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Feedback and Next Steps

National support for moderation

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

Aims

- Explore and understand the importance of feedback and next steps.
- Identify key features of effective, high quality feedback and next steps.
- Engage in professional dialogue through reflective questions.
- Evaluate existing practice and identify areas for improvement.

Setting the context for learning, teaching and assessment within the National Improvement Framework



For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

National Thematic Inspection: Assessment within the Broad General Education

Signposts highly effective practice from across Scotland.



<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/assessment-in-the-bge/>

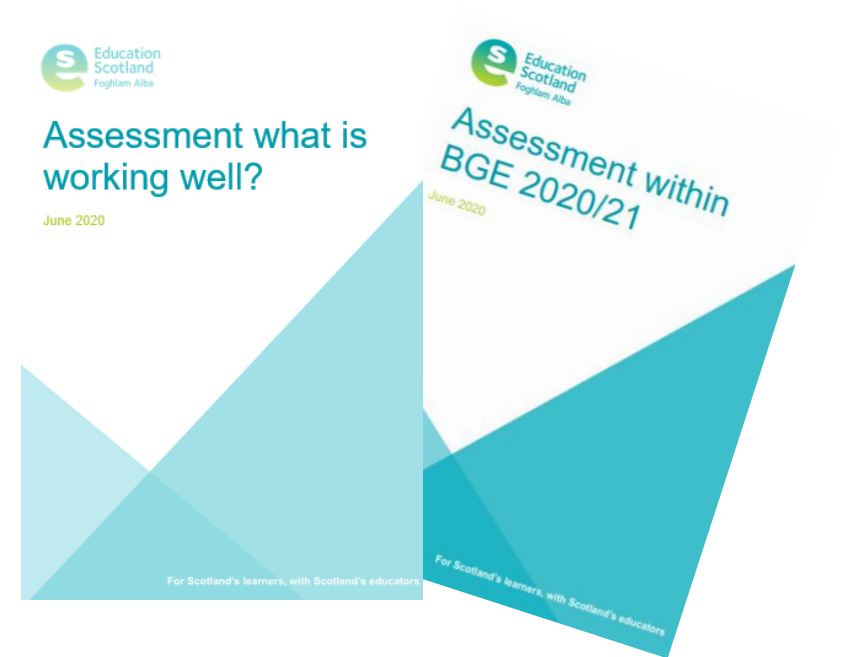
Updated Advice and Guidance

Assessment – what is working well?

<https://education.gov.scot/improvement/scotland-learns/resources-for-practitioners/assessment-what-is-working-well/>

Assessment within BGE 2020/21

<https://education.gov.scot/improvement/learning-resources/assessment-in-the-broad-general-education-2020-21/>



School inspection findings 2018-19

BRIEFING 1 – February 2020



Learning, teaching and assessment

QI 2.3 What is improving?



- The quality of oral feedback to children and young people is improving.

Learning, teaching and assessment

QI 2.3 What are the challenges and areas for improvement?



- More needs to be done to ensure learners are clear about their next steps in learning.

The Importance of Feedback and Next Steps

(5 minutes to consider)

The Importance of Feedback and Next Steps

- Ensures learners are clear about what they have done well and what they need to do to move forward with their learning.
- Supports learners when target setting/profiling/personal learning planning.
- Ensures appropriate, pace, progression and challenge.

‘We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.’

(HGIOS 4 2.3 Learning, Teaching and Assessment - Level 5 illustration)



‘Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve’

‘Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve’

**(HGIOS 4 2.3 Learning, Teaching and Assessment -
Features of highly effective practice)**



What are the advantages and disadvantages of verbal and written feedback

(5 minutes to consider)

Verbal Feedback

Advantages	Disadvantages
• Can be given mid-lesson to allow time for learners to reflect and respond immediately • Can be given quickly • Allows opportunities for learners to clarify what is being asked of them there and then • Allows opportunities for learners to explain their thinking or ask further questions • Allows practitioner opportunities to provide any necessary support or challenge there and then	• Relies on learners remembering • No record for learners or practitioners to refer to reflect back on • Only effective if learners have the opportunity to respond to it soon after • If given by learners, relies on learners being trained and fully supported to ensure feedback they give is useful

Written Feedback

Advantages	Disadvantages
• Provides a clear record for learner to reflect on and respond to • Can be revisited easily at the next lesson • Provides clarity • Provides a visual record which may suit some learners • Can suit learners who are less confident when engaging in peer feedback discussions	• Learner may not have the time or space to respond to the feedback • Learner may not be able to read or understand the feedback (eg younger learners) • Learner may not be present when comments are written • Can be time consuming for practitioners

Common Issues

- Feedback focused solely on 'right or wrong' rather than process.
- Feedback focused solely on completion of task or scores / grades achieved without comments.
- 'Generic' feedback not specific or including references to learning and Success Criteria, for example, 'well done' 'great work'.

A closer look at effective feedback – John Hattie & Helen Timperley

- Feedback can have a significant impact on learning, but not all feedback is effective.
- Teachers should be aware of, and aim to provide feedback relative to, the three important feedback questions:
 - Where am I going?
 - How am I going there?
 - Where to next?
- Effective feedback should also be targeted to learners in order to meet their level of skill or expertise. The three feedback questions work at four levels of feedback – and the four levels correspond to phases of learning: from novice, through proficient, to competent.

The Three Feedback Questions

- **Where am I going?**

What are the goals?

(know and communicate the goals of the lessons)

- **How am I going there?**

What progress is being made towards the goal?

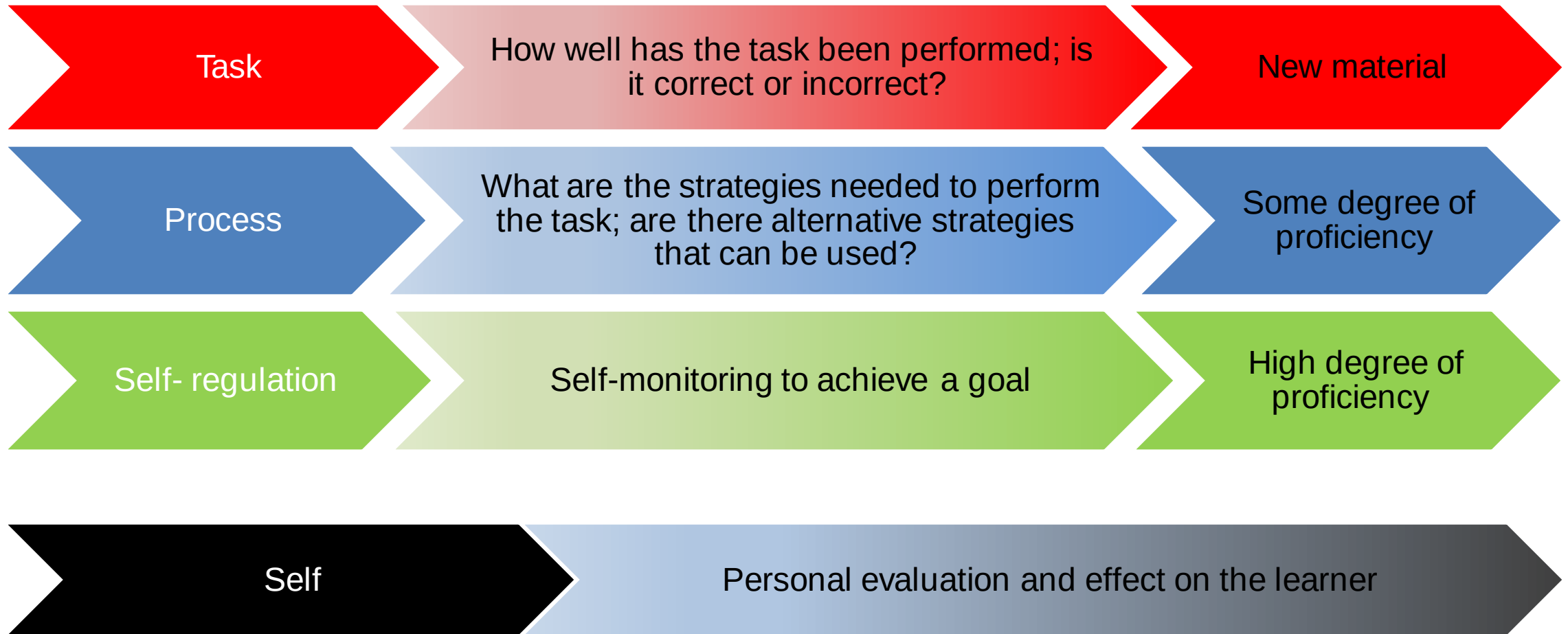
(feedback on progress towards an expected standard)

- **Where to next?**

What activities need to be undertaken to make better progress?

(feedback that informs next steps)

The Four Feedback Levels



Based on Hattie, J., & Timperley, H. (2007). The power of feedback, *Review of Educational Research*, 77(1), 81-112.

The Four Feedback Levels explained

- **Task level**

Information on how well a task is being accomplished such as, distinguishing correct from incorrect answers, or directing learners to acquiring more or different information.

- **Process level**

It is more effective than task level in enhancing deeper learning. A key focus is learners' strategies for error detection.

- **Self regulation**

This type of feedback supports learners to monitor, direct and regulate actions towards the learning goal.

- **Self feedback**

Self-feedback is personal feedback about the learner. For example, 'You are very smart' or 'Good boy/girl'.

