work.

Concerning *comparison*, Brookhart (2008) sustains that good feedback should be criterion-referencing, this means contrasting the quality of a piece of work with a standard. It is expected that it could help the pupils to better identify the next learning goal. On the opposite side, norm-referencing feedback is not recommended, comparing students' performance against other peers' performance gives rise to competitiveness and might encourage them to emulate others' pieces of work without access to understanding.

With regards to *function*, the author advocates for descriptive observations about the features of pupils´ work in contrast with judgments that involve grades or evaluative comments. She also makes a note of caution in terms of pupils' interpretations of feedback as, by considering their previous good or bad school experiences, they might think of a judgment even though the teacher had provided a description. This warning resembles the main lessons that were obtained from the research's outcomes conducted by Butler (1988) that has been highlighted within Black & William's (1998) review. They point out that whereby feedback by comments can be very helpful for a student's task performance, when this is accompanied for feedback by grades it gradually makes their effects weaker.

With reference to *valence*, the author asserts the need for being positive within teachers' comments. This means that the descriptions might be directed to indicate the strengths of a piece of work and explaining how they are consistent with the criteria, or they may be oriented to point out what need to be enhanced followed by recommendations on how to do it. By contrast, feedback should not be negative with descriptions of what is wrong without offering suggestions to improve or highlighting in the first place what is missing within pupils' work.

All in all, Brookhart's (2008) view about the content of feedback messages was used as a framework in processing the results of the second study undertaken in Chile.

3. METHODOLOGY

The studies followed a qualitative paradigm (Mason, 2022; Berg & Lune, 2012; Silverman, 2011) seeking consistency with its focus on practices, interpretations and processes being carried out as well as addressing teachers' reflections in these respects. The enquiries sought to have access to the meanings that participants attributed to their

feedback strategies that were applied. These were small- scale studies that addressed how two different groups of participant teachers see themselves dealing with the object of the study (Hammersley & Atkinson, 2007).

3.1. Research Questions

Both studies have a broader scope and perspective, below the research questions that are answered in the context of this report are presented:

- How do teachers interpret feedback from a theoretical and practical standpoint in relation to their teaching and their students' learning?
- What are the teachers' feedback practices and the underlying principles that guide them in the actual conducting of classroom interaction and through pupils written assignments?

The focus within this chapter regards mainly to written forms of feedback.

3.2. Participants

In England, the teachers were selected on the basis of them having declared and being interest in implementing feedback as a strategy for formative assessment. Participants were also chosen taking into consideration different teaching experiences and backgrounds. They pertained to schools with distinctive sociocultural context. In addition to this, it was decided only those teaching Y5 or Y4 classes would be included, because these schools' years may have been less influenced by the external accountability purposes of assessment. Thus, the research involved three year 5 and one year 4 from three different primary schools in London.

For conducting this research, ethical approval was granted by the Social Sciences & Public Policy, Arts & Humanities and Law Research Ethics Subcommittee (SSHL RESC), King's College London. The corresponding approval number is: SSHL/12/13-34, 3 May 2013.

In Chile, 60 primary teachers took part of the initiative. A scholarship was granted for them to attend the two-years teaching professional development programme at the University of Concepción. They were taught, amongst other subjects, on written production assessment within the context of an assessment for learning approach. It would be important to note that since the year 2018 the National Curricula adopted an assessment policy that accentuates its formative purpose (Ministerio de Educación [MINEDUC], 2017). This framed the schools' concerns in terms of modifying not only the regulations but also, and still more important, the tenets that drive their assessment practices. This can help to contextualise the participants' engagement with discussing the rationale introduced by the assessment policy and its implications for their ensuing feedback practices. Throughout the training programme the teachers were involved within an iterative process of reflection that considered the findings from previous research, the analysis of their own examples of feedback messages and the enhancement of these exemplars.

Accordingly, the same tenet drove sampling selection through these studies. It was purposive, within a qualitative stance (Mason, 2002, Cohen, Manion, & Morrison, 2011). It was strategic or theoretical in nature, for it sought to capture diversity in relation to a wider universe, but did not involve pursuing representativeness (Mason, 2002).

For conducting this study, a formal authorization was given by the institutional coordinator of the programme.

