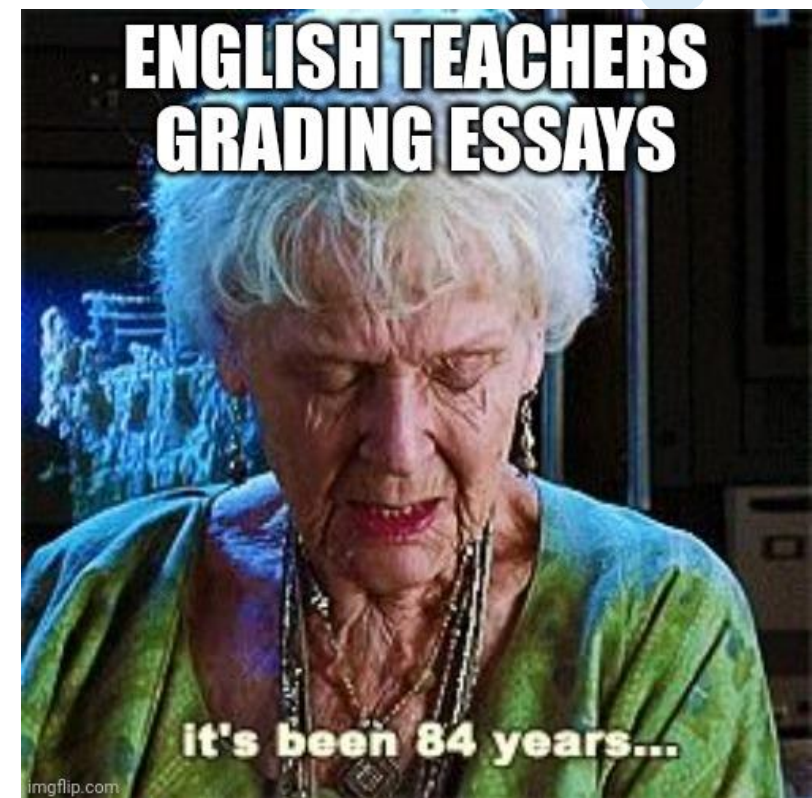




My face 98% of the time while grading papers



CLPL – Effective Feedback

Marking Thoughts? Sound familiar?

- 'I spend hours marking every day and a lot of the time, the pupils spend less than 5 minutes responding.'
- 'Pupils look at the score and don't pay attention to my comments'
- 'Quite often the feedback I am providing doesn't feel purposeful and doesn't necessarily lead to children making rapid progress, which is mostly because the feedback is being given too late, after the lesson has already taken place.'



Feedback

Feedback needs to be fluid, adaptable, changeable; meeting the needs of the pupils in front of us and not adding unnecessarily to workload.

Marking Methods

Live Marking

Whole Class Feedback

Quick Individual Feedback

Structured Peer + Self Assessment



Live Marking = Pros

- Reduces Workload.
- Encourages focus and meaningful discussions about work.
- Allows pupils to see other work/be exposed to excellence/the standards.
- Allows pupils to gain feedback regularly.
- **Cons = The Nervous Nellys**



Live Marking – Method 1



- Complete a task with success criteria.
- Use the visualiser to mark (**you can pick at random or target**).
- Mark the first yourself, explain how it links to the success criteria.
- Guide pupils to mark second using success criteria and specific questioning.
- Ask a volunteer to live mark the last pupils.
- Pupils can then mark their own work based off the back of your discussions. The three marked examples can **respond** by correcting or editing a section of their work...

Print a register and tick off the work that was live marked so you remember to pick someone different.

I use Wheel Of Names.