What are the Key Features of Effective Feedback and Next Steps?

(5 minutes to consider)

What are the Key Features of Effective Feedback and Next Steps?

- Based on clear, relevant and measurable success criteria.
- Appropriately timed and based on observation of learning.
- Focused and manageable.
- Based on learner progress both in the short term and over a longer period of time.
- Focussed on areas of strength and next steps.
- Indicates both what and how the learner can move forward.
- Time/opportunities must be planned for to allow learners to reflect and act upon feedback.
- Questioning used effectively to encourage learners to think, reflect on and reconsider their own learning.

Using Feedback and Next Steps for Planning

Feedback and next steps can be used to inform planning for:

- Individuals
- Groups
- Classes
- Moderation

(Taking into account where consolidation or challenge is appropriate)

How do you build in Time for your Learners to Reflect on Feedback and Next Steps?

(5 minutes to consider)

Building Feedback and Next steps into day to day learning:

- Reviewing prior learning at the beginning of lessons
- Mid-lesson reviews using success criteria
- Sharing examples of work mid-lesson
- Plenary sessions
- Effective questioning and interventions during lessons
- Individual and group discussions
- Opportunities for learners to engage in self and peer assessment

How do you build in time for your learners to reflect on learning over a longer period of time (e.g. block/term)?

- Planned opportunities to reflect on learning over time
- Learner conversations
- Personal learning planning
- Profiling

Moderation Questions

- The following slide contains some examples of questions that could be used when moderating feedback and next steps.
- This is not a prescriptive or exhaustive list and in practice these questions would not all be used at one time, rather a few pertinent ones chosen depending on the focus or purpose of the moderation activity.

Moderating Feedback and Next Steps

- Are the learners receiving on-going feedback on their work?
- Is this based on the success criteria?
- Does the feedback focus on areas of strength and next steps?
- Does the feedback include a mix of self, peer and practitioner assessment?
- Are the learner's next steps clear?
- Are the next steps set at an appropriate level of challenge?
- Have the next steps been discussed with the learner?

Moderating Feedback

Workshop activities

You will need:

- Paper and pen.

Moderating Feedback

Consider these feedback comments. How might they be improved?

Feedback

'You've completed the task with a score of 9/10'

'Good effort, great work'

'Your writing has good detail and it is well presented'

Improving Feedback

Do you agree with these comments?

Feedback	Comments
<i>'You've completed the task with a score of 9/10'</i>	Focused on task completion and score with no reference to specific area of focus in learning.
<i>'Good effort, great work'</i>	Motivational and encouraging but not linked to the learning. Specific comments or questions relating to the intended learning and specific to areas of strength and next steps will have a bigger impact on learning.
<i>'Your writing has good detail and it is well presented'</i>	Too generic. Gives some indication of what has been done well but needs to be more specific – why was the detail good? Was presentation part of the intended learning?

Moderating Feedback

Consider these feedback comments. How might they be improved?

Feedback

"I agree with the pattern that you have identified in the table. I am not convinced that the rule you wrote works for all the values in the table. How could you prove this?"

"You put in a lot of effort today."

"You've included lots of persuasive language in this letter. Can you add a final paragraph to summarise your points and bring the letter to a close?"

Improving Feedback

Do you agree with these comments?

Feedback	Comments
<i>"I agree with the pattern that you have identified in the table. I am not convinced that the rule you wrote works for all the values in the table. How could you prove this?"</i>	Gives specific information about what has been done well. Indicates there is an area for improvement and uses questioning to challenge the learner to explore this themselves.
<i>"You put in a lot of effort today."</i>	Motivational comment but does not indicate areas of strength and next steps in learning.
<i>"You've included lots of persuasive language in this letter. Can you add a final paragraph to summarise your points and bring the letter to a close?"</i>	Could define 'persuasive language more' Gives a clear next step. Gives what (write final paragraph) and how (to summarise).

Moderating Next Steps

Workshop activities

You will need:

- Paper and pen.

Moderating Next Steps

Consider these next steps comments. How might they be improved?

Next steps

'Next time remember the date'

'Next time try to concentrate more'

'Next time add more detail, improve your presentation and use more ambitious vocabulary'

Improving Next Steps

Do you agree with the comments?

Next steps	Comments
<i>'Next time remember the date'</i>	Focused on a daily routine rather than linking to the learning. Doesn't help the learner move forward.
<i>'Next time try to concentrate more'</i>	Refers to a learning behaviour which is more appropriate for a general discussion. Doesn't link to the learning or give indication of what or how to move the learning forward.
<i>'Next time add more detail, improve your presentation and use more ambitious vocabulary'</i>	Too generic and gives the learner too many aspects to focus on without enough detail in each. For example does 'ambitious vocabulary' refer to use of adjectives/adverbs etc.