3.3. Data Collection and Analysis

Within the study conducted in England a semi-structured format was adopted for carrying out interviews so as to explore the teachers' intentions in the feedback process with reference to pupils' written assignments. Data was gathered while the teachers

reflected upon their own examples of written feedback encompassed within their students' notebooks. To analyse the interview data, 'meaning coding', as suggested by Kvale & Brinkmann (2009) was applied. A number of steps were involved in this, as follows:

- Full transcription of the interview data was carried out.
- Numerous codes were assigned within the first phase.
- Data were constantly compared (Charmaz, 2006). This process was carried out within the transcripts, at different points of the interview and between the four participants teachers. Matrices that contained the codes were created, stemming from this contrasting and comparison process. Through devising these matrices, the researcher captured the similarities and differences as well as grasping in a systematic and consistent way the essence of what the participant were narrating.
- In the earliest stages of analysis the researcher´s lens was centred on how the different activities or practices were implemented. Thus, provisional codes were devised. In the later steps of analysis, the material was examined with the aim of understanding the intentions behind the strategies they deployed. Then, a shift in the coding was gradually achieved portraying how specific parts of the activities provided feedback to learners. New codes were devised to capture not just the practices, but also the associated meanings (Charmaz, 2006; Hammersley & Atkinson, 2007; Cohen, et al., 2011; Kvale & Brinkman, 2009).
- To sum up, the codes characterized the main aspects of the written forms of feedback identified by the participant teachers. Then, the codes were expressed in the form of subcodes that portrayed the teachers' experiences. Subsequently different categories arose that pertained to particular aspects (meanings and actions) within each subcode and code (Charmaz, 2006; Kvale & Brinkman, 2009).

Regarding the study undertaken in Chile, the main source of data comprised feedback messages devised by teachers to their students' writing tasks which were allocated within the teachers' portfolio, using pseudonyms, to make them accessible for further discussion.

Data collection and analysis was comprised of several phases: studying theoretical insights and findings stemming from the research conducted in England, revising Brookhart' (2008) framework about the content of feedback messages, using that as categories to examine how teachers 'written comments were composed, which implied elucidating its Components: focus, comparison, function and valence, devising progressively the teachers 'portfolio, formative assessment of written comments by peers, enhancing quality of the written feedback in an iterative process of learning and reflection. Furthermore, it should be noted that some terms were modified in order to clarify its meanings by considering the Chilean context. For instance, instead of *feedback valence* we used *feedback orientation* to express the same meaning. The table 1, below, outlines the pivotal notions used in the analysis:

Table 1.
Analysis of feedback messages, based on Brookhart's (2008) proposal.

Components	Core questions	Determining messages' features
Focus	What did feedback messages refer to?	the task, the process, self-regulation / the person.
Comparison	What was the quality of the student's work compared to?	Criterion-referencing / Norm-referencing
Function	Did the feedback messages involve a task description, evaluative judgments, or grades?	Descriptive / evaluative
Orientation	Did the feedback information follow a positive stand, a negative orientation or did it focus on constructive criticism?	Positive / constructive criticism/ negative

Source: Ministerio de Educación – Universidad de Concepción (2020)

4. RESULTS AND DISCUSSION

4.1. Regarding the Study Conducted in England

The main findings concerning the areas developed by teachers in relation to written forms of feedback revolved around: basics of the writing, feedback related to content, and self-and-peer assessment challenges. In this subsection, a general overview of the coding process is presented (see table 2 below), Then, excerpts from the interviews will be used to exemplify relevant results:

Table 2.
General overview of the coding process.

Codes	Subcode	Categories
I. Basics of the writing	1.Underlining procedures	1.1 Spelling; 1.2 Punctuation 1.3 Grammar; 1.4 Strategy focusing; 1.5 Students self-correction
II. Content	2.Using written comments	2.1 Communicating L.O. met; 2.2 Giving positive information; 2.3 Seeking further action; 2.4 Assessing quality
III. Self-and-peer assessment: challenges	3.Working with learning objective and success criteria	3.1Unpacking the meaning by the student; 3.2 Referring back to individual targets; 3.3 Keeping the learners on track; 3.4 Expressing disbelief about peer marking.

Source: Yáñez- Monje (2017)

4.1.1. The basics of the writing

A common orientation towards correcting basic errors emerged from data, although with distinctive underlying emphasis. For instance, *Teacher 1* came up with a strategy focusing on marking misspelled words that were familiar to the students and those directly linked to the subject matter. This teacher's decision arose because of her being highly concerned with not discouraging students, who were very weak in spelling, by correcting all the mistakes in their work, as she reported:

> …we went through a process of how much do you mark? How much do you say is incorrect? If you have a child who is a very weak speller, do you pick up every spelling mistake? Because that can be disruptive, if you have got so much on their work that is wrong, they find that very difficult. So you have to make a decision as to what you are going to mark and what you are going to ignore… (Teacher 1, School 1. Int-1:1).

