Effective Feedback

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Why is effective feedback important?

Make a list...

Bing Videos

Effective Feedback to Move Learners Forward

Task – Think, Pair, Share

Discuss with a partner how you feedback to pupils

Make a list in order of most used to least used

Prepare to share…

Research…

- 264 students (half high attaining, half low) were analysed
- Teacher teaching and class work was identical
- Only difference -3 types of feedback used

- **Scores Only**
- **Comments Only**
- **Mixture of Both**

Interesting Results...

A) In one instance there was a 0% improvement ,ie high performing pupils perform well and poor perform as expected

B) In another instance there was a 30% gain for **all participants**

Take a wild guess...

A) In one instance there was a 0% improvement ,ie high performing pupils perform well and poor perform as expected

B) In another instance there was a 30% gain for **all participants**

A) Pupils given scores or grades only

B) Those given comments only

Discuss...

In light of this research – are grades or marks meaningless?

Formative Vs Summative

Difference 1: Purpose: the purpose of formative assessments and formative feedback is to improve learning, while the purpose of summative assessments and feedback is to gain a measure of attainment (e.g. a final grade).

Difference 2: Frequency: formative assessment and feedback occurs regularly throughout every lesson. Summative assessments and feedback occur at the end of a teaching-learning cycle or at the end of class.

Difference 3: Type of Assessment: formative assessments are likely to be low-stakes and summative assessments are likely to be high-stakes.

Difference 4: Outcome: teachers provide feedback to improve learning following formative assessments. The outcome of a summative assessment is a final grade or score that is used as a measure of attainment

Effective Feedback

- Formative feedback is only effective if the information fed back is used to **fill in gaps in pupil learning**

- Comments must **progress learning**

- Explaining **why something was done well** is also important

- To be "formative" feedback must include a **recipe for future action**

Feedback should be like a medical not a post mortem!

Different Ways to Feedback

- Comment only

- Even Better If – (EBI)

- Find and Fix

- Traffic Lights/Highlights

- 2 Stars and a wish

Task...

Use a formative assessment and feedback approach from the previous list and use this to feedback on the paragraph provided...

Prepare to feedback:

What made you choose the particular technique

Pros and Cons...

Context Task Highlighters!

Marking and Feedback Policy:

Let's think about your context then...

- Read in your pairs/groups the information presented in the Handout – "Research Paper 1"

- Consider and identify the main areas that could further improve your feedback

- What already exists from your perspective when it comes to marking and feedback policy
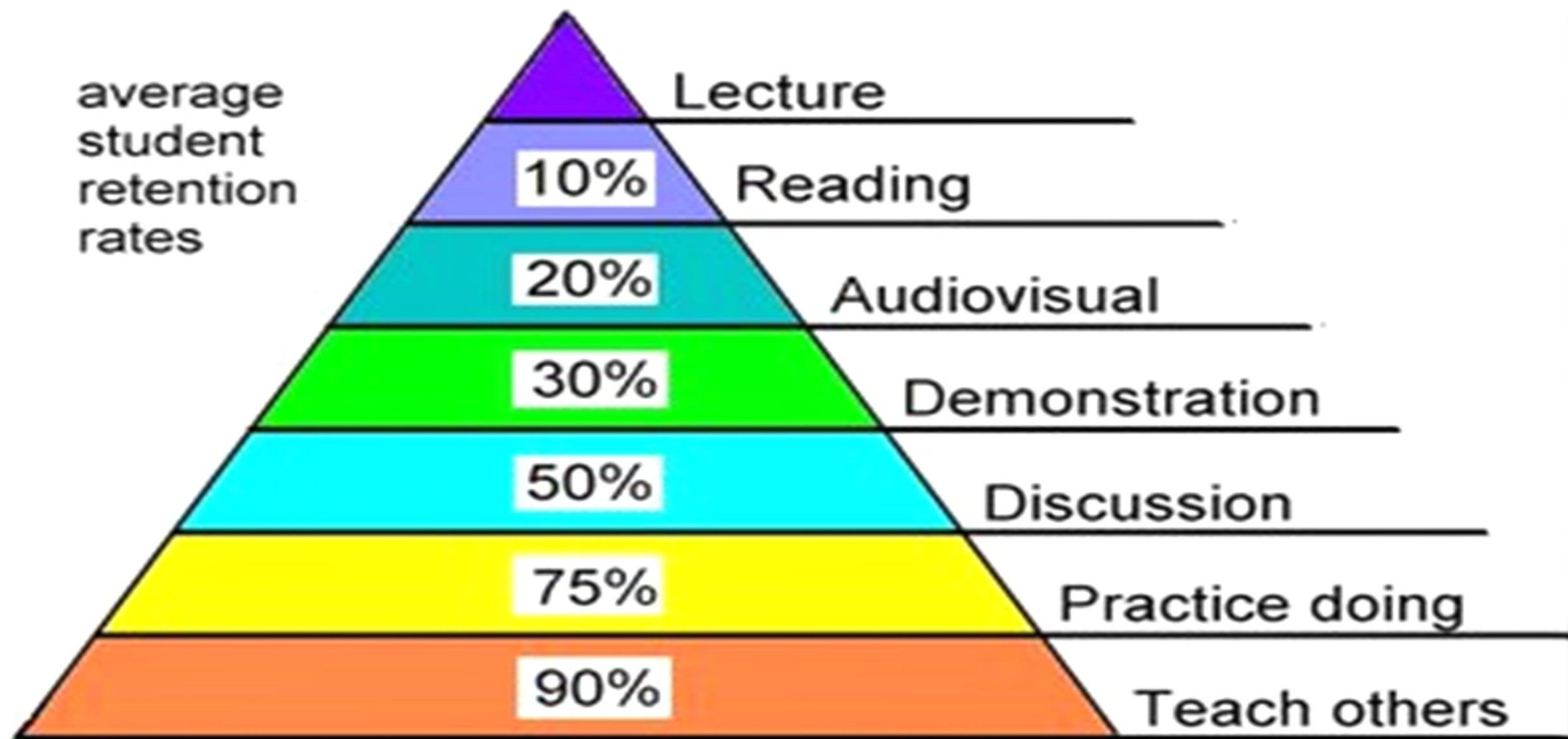
Make a list and prepare to feedback

Activating Students as Instructional Resources for Each Other

- **How can we involve pupils in the process of feedback?**

- Ultimately, we want our pupils to have the skills necessary in order to critically self-reflect upon the work they have completed and be able to identify areas for further development (life skills)

- Therefore, we need to ensure that pupils are equipped to take on the responsibility for their own learning and indeed can act as learning resources for each other

Learning Pyramid

average student retention rates

Lecture

10% Reading

20% Audiovisual

30% Demonstration

50% Discussion

75% Practice doing

90% Teach others

Source: National Training Laboratories, Bethel, Maine

Task... With a partner give some feedback on the following picture...

What makes this task difficult?

The biggest issue when it comes to peer/self-assessment and feedback is in ensuring pupils understand what they are looking for – what does success look like?

Use the Strategies section in the handout to find some ways to include pupils in the feedback process…

Some Strategies…

- Train pupils on how to assess and feedback effectively
- Model marking and feedback
- Link all feedback to agreed LI/SC – Continuously referenced and shared with pupils
- Share and celebrate "excellent" work
- Model what makes this work "excellent"
- Model paired feedback sessions
- Set Ground rules
- 3:1 Success to Improvement method should be used to encourage and avoid over criticism
- Encourage discussion in class settings for feedback

In Summary

- Effective assessment and feedback is essential if we want to move learners forward

- Effective feedback should concentrate on filling in gaps in pupil learning

- Comments made should have the sole purpose of progressing learning

- Explaining why something was done well is also important

- To be "formative" feedback must include a recipe for future action – not a post mortem

- Pupils should be provided with the structure and skills to self and peer assess and feedback effectively

- An agreed whole school approach to feedback and assessment will further strengthen the learner journey