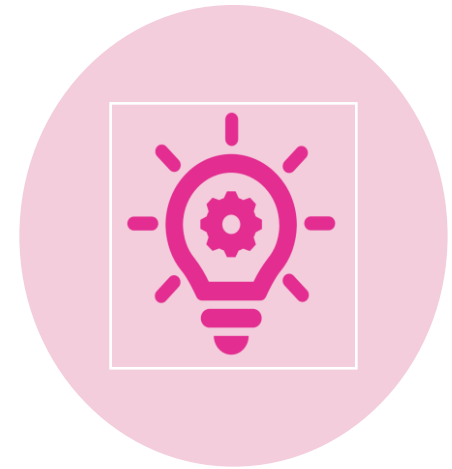
Live Marking – Method 2



**WHILE PUPILS ARE WORKING
IN JOTTERS, GO ROUND THE
ROOM AND LIVE MARK.**



**ASK QUESTIONS AND GET
PUPILS TO ANNOTATE UP
THEIR JOTTERS AS YOU
TALK/WRITE QUESTIONS
IN THE MARGINS.**



**START WITH STUDENTS
THAT ARE NORMALLY
QUICK TO FINISH.**

Whole Class Feedback

You reads through students' work

Make a note of strengths.

Make a note of areas for improvement

Present your feedback to the class

Provide reflection time

Write your own narrative hook for a story with the title: The Curious Incident of the Dog in the Night Time.

Agreed success criteria:

- Using a range of descriptive language features (Similes, metaphors, personification ..)
- Wide range of punctuation is used with a high level of accuracy (., ! ? - ... : :)
- Uses a full range of sentence forms for effect (uses a wide range of sentence starters and sentence forms)

Class WWW/best bits

- Fantastic use of adjectives and the senses
- Clear understanding of task shown.
- All including clear setting and character.

Class EBI ☹

- Can we revise our sentence openers to ensure they are engaging and varied?

Whole Class Feedback – Example

Whole Class Feedback

Write a dystopian based narrative opening.

SUCCESS CRITERIA

- *Establish a clear setting that is in line with dystopian genre.*
- *Create a convincing character and setting - use dialogue, description, weather.*
- *Include a conflict to raise questions*
- *Have a clear structure*
- *Using a range of descriptive language features (Similes, metaphors, personification, word choice ..)*
- *Wide range of punctuation is used with a high level of accuracy (., ! ? - ... : :)*



Class WWW

- ✓ Well done, there is clear understanding of the genre displayed through appropriate settings/character.
- ✓ Paragraphs have been used to control the narrative and create clear sections.
- ✓ Most pupils have successfully used a range of vocabulary. Most are using word choice and some attempting similes, metaphors and personification.

Class EBI

- Develop detail through engaging and ambitious vocabulary.
- Attempt to vary sentence lengths and punctuation.

Common SPaG errors:

- Capital letters at the beginning of sentences.
- Comma splicing and run on sentences.

Class Positives

- Strong settings.
- Clear understanding of conventions of the genre.
- Clearly organised paragraphs, with linked ideas between them.



Favourites....

- ‘Coat up. Head down. I pull my scarf towards my face hiding from the CCTV that watches us everyday.’
- ‘Rain floods the dilapidated stone paths; dark ominous clouds full of rage descend upon the sky’
- ‘The worn out crumbling concrete of the colossal towers absorb the vast amounts of rain that pour from the clouds’
- ‘The houses had given up: dead, overgrown, abandoned.’
- ‘Furiously escaping from the corrupted heaven above, the waterfall of rain pounded onto the sodden earth’



Whole Class
Target: To use a
semantic field.



What is a Semantic field?

A set of words within a particular group, theme, or concept.

For example, if a writer is writing a novel about a ship, they will use words such as ocean, waves, sea, tide, blue, storm, wind, sails, etc. to keep the image and idea of a ship in the reader's mind.