Teacher 2 did not appear to use a selective strategy; he underlined all spelling and punctuations mistakes that needed to be amended but giving the students the responsibility of checking their own work and making corrections by themselves. In his third interview, this teacher made reference to the way in which he annotated students' pieces of writing.

> …so again you see I have underlined that because she's spelt it wrong, what I haven't done is crossed out and written the right word because so what's that going to do? Nothing! Whereas if you have underlined it, that means the children's attention is brought there,

> right I have done something wrong here, what is it? And they have to work out what is wrong and that's much more powerful than just saying, "Oh yes, I got that wrong but Teacher has corrected it… (Teacher 2, School 2. Int-3: 4).

Teacher 3, began by stating that basic errors should not be at the center in marking, but in practice all these technical aspects did appear to take on more importance as she tended to spell out all these sorts of details within the children's work. Whilst *Teacher 4* reported spotlighting some aspects related to grammar, but not stressing what was wrong, and rather pointing out what was right. Hence, the results revealed differing choices made by the participants to dealt with this part of the feedback process and their practices remained aligned with the strategies and procedures suggested within the policy documents of each school. Theoretically, the identified tendency towards correcting spelling, grammar and punctuation can be associated with what Marshall (2004) called the *goal model for writing*. She argues that the underlying principle that drives this model is that the skills required to produce good pieces of writing can be practised separately. She adds that identifying errors can make the process more quantifiable, because progression is interpreted retrospectively, thus leading to remedial actions that involve the teacher indicating how to put right what is wrong. However, it is important to mention that the participant teachers did not necessarily endorse the principles of this perspective. They held to different ways for implementing their ideas and applied an underlining procedure driven by different intentions and motives. However, despite these singularities in the teacher's work, the goal model seems to remain present throughout this part of their marking, which resulted in there being limited possibilities for the students' exploration of quality.

4.1.2. Written Comments

Three main dimensions were involved within the feedback messages devised by the participants as part of their written comments: communicating to their students whether they had met the learning objective or the success criteria, giving positive information by recognising students' effort, and providing advice on follow-up action. It could be said that the participants were using the same structure within the drafting of their comments, but the analysis of the content and the purpose of the conveyed messages, from their own perspectives, allow to understand what they believed quality involves in a piece of writing. *Teacher 1* accentuated mainly on the comprehension of the topic and adjusted her prompts to meet the needs of the pupils whom she considered to be low, middle, or high achievers. *Teacher 2* stressed the use of language to clarify meaning. *Teacher 3* placed emphasis on the key elements according to the conventions of a particular genre, as well as aspects of grammar or punctuation, where appropriate. In addition, their comments were posed with reference to a success criteria list. In the following extract she explains her focus on distinctive features consistent with the aim, context, and structure of different kind of texts:

> … It was mainly looking at figurative language so most of the criteria had something to do with similes, metaphors, different types of figurative language. But maybe if it was a newspaper report, for example, you may vary the criteria, so that they're not expected to quote from a professional or things like that, that is more about the specific writing skills… (Teacher 3, School 3. Int-3: 5).

Teacher 4 also paid attention to the use of words and structures within specific sorts of texts. Moreover, she stated that written comments should be composed of differentiated questions attuned to children's abilities:

> **…**it is tailored to each child so, for example, this child who I have got the book of in front of me, her work is of a really high standard. So I would use different language with her, more sophisticated language when talking to her and I would ask her completely different questions. While those other children, if they are one of my SEN children, some of my special needs children or just children with a lower ability, I would ask them simpler questions like … (Teacher 4, School 4. Int-3:6).

These teachers 'outlooks on their feedback messages were consistent with what was observed in the excerpts from the students 'books. These examples suggest that quality was delineated according to the curriculum content. The judgments were made in terms of the particulars words or phrases that characterized the kind of text intended to be produced. The sort of advice was offered as discrete points of information and not in the form of holistic comments. Consequently, it became more difficult to pay attention to the overall purpose of a piece of writing. This notion seemed to pervade the enactment of this feedback strategy by the four participants, but it was still more evident for those teachers whose written comments were linked to a list of specified and pre-established criteria. This has implications in the ways that teachers approach feedback, namely: a) In some cases, the students were able to follow the teachers' guidance and corrected isolated features of their work but remains unclear whether they could understand the reasons underpinning the teachers' advice. b) The messages focused on the particulars were tied to what the teachers asked the students to do in the follow up action or what they needed to do next. However, this last part of the message seemed to be overwhelmed by the emphasis on what was still missing, rather than telling the students how to make quality-based improvements in the current piece of work.

