

Key Questions:

- A. How can feedback be designed so that it leads to a focus on growth, rather than well-being?
- B. What forces will support or drive the adoption of better feedback practices in your class?
- C. What forces will constrain or prevent the adoption of better feedback practices in your class?

Unpacking Formative Assessment

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	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	<p>Using evidence of achievement to adapt what happens in classrooms to meet learner needs</p>		
Peer			
Student			

Unpacking Formative Assessment

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	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	<p>Clarifying, sharing, and understanding learning intentions</p>	<p>Eliciting evidence of learning</p>	<p>Providing feedback that moves learners forward</p>
Peer		<p>Activating students as learning resources for one another</p>	
Student		<p>Activating students as owners of their own learning</p>	



**SAINT NINIAN'S
HIGH SCHOOL**

Feedback, performance, and learning

Putting the research into practice



O Jesus through the most pure heart of Mary, I offer thee all my prayers, works, joys and sufferings of this day for all the intentions of Thy divine heart and particularly for the intentions of Our Holy Father, the Pope.

'I have learnt how to think and do, not what to think to do - and I want to help others do the same' (S6 pupil comment in the review of feedback for learning, 2017-18).

http://www.dylanwiliam.org/Dylan_Wiliams_website/Presentations.html

Feedback, performance and learning, Mind, Brain and Education

Conference, Potomac, MD. The powerpoint presentation highlights research conducted by Dylan Wiliam on '*Feedback for Learning*'. It considers:

1. advice on how to give feedback effectively;
2. learn a number of practical techniques that can be used to increase the effectiveness of feedback;
3. appreciate the factors that are likely to result in students making greater use of feedback;
4. understand how school assessment systems can be designed to support, rather than constrain, effective feedback to students.

Wiliam considers a new, expanded, notion of feedback and makes reference to research by *Ruiz-Primo and Li (2013)* emphasizing feedback to:

- Be a process guided by the learning goals towards which the teacher and students work
- Actively involve students in the process
- Be considered as an instructional scaffold that goes beyond written or oral comments.
- Be specifically intended to improve learning outcomes
- Ensure its usefulness by making feedback accessible and practical
- Demonstrate, over time, alignment with a learning trajectory

The key ideas are that feedback should:

- Cause thinking
- Provide guidance on how to improve
- Aid understanding of comment-only marking and Focused marking

- Make explicit reference to marking schemes/rubrics
- Develop suggestions on how to improve
- Not giving complete solutions
- Be linked to the timing and re-timing of assessments

What's wrong with the feedback metaphor in education

- a. Feedback is any information given to the student about their current performance
- b. Or at best, information that compares current performance with desired performance
- c. **Much rarer is information that can be used by learners to improve**

Wiliam makes reference to feedback comments from students

1. *Teachers give critical feedback, sometimes a lot of it, to students that they believe in. It's a hard lesson. But I've come to learn that criticism doesn't mean my teacher sees me as less intelligent. It means they think their students can reach that high standard.*
2. *Sometimes people think that all the red ink on your paper happens for some other reason, like maybe the teacher is biased. But think of pro athletes or sports teams that make it to the finals. Just like in sports, you need that critical feedback to get excellent.*
3. *The teachers who give me feedback that corrects my mistakes are the ones who really care. They take you seriously, like a good coach does. You might not get good criticism like that all the time in school. But when you do get it, it's like gold.*

"The indispensable conditions for improvement are that the student comes to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced during the act of production itself, and has a repertoire of alternative moves or strategies from which to draw at any given point. In other words, students have to be able to judge the quality of what they are producing and be able to regulate what they are doing during the doing of it." (Sadler, 1989 p. 121)