e.g: dark, cold, snow, hat, scarf

Desks, homelearning, teachers, classrooms

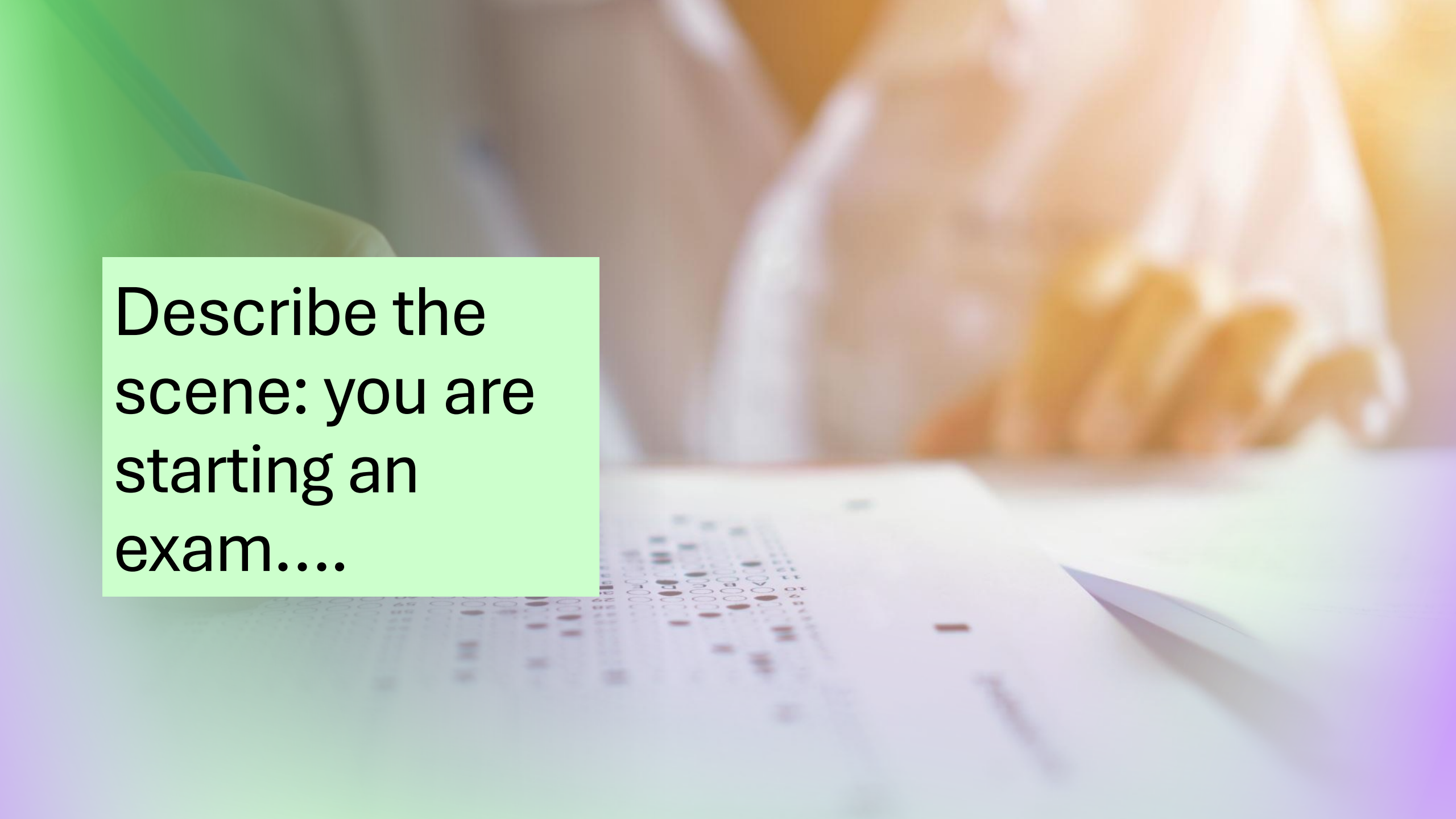
SUCCESS CRITERIA

- Using a range of descriptive language features (Similes, metaphors, personification ..)
- Wide range of punctuation is used with a high level of accuracy (. , ! ? - ... : :)
- Uses a full range of sentence forms for effect (uses a wide range of sentence starters and sentence forms)



Quick practice

Write down as many words as you can think of that are associated with the word “hospital”.



Describe the
scene: you are
starting an
exam....

Description using semantic field of hospital...

White lights blinded and burned as the invigilator approached me with his clipboard. His pen poised like a **needle** ready to stab me. 'Name please?' Everyone sat **calm** and **measured** at their desks; a sea of face's deep in **concentration**. Rows of people sat like **doctor's** performing **heart surgery** as they coolly answered their exam papers. In the distance, the **faint bleep** of the digital clock could be heard counting the seconds. 9:01:9:02:9:03. **Nausea** surged through my veins as I finally focused on the question at hand 'Lynn Marie.'



Guess my sematic field?