4.1.3. Can Students Recognise Quality in a Piece of Writing?

The results suggest that although written forms of feedback were highly structured in terms of making learning objectives and success criteria transparent, the teachers developed the view that pupils' engagement with these seem to have been problematic at the time that the study was undertaken. *Teacher 1* reported that the students had not yet grasped the intended goal that underpin specific tasks, thereby, they might not be able to analyse quality in their pieces of writing or on their peers' work.

> …And unfortunately our children, because this is a fairly new process for us, our children are not yet trained. When you say to them, mark your own work …you do need to train children in both, self-assessment and peer-assessment… (Teacher 1, School 1. Int-1:3).

Teachers 3 and 4, in a similar vein, both claimed that children were not skilled enough to recognise what quality meant and thus, be able to communicate its aspects to others. They also shared the opinion that this was particularly hard for those who were low achievers.

> …especially for some children who might not have good reading skills, it would be really difficult for them to try to even read another child's work... So, although they can easily say something they do like and something they don't like, it's coming up with something to say like you

> could do this and so that is what I think they found most difficult. So, we decided to stop that. (Teacher 4, School 4. Int-3:6).

By contrast, *teacher 2* indicated that he had developed a strategy of using the learning objective flexibly. He had built up an idea of his students playing an active role in interpreting not only the criteria but also the comments given. Nevertheless, there was not further evidence from the data about how this method was unfolded or whether it thrived.

> … but actually if you have got a group of kids that are able like these kids, I really need to think well they are all capable of unpicking what it is they done well and what it is they need to improve… (Teacher 3, School 3. Int-1: 6).

In sum, it seems that the teachers had very diverse theories of the pupils' abilities and how much they could do in response to their feedback. It could be said that, unlike Steve, some participants perceived that there were some types of students, at particular points, that were not able to undertake peer marking. This issue may be related to the teachers' philosophy in education from a widespread perspective, but it was an underlying belief that came up when they reflected on the enactment of their marking procedures.

All in all, the overarching lessons learnt from this study shaped our decisions for conducting another research initiative in Chile. It became transparent that there is a need for addressing in depth the teachers' work and reflection about the content of the written comments. This matters a great deal.

4.2. Concerning the Study Undertaken in Chile

Hereafter, the main changes produced over time within the drafting of the written comments are exposed. These covered the following dimensions:

4.2.1. Feedback Focus

Teachers evolved from providing undetermined information about the task at hand, '*Good Work!'*, towards a more precise focus by explaining the specific characteristics of the piece of writing that define quality, some examples would be: *'You have chosen a pertinent dialogue to show the conflict between these two characters'(Manuel's portfolio) or, 'The writing reflects the macrostructure of a new and it clearly refers to a real fact' (María´s portfolio).*These excerpts mainly highlights the strengths of the work done.

The focus of feedback becomes increasingly more open from just rephrasing the students' answers into more appropriate forms, namely, from correcting the work for the pupil, to asking questions fostering children to think further on what would have been the strategy used to produce their writing, such as: *'Could you explain how do you came up with this idea to make your argument so convincing' (Lucía's portfolio)*. This suggestion may foster the pupil to reflect further about his learning process during the engagement with the task.

4.2.2. Feedback Function

The intended purpose of the written comments given to the students' tasks was modified progressively from being normative and evaluative *'This is the best essay I've ever seen!',* to making reference to those criteria already discussed with the children by using descriptive judgments, such as: *'This work achieved both*: *'the structure and the communicative intention are consistent with a letter to the editor'(Juan Pablo's portfolio) or, 'There are coherence and cohesion amongst paragraphs, this allow that the theme remains clear throughout the text' (Celeste's portfolio).*

