

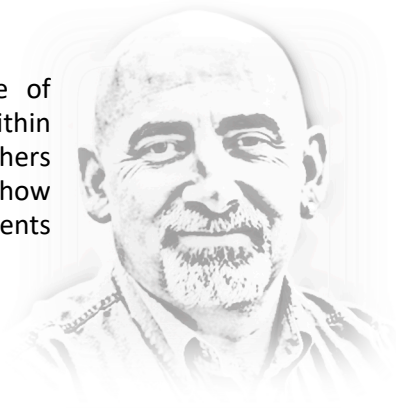


SPOTLIGHT ON:

# Feedback & Assessment

## Formative assessment

Formative assessment involves a range of strategies to 'move learners forward'. Within the learning journey, it is used by teachers and students to identify progress and show gaps in knowledge. Finding out what students know is essential to good teaching.



Dylan Wiliam (2015)

Take constant readings about where learners are.

THE WHOLE PURPOSE OF FEEDBACK SHOULD BE TO INCREASE THE EXTENT TO WHICH STUDENTS ARE OWNERS OF THEIR OWN LEARNING.

### Formative Feedback

#### Comment only marking.

A disadvantage of giving grades with feedback comments is that students generally disregard the feedback and focus on the score. 'Comment only marking is target focused and has to be understandable, helpful and actionable to move learners forward.'

Kate Jones (2021)



### Peer Feedback

#### Be kind, be specific, be helpful.

Like Ron Berger's Austin Butterfly, 'we can create an *ethic of excellence* through a rigorous and creative culture of drafting and skilled feedback'. We need to employ the power of peers with clear parameters of what good feedback looks and sounds like.

Alex Quigley (2016)

### Whole Class Feedback

#### Save time and reduce workload.

This is a great strategy to lighten teacher workload and provide formative feedback. Whole class feedback strategies such as 'show me' boards create the conditions for whole class and personalised feedback with every child receiving feedback on their performance.

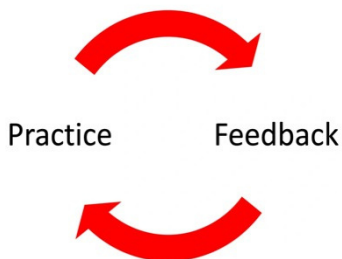
Bruce Robertson (2021)

### Feedback Loop

#### Propel learning forward.

A teacher is a professional coach. Creating practice opportunities and being on hand to support students as they practice is an essential part of any teacher's job. From what they observe, they can give feedback, which informs practice. This practice feedback loop is essential to propel learning forward.

Bruce Robertson (2021)



Power Up Prompt	1. Activities in lessons generate evidence to give feedback on.
	2. Feedback is delivered in manageable chunks.
	3. Feedback is as specific as possible.
	4. Feedback makes clear how performance can be improved.
	5. Every student receives feedback on their performance.
	6. Students have to think about the feedback on their performance
	7. Students are given enough time to act on feedback, so we can check they understand.

### Feedback as Actions

#### Act upon feedback to improve learning.

Making feedback actionable is a powerful way for students to know exactly what to do to learn from their mistakes. 'A student should be able to read or hear their teacher's feedback and then do something very specific and concrete that will improve their learning.'

Tom Sherrington (2017)

<p><b>R1</b></p> <p>Redraft or Re-do</p> <p>Go back and edit and improve certain areas of your work.</p>	<p><b>R2</b></p> <p>Rehearse or Repeat</p> <p>Go back and practise again and again to master skills.</p>	<p><b>R3</b></p> <p>Revisit &amp; Respond</p> <p>Go back and practise by answering more similar questions.</p>	<p><b>R4</b></p> <p>Re-learn &amp; Re-test</p> <p>Go back and make sure you understand previous learning.</p>	<p><b>R5</b></p> <p>Research &amp; Record</p> <p>Go back and develop work with deeper insight and wider references.</p>
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## Evidence into Practice

Shift the emphasis to the process of learning rather than simple teaching.

David Ausubel said 'The most important factor influencing learner already knows. Ascertain this and teach him accordingly'.

PROMOTE THINKING



Jo... what is a noun?

Only Jo is thinking

What is a noun... [waiting & scanning for 10 seconds]... Jo?

All students are thinking

Maximise the proportion of pupils who participate.

Orchestrating attention is partly about maximising the depth and duration of student thinking.

Expert-induced blindness and aversion to silence means we sometimes give students too little thinking time.

The optimal amount depends on context and so requires professional judgement in the moment.

Peps Mccrea (2024)

*Participation ratio is the percentage of the class who are actively participating in the lesson, while **think ratio** is how hard and deep students are thinking... is about whether students are thinking sufficiently enough to cause encoding and memory formation.*

Doug Lemov

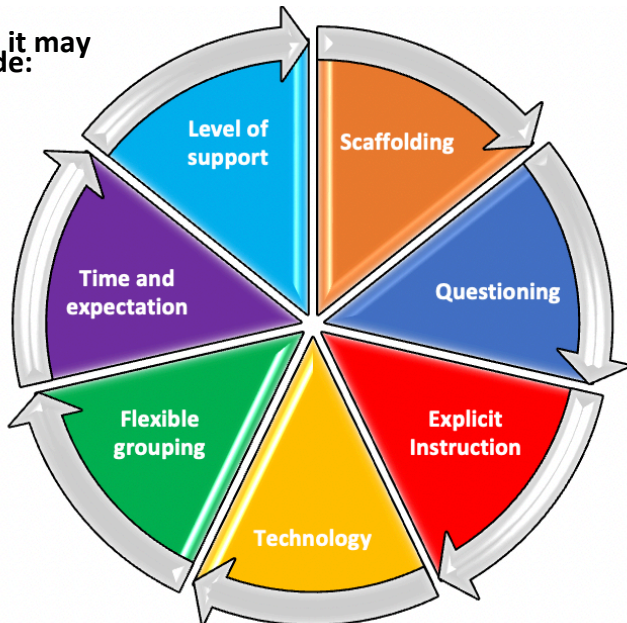
## Thinking out loud

Unravel the learners' internal thoughts.

It is through the teachers talk that the students talk is mainly prompted, accelerated and enriched – or not, as the case may be'.

Alexander (2020)

What it may include:



Formative and live assessment practices are essential to elicit evidence of learning to make those in-the-moment adjustments where required, to support further and to provide stretch.

When teachers have a clear idea of the learning goals and yet are very present in class – listening closely to students and “seeing the lesson through the eyes of students” – this allows them to innovate when the strategies aren't succeeding. These teachers, who have a high level of flexibility, are called “adaptive learning experts.”

John Hattie

ADAPTIVE TEACHING

Assessment is about my [the teacher] impact.

John Hattie