Heat burned through the city, condemning everyone who was trapped within its walls. There was no escaping this place; demons lurked around every corner and they were relentless in their pursuit of new sinners to punish. Every day brought a fresh round of torture, with our tormentors relishing in our pain. It felt like we were burning from the inside out, trapped in an endless cycle of pain and punishment for our wrongdoings.



Reflection Time

Re-write a paragraph describing your dystopian setting/character using a semantic field.

Whole Class Feedback

- This was a challenging assessment that the majority of you coped well with!
- You were able to **identify relevant quotations** from the poem
- You were able to **effectively translate key information into your own words**
- **Most** of you were attempting to relate back to the question in some way.
- We need to revise how we structure and answer a commonality question



Next Steps....

- When analysing language you **must** use the QAA structure
- Explicitly **state the technique** and tell me **what it does!**
- In your 'answers' **do not** use same words as the quotation – prove to me how it does this.



Let's look at question 2 again:

Look at stanza 2

By referring to two examples, explain how the poet's use of language creates sympathy for the wolf (4)

Let's unpick the question!

Identify the key words that help us find our answers...



Sympathy



Q - 'free but hunted'

A - The word choice of 'hunted' has connotations of

A - This creates sympathy for the wolf because.....

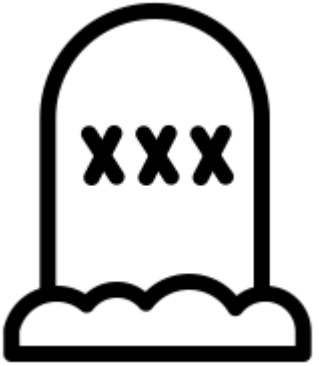
Sympathy



Q - 'free but hunted'

A - The word choice of 'hunted' has connotations of being chased, threatened and intimidated.

A - This creates sympathy for the wolf because although it has escaped it's captivity it is still helpless and targeted.



‘not killed, then bludgeoned, not killed,
then shot, and killed’

Prompts:

- What is the key word?
- What is the writer’s method?
- What are the connotations of that word?
- What is the effect of it?

Steps to success:

Q: Copy down the quotation

A: Identify the technique and connotations

A: Link to the question



‘Send back the jungle’

Prompts:

- What is the key word?
- What is the writer’s method?
- What are the connotations of that word?
- What is the effect of it?

Steps to success:

Q: Copy down the quotation

A: Identify the technique and connotations

A: Link to the question

Highlight and label

- Where you have **identified connotations**
- Where you have **linked to the question**





Standard of work:



Previous ACT NOW completed?



Previous ACT ALWAYS continued?



Statements

WWW

EBI

I can compare the three kinds of magnets and give examples



I can describe the field around bar magnets, current-carrying wire and solenoids



I can describe the motor effect and how to reverse and increase the force



I can apply Fleming's Left Hand Rule



I can explain how electromagnetism is used in a circuit-breaker



Spelling, punctuation and grammar

Check your work for "Sp", "P" and "C".

Find the correct versions on the whole-class feedback slide.

Write out below 5 times each.
Continue on the page if necessary.

ACT NOW

1. Write a paragraph comparing permanent magnets, induced magnets and electromagnets. Include illustrations. (TB p214-217)
2. Draw diagrams to show the field around a bar magnet, a current-carrying wire and a solenoid. (TB p216-217)
3. Define the motor effect and describe how to reverse or increase the force on the wire. (TB p220)
4. Complete practice motor effect questions (separate sheet)
5. Draw a diagram of a circuit breaker and write a paragraph explaining how it works (PB P11)

ACT ALWAYS

T. Self-quiz using the quiz sheet

U. Describe examples of this principle manifesting itself in the world

V. Practise on past-paper questions – copy and complete in your book

X. Choose a graphic organiser to present the key ideas from this topic

Y. Create your own exam questions and mark-schemes

Z. Relate the key ideas in this topic to those from previous topics using a mind-map

Include the LO and the learning destination to reiterate the importance and relevance of the reflection time

Lesson learning objective: To use column subtraction with exchange		Lesson destination: To solve addition & subtraction word problems using written methods	
Class strengths: 1. Layout - clear alignment of numbers 2. Accurately subtracting single digits	Misconception 1: Q4 $\begin{array}{r} 635 \\ - 477 \\ \hline 242 \end{array}$ Should I do 7 - 5?	Misconception 2: Q6 Sam has £216. He spends £125 on a new bike. How much is left? $\begin{array}{r} 11 \\ 125 \\ - 216 \\ \hline £109 \end{array}$ Is this what the question is asking?	Steps to success: - Is the minuend on top? - Start with the lowest value column - Subtract the subtrahend from the minuend - If you can't subtract, exchange from the column to the left Next steps: - Check errors in your work - look at Qs 4 + 6 - Find a partner to check your corrections - Complete the question on the board on your whiteboard
Individual praise: - Amina - using HTO to help - Bradley - accurately showing exchange	Make sure to share the strengths		

This should match what was provided in the lesson. You may choose to add an extra step if you think they need it.

Give a clue but don't write down how to fix it. You can model in the lesson with children's input - make them think!



Individual Feedback

The number
system

Write out in full your WWW

WWW

1. There is a clear beginning middle and end.
2. I have effective use of adjectives, verbs and adverbs.
3. I have used effective similes, metaphors, personification and/or pathetic fallacy.
4. I have a clear range of the senses (touch, taste, sight, smell and sound).
5. I have paragraphed accurately and my ideas are linked.
6. I have used a variety of punctuation ;!''?'-()
7. I have accurately used simple, compound and complex sentences.

Write out in full your EBI

EBI

- 1.I must ensure is a clear beginning middle and end.
- 2.I must use effective adjectives, verbs and adverbs.
- 3.I must use effective similes, metaphors, personification and/or pathetic fallacy.
- 4.I must have a clear range of the senses (touch, taste, sight, smell and sound).
- 5.I must paragraph accurately and link my ideas.
- 6.I must use a variety of punctuation ;! ” ? ’ - ()
- 7.I must accurately use simple, compound and complex sentences.

Peer/Self Assessment

Pupil led

Independence

Reflection

Active Engagement

Workload

Train them!

Pupils love being a marker – give them red pens

A light purple arrow pointing downwards from the first box to the second box.

Treat them like a marking team – give them the power

A light purple arrow pointing downwards from the second box to the third box.

Cons = time

Starter

In pairs, label yourself A and B.

- A is going to talk for one minute about **‘the thing they find most annoying.’**
- B is going to listen carefully and be ready to provide **some *positive* feedback.**

Now swap and repeat the process!



Feedback

What did you like about that starter?

What did you find challenging about it?

What feedback were you given by your partner?

Did you find the feedback useful? Why? Why not?



Learning Intentions

Today we are learning:

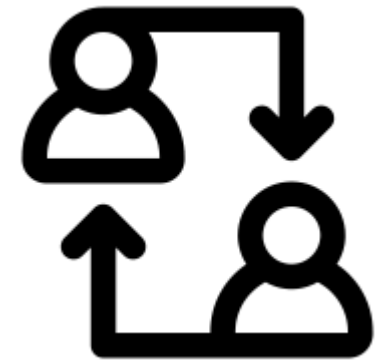
- To understand what effective peer assessment looks like.
- To demonstrate how to effectively peer assess.



What is Peer Assessment?

Peer assessment is when another pupil reviews and evaluates your work.

- It is an opportunity for you to learn from a fellow class mates. **According to research, you listen more to your classmates than you do your teacher!**
- It is also a chance for your fellow class mates to show their confidence with the work you are doing. If they can identify areas of improvement in your work it shows that they know **what excellence looks like.**



Let's talk about it...

- Why is effective peer assessment **important**?
- What are the **problems** we might find with peer assessing?
- What are **some factors** we might have to consider when peer assessing?



The headlines!

- Effective peer assessment is **important** as it is a quick and effective way for everyone to improve.
- We sometimes find it hard to provide constructive feedback so we need to work on what that looks like.
- Some of us might find it stressful or awkward.
- We all learn differently so depending on who/what we are assessing we might need to edit or adapt our feedback.



Let's look at some examples of peer assessment....

Here the pupil was asked to write the opening to a creative short story.

Before we give feedback on this, we need to consider what the **success criteria would be**.

If you were writing a creative short story, what would you make the success criteria?

Success Criteria?

Let's look at some examples of peer assessment....

Here the pupil was asked to write the opening to a creative short story.

Darkness encased the living room while the noise of race cars filled the air. ZOOM...Furiously, the hunched figure tapped his PlayStation controller as the screen glowed in his face. He was engrossed. 'Daniel?'...'Daniel?' his mother softly called but it fell on deaf ears. Daniel was racing down the German autobahn with his boaring teenage life nothing but a distant memory. 'DANIEL!'

Feedback:

You have really nice handwriting and you have used good vocabulary.

You could write a bit more and I don't like the name Daniel.



Let's look at some examples of peer assessment....

Here the pupil was asked to write the opening to a creative short story.

Darkness encased the living room while the noise of race cars filled the air. ZOOM...Furiously, the hunched figure tapped his PlayStation controller as the screen glowed in his face. He was engrossed. 'Daniel?'...'Daniel?' his mother softly called but it fell on deaf ears. Daniel was racing down the German autobahn with his boaring teenage life nothing but a distant memory. 'DANIEL!'

Feedback:

You have used nice words and punctuation.

You didn't spell boring right. 😞



Let's look at some examples of peer assessment....



Here the pupil was asked to write the opening to a creative short story.

Darkness encased the living room while the noise of race cars filled the air. ZOOM...Furiously, the hunched figure tapped his PlayStation controller as the screen glowed in his face. He was engrossed. 'Daniel?'...'Daniel?' his mother softly called but it fell on deaf ears. Daniel was racing down the German autobahn with his roaring teenage life nothing but a distant memory. 'DANIEL!'

Feedback:

You have used some effective vocabulary. For example 'encased, hunched, furiously.' Well done!

You should try to include a simile or metaphor. For example, 'Daniel was concentrating like a crazy scientist who was about to solve climate change.'

Which peer assessment example is the best?

Pick from the three examples we have looked at and explain why your chosen selection is the best.

- *I think that example _ is the most effective example of peer assessment because.....*

What does effective peer assessment look like?

Your feedback should always be:

- Kind
- Specific
- Helpful

Kind

- I really like the way you _____
- Excellent _____ throughout
- The most successful thing about this was _____
- I enjoyed reading this because _____
- It was especially good when you _____

Specific

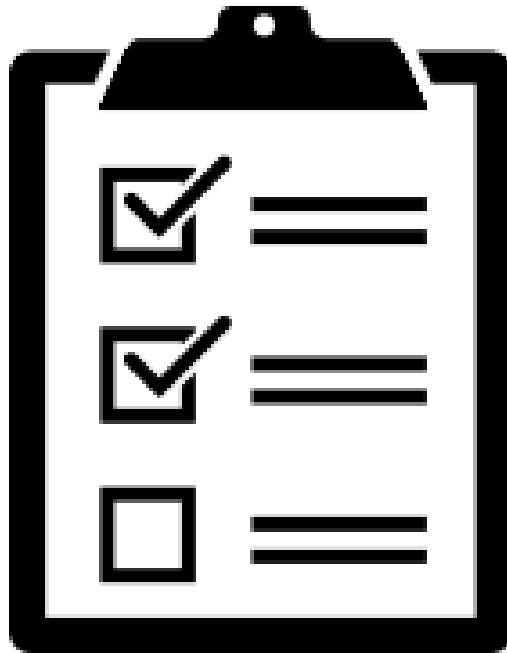
- In the first/second/third paragraph...
- I think _____ is quite difficult to understand/could be explained better/could include more detail etc
- Your sentence/paragraph about _____ was _____ because _____

Helpful (refer to success criteria)

- Think about adding a _____
- Think about taking away _____
- Have you thought about _____?
- To improve your _____ try _____
- Perhaps you could...

Plenary

- In your jotters, create a checklist for effective peer assessment.



Effective Peer Assessment Tasks

- **Senior Phase** – mark each others like SQA examiners/make them produce a commentary ala Understanding Standards.
- **Junior Phase** – use WWW/EBI regularly on tasks – model. Getting pupils to create questions for their work and getting others to answer it.

Effective Self Assessment/Reflection

- **Daily – through plenaries (traffic lights, exit passes, reflection questions, fist to five)**
- **Bigger Tasks – (use success criteria to mark, similar to peer)**
- **Termly - Learner Conversations**