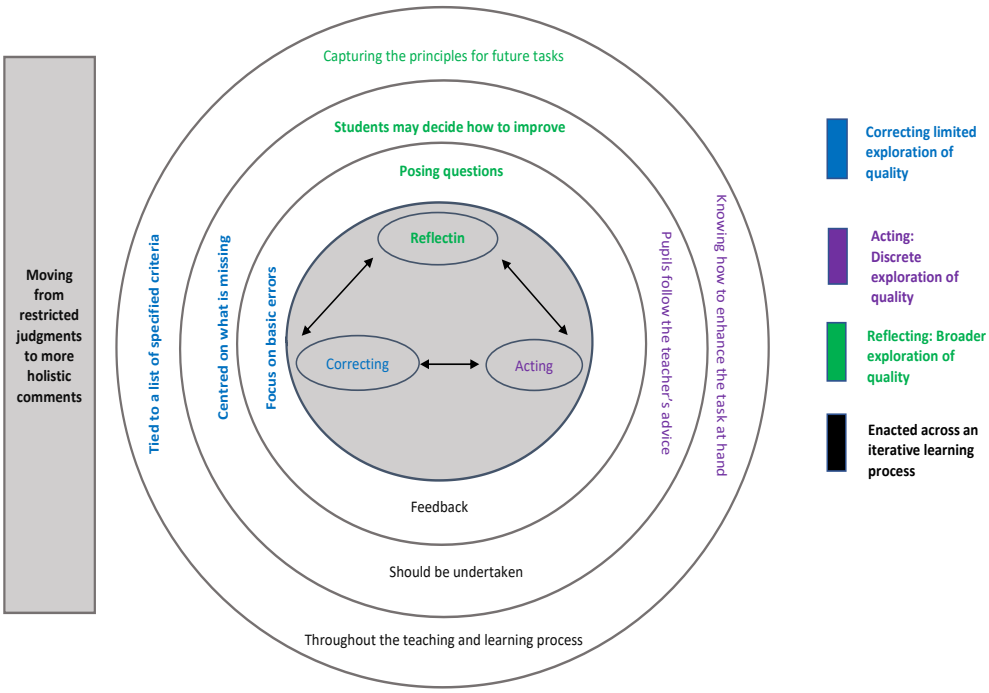
4.2.3. Feedback Orientation

The drafting of comments also changed from exerting a negative orientation by only pointing out what is wrong or missing '*You need to include this time connective!'* Towards a more descriptive comments on what has been done well or suggesting on how to improve. For instance: *'The details you have provided, clearly support your opinion'* (Juan's portfolio).

Generally, it could be said that participants were on the road of improving their feedback practices. Having stated that, it is important to note that the 60 teachers that took part of this initiative progressed in very different ways and levels. Particularly, what still needed to be accomplished, across participants experiences, is how feedback suggestions can foster students' self-regulation and autonomy. Within this perspective the nature of the written comments devised by the participant teachers reveals a strain in terms of how they promote the core aim of formative action.

All in all, referring back to both studies, it could be surmised that, despite the nuances and contextual issues some commonalities could be identified. The feedback messages fostered students correcting their work, acting on the teacher's advice, reflecting on a broader sense capturing the concepts and principles they should use in future similar tasks. Although, this last purpose was observed only in a few cases. The Figure 1 illustrates the distinctive scopes that can emerge from feedback messages, according to the data examined. The figure 1 also reflects the implications for the components of the feedback messages and for students' exploration of quality.

Figure 1.
Purpose and Scope of the feedback messages as part of the written comments.



5. FUTURE RESEARCH DIRECTIONS

Both studies might involve an insightful perspective for future extended research on formative assessment. This means that, by using similar methodological approaches it could be possible to achieve a broader understanding of how other teachers working in very different contexts may hold diverse views about the enactment of written form of feedback. Thus, upcoming contributions would involve further opportunities for teachers to reflect on their own positions and to what extent they influence their practices.

6. CONCLUSION

Despite the singularities on the ways that participating teachers enacted feedback practices from both studies the complex nature of the devised written comments was noted. This, regarding the extent to which they support pupils in the improvement of their pieces of work. Focusing on what elements were present or absent within the learning task, then giving advice so that the students might recall what to include next time has resemblance with a convergent view of assessment. (Torrance & Pryor, 2001).

The teachers expected pupils responded to their feedback. Thus, they asked further action. The character of these requirements or recommendations reflected the scope and the possibilities for students understanding of what count as good work. The data evoked testing and remediation which in turn meant restricted or limited exploration of quality by the students.

The notion that remained stable across the participants from both inquiries is that there is a need for expanding the students' opportunities to grasp a sense of quality. Nevertheless, in the actual drafting of written comments this purpose seemed to be entangled within other pedagogical priorities.

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