Self-evaluation

- The following self-evaluation pro-formas can also be used to inform improvements across the establishment.

Self-evaluation feedback and next steps - Practitioners

Key features of effective feedback and next steps:	Within my own practice where am I now?	Where do I want to be?	How am I going to get there?
Feedback and next steps in day to day learning is helpful to my learners and is linked to clear and measurable success criteria.			
Learners receive high quality feedback and have an accurate understanding of their progress and next steps.			
Learners are able to give effective feedback to peers on their learning and can suggest ways in which they can improve.			
I use effective questioning to encourage learners to think, reflect on and reconsider their own learning.			
Learners are given feedback to help them when identifying longer term targets within personal learning planning.			

Self-evaluation feedback and next steps: School and Middle Leaders

Key features of effective feedback and next steps:	Within our setting, where are we now?	Where do we want to be?	How are we going to get there?
Practitioners give helpful feedback and next steps to learners, linked to clear and measurable success criteria.			
Staff have a shared understanding of how to use feedback to support learner progress.			
Learners receive high quality feedback and have an accurate understanding of their progress and next steps.			
Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.			
Effective questioning is used to encourage learners to think about, reflect on and reconsider their own learning.			
There is a clear system for using feedback and next steps to support learners when setting longer term targets (e.g. within personal learning planning).			
There is a consistent approach to feedback and next steps.			

Self-evaluation feedback and next steps – Learners

**This grid is designed for recording discussions with groups of learners*

Suggested Questions to prompt discussion	Notes from learner responses	Areas for development
<i>Does the feedback you get help you to improve your learning?</i> <i>(If yes in which ways/ If no why not or what would help you?)</i>		
<i>Are the feedback and next steps you get linked to your Success Criteria? Is this helpful?</i>		
<i>Do you take part in discussions to agree longer term next steps with an adult you know well?</i> <i>Do you find these discussions useful?</i> <i>(If yes in which ways/ If no why not or what would help you?)</i>		
<i>Do you know what your next steps in learning are?</i> <i>What do you need to do to achieve these?</i>		
<i>Do you feel confident when giving peers feedback on their learning?</i> <i>(If no why not or what would help you?)</i>		

Further support for moderation



Moderation Support Questions

How to use?

This bank of questions has been collated under each stage of the moderation cycle. They are prompts for professional dialogue. There is no expectation that all questions under each heading would be used at the same time. In practice, it is likely that **only** a few questions would be used while going through the moderation process. The choice of questions to be asked will vary as appropriate to the focus of the moderation activity.

Four Contexts for Learning

Did the task come from/develop one of the 4 contexts for learning?

- Ethos and life of the school
- Curricular areas
- Interdisciplinary learning
- Opportunities for personal achievement

Experiences and Outcomes

- Explain how you chose the Es & Os.
- Why did you choose to bundle these Es & Os?
- How do these Es & Os fit together?
- Do they link together naturally?
- How has this taken account of previous learning?

Learning Intentions and Success Criteria

- Why did you select these LI & SC?
- In what way are they appropriate for this group of learners?
- Do they reflect the key learning?
- How did you involve the learners in developing the success criteria?
- Do they clearly outline what learners need to do to be successful?
- In what ways are they reflected in the assessment activities?
- Are they at the correct level of challenge? How do you know?
- Do the LI & SC focus on the learning?
- Are there any ceilings in your LI & SC?
- Do they reflect the wording of the E & Os? (i.e. understand, use, explain etc.)
- How did you share the LI with the learners?
- How did you agree the SC with the learners?



Moderation Template

This template sheet is designed to support professional dialogue for the purpose of moderation. It can be used in a variety of ways at school, inter-school and national level. The two columns for comments are there to allow for moderation of evidence of two different learners. Please note: It is not a checklist of the features suggested at each level/ stage.

	Learner 1 (near group level working within)	Learner 2 (near group level working within)
Purpose of the task: Did the task come from/develop one of the 4 contexts for learning?	Learner 1 comments	Learner 2 comments
• Ethos and life of the school • Curricular areas • Interdisciplinary learning • Opportunities for personal achievement		
Experiences and Outcomes		
• Do the Es & Os link coherently/appropriately? • Are they taken from a range of experiences? • What is the main curricular area which you have focused on? • Does the task focus on another curricular area?		
Learning Intentions		
• Do these reflect the expected standards within the Es and Os and Benchmarks?		
Success Criteria		
• Are they clear, relevant and measurable definitions of success?		
Learning, teaching and assessment		
• Is there a range of learning experiences? • How did this assessment allow the learner to demonstrate progress, breadth, challenge and/or application? • Does the task require the learner to draw on a range of learning? • Is it at the appropriate level?		

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