Feedback at Lady Lumley's   Parent and Student Guidance

Learning • Leading • Ambition • Progress

At Lady Lumley's we believe in 'Being our best' at all times. It is important to understand what feedback looks like and how it can be used to enable us to be our best when using the feedback to improve our students' learning. Feedback plays a vital role in the development and enhancement of learning. Effective feedback ensures there is a focus on improvement in reaching the desired goals set to enable learning based on prior performance.

The expectation at Lady Lumley's is that students fully engage with all feedback, in order to support their learning in the pursuit of 'Being our best'.

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. The EEF toolkit (October 2021) shows that it is important to focus on an approach that values feedback. The research shows that effective feedback can take many forms and, when effective, can provide significant improvements to students' learning for a low cost:
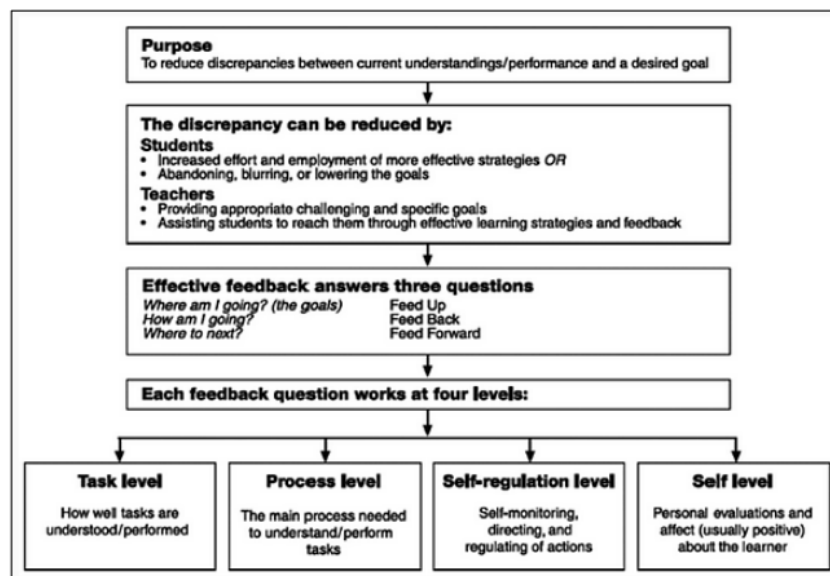
Feedback

Very high impact for very low cost based on extensive evidence

£ £ £ £ £   🔒 🔒 🔒 🔒 🔒   **+6**

In their 2007 publication, 'The Power of Feedback', Hattie and Timperley use the model below to explain the process of feedback:

Purpose
To reduce discrepancies between current understandings/performance and a desired goal

The discrepancy can be reduced by:
Students
• Increased effort and employment of more effective strategies *OR*
• Abandoning, blurring, or lowering the goals
Teachers
• Providing appropriate challenging and specific goals
• Assisting students to reach them through effective learning strategies and feedback

Effective feedback answers three questions
Where am I going? (the goals)   Feed Up
How am I going?   Feed Back
Where to next?   Feed Forward

Each feedback question works at four levels:

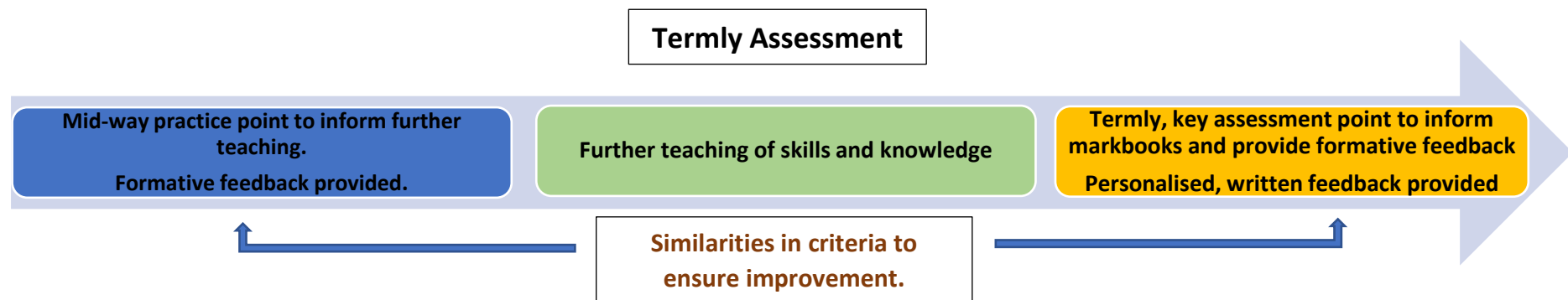| **Task level**	**Process level**	**Self-regulation level**	**Self level**
How well tasks are understood/performed	The main process needed to understand/perform tasks	Self-monitoring, directing, and regulating of actions	Personal evaluations and affect (usually positive) about the learner

Written feedback

Teachers are engaging in informal, formative assessment and feedback every lesson, every day. In addition, **three times a year**- formative, personalised feedback concerning the subject-specific assessment criteria is completed and recorded. This feedback will outline a student's strengths and areas for development. Each department will present the feedback in a form that is most useful and appropriate for their subject. This may include a written comment, a feedback grid, analysis of an exam question or feedback following a key assessment. Where the feedback takes the form of a written comment, staff will provide this in green pen. The feedback will be actionable and require a student response in purple pen.

Key assessment points

The personalised, written feedback will tie in with key assessment points that are common across the department; these will also provide data to support markbooks. Feedback from the key assessment points may also provide more summative information, for example grades. These key assessment points will be supported be a midway, practice, where feedback is provided to action a response. For the practice task, there is no requirement to provide personalised, written feedback. Other forms of feedback may be used to initiate a student response, for example, whole-class feedback.

Termly Assessment

Mid-way practice point to inform further teaching.

Formative feedback provided.

Further teaching of skills and knowledge

Termly, key assessment point to inform markbooks and provide formative feedback

Personalised, written feedback provided

Similarities in criteria to ensure improvement.

Other forms of feedback

At Lady Lumley's School, there is there is no expectation that any other feedback will be of a particular type or frequency.

The expectation is that all teachers use <u>regular feedback</u> to support student progress.

Research shows the examples of feedback below are effective strategies that ensure high levels of student progress. The ideas below can be adapted to meet the needs of the subject.

The areas below focus on feed-up, feedback and feed-forward strategies used at Lady Lumley's to ensure student progress. All departments may use a range of these approaches to support students.

1. Live, verbal feedback

In Michael Chiles' book, 'The Feedback Pendulum', he outlines the importance of verbal feedback:
Verbal feedback involves teachers engaging and interacting more with their students on both one-to-one and whole-class level. It allows teachers to identify, quickly, common misconceptions that can be addressed so that students can continue to make progress. When redirecting students it is useful to ask them to repeat the advice back, so that they are involved in the process.

As students complete work, the teacher views individual work and points out strong elements, recommends an improvement or highlights an error. Students then improve their work immediately.

Circulating the room or teaching space provides opportunities to track progress. These regular 'quiet and guide' opportunities reflect what Barack Rosenshine (2012) indicated as one of the hallmarks of the more effective teachers.

A key component of effective, verbal feedback is the use of questions. When teachers ask questions, this provides an opportunity to establish current knowledge based on how well the material has been learnt (Rosenshine, 2012)
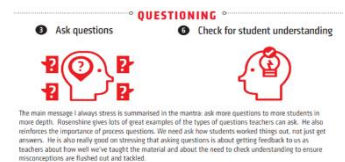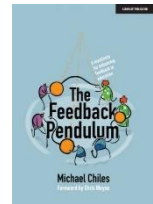
2. Whole-class feedback

Step 1 - The teacher collects in and reads students' work, noting down common misconceptions, common SPAG errors, main areas to improve, main things students are doing well and any good examples of work to share with the class. This can be rough notes by using a whole-class verbal feedback sheet.

History Marking Crib Sheet   Date_____   Class_____

Praise:

Missing/Incomplete Work:

SPaG Errors:

Cause for Concern:

Misconceptions:

Presentation:

D.I.R.T Questions

Actions:

Polaroid Moments:

Step 2 – In the next lesson the teacher shares this information with the class. This could be through a PowerPoint slide, typed notes or verbally sharing written notes. Examples of good work may be shared through a visualiser, to show students how to improve their own work.

Step 3- Students use the feedback to improve their work. Students make improvements using their purple pens; this will help them to identify areas of improvement when reviewing their learning at a later date.

3. Feed-up

'Feed-up' means that we provide clear and detailed guidance on how to complete a piece of work **BEFORE** students complete it. Teacher time planning effective feed-up for their students is potentially more beneficial than giving feedback once a piece of work is complete.

➢ **Modelling**
This gives guidance before writing/a task takes place. The class may deconstruct a model answer discussing what makes it a high-quality answer, the teacher writes a live model, the pupils complete a partially-completed example, the student then completes the task independently. This could be done using a modelling booklet like the example below:

World War One Medicine: Source Utility Practice

1. How useful are Sources A and B for an enquiry into the **work of the stretcher bearers** on the Western Front? (8 marks)

Source A: From a letter written by a captain in the Royal Army Medical Corps (RAMC) to his family in 1915. He was in charge of a group of stretcher bearers.

At 2 am a terrifying bombardment began and at 5 am the first batch of wounded began coming.

It was evening by the time I got out of the trench to look for more wounded. I went off with another man to search for the wounded. We found most of them in a wooded area, so weak that they could not call out. They were so relieved at being found that I led a search for more wounded.

It was awful work getting them out of the shell-holes. It was also hard to find enough men to carry them away because the stretcher bearers were so exhausted.

Source B: A painting called 'Stretcher Bearers of the RAMC Lifting a Wounded Man out of a Trench' by Gilbert Rogers. Rogers joined the RAMC and served on the Western Front. In 1918, he was commissioned to produce paintings for the Imperial War Museum.

Step 1: "I" Worked Example
Read through my example I have written on the board, then highlight the 3 key sections

Source is useful as it tells us details on how stretcher bearers had to go out and find the wounded 'I led a search for more wounded', whilst it also tells us about the difficult conditions in transporting wounded "awful work getting them out". This is accurate as I know what stretcher bearers often had to go out into no mans land at night to collect the wounded, through sometimes waist deep mud. The nature of the source is useful as it gives us a personal insight into the work of a stretcher bearer, and as he was a 'captain' he would have had lots of experience over the battles in 1915, like Ypres. However, the source is limited as it's only one persons point of view and as this is a letter home, may have missed bits out to avoid sharing the worst.

☐ Content — Evidence from source
☐ Own Knowledge — To support points
☐ Provenance (Nature, Origin, Purpose) — How this might affect the sources utility

Step 2: 'We' Joint Construction
Lets collaboratively write an answer to Source B

Source B, a painting of stretcher bearers is useful as _____

2. How useful are Sources A and B for an enquiry into the **effectiveness of new medical techniques** on the Western Front? (8 Marks)

Source A: An x-ray taken in 1915 showing a bullet lodged in the armpit of a British soldier

Source B: Memories of John Hayward, who worked as a surgeon at a CCS near Amiens, July 1918. Memories are from the 1980 book "Narratives of the war"
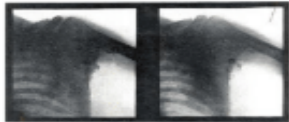
"Resus" was a dreadful place. Here were sent the shocked, collapsed and dying cases, not ready to have an operation but this may have been possible after warming them up under cradles in heated beds or the transfusion of blood. The effect of transfusion was in some cases miraculous. I have seen men already like corpses, pulseless without perceptible breathing but within two hours of transfusion, they were sitting up in bed smoking and exchanging jokes before they went into surgery.

Step 3: 'We' Completion Model 2
With the teacher and your neighbour, filling in the missing knowledge and provenance limitations

This source is useful as it shows an x rays image locating the exact position of a bullet in a wounded soldier. The photo highlights how successful the new x ray technology was. **I know that** _____

The purpose of the x ray to identify bullets, this **reinforces its usefulness** as it provides a clear example of the successes of x rays used to identify bullets in the body. However there are **limitations as the image is** _____

Step 4: 'You' Independent Example
Independent complete Source B yourself: Remember C.O.P

☐ Content — Evidence from source
☐ Own Knowledge — To support points
☐ Provenance (Nature, Origin, Purpose) — How this might make affect the sources utility

1 I Do
2 WE Do
3 YOU Do

Modelling may also involve showing students what a good version looks like and also less effective version:

➤ **What a good version looks like:**
Research shows that providing students with examples of work helps them have a clearer idea of what they should produce. Ensure there is a bank of previous students' work in departmental assessment folders to use as models.

➤ **Providing a less effective model**
Students are also provided with bad or average versions of the work they will complete. The idea here is that students unpick the potential mistakes they could make before they make them. Classes will feedback together about what could have been better about the less effective version This supports progress as students know they need to do better and avoid these mistakes; they are much clearer about how to achieve success.

➤ **Student-friendly markschemes**
Sharing these with students prior to/ during their completion of the work, can provide a very clear idea about how to complete the work successfully. The key is to ensure the version shared is accessible to all students.

➤ **Checklists**
Checklists provide students with a list of content and skills that they should use in their work. This means that students are very clear on how to complete the tasks. These also provide students with the support and guidance they need for self-assessment and peer feedback throughout the task.

Exemplar quality CORRECT ✓	■	**WAGOLL** Showing high quality exemplar pieces of work by students or staff
Compare against exemplar INCORRECT ✗	■	**WABOLL** Comparing exemplar work with suboptimal pieces draws attention to what's important.
	■	**LIVE MODELLING** PowerPoints can be useful but stepping into live modelling processes at the board or under a visualizer is better.
	■	**SILENT MODELLING** Model silently to focus student attention. Asking students to redraw the model from memory is useful.
	■	**I, WE, YOU** Model it yourself then into guided practice together before moving to independent. Check for understanding

Devoirs: Bordeaux

Task: Create a poster or booklet presenting information about Bordeaux you have learned this lesson (IN FRENCH) *8+ sentences **Paragraph of at least 60 words

Content
☐ Geography of the area
☐ Tourism – what you can see and do there
☐ Food and Drink that is typical of the region

Language
☐ Say what there is: **Il y a une cathédrale**
☐ Say what you can do: **On peut visiter la Dune de Pyla**
☐ Use extended sentences: **Il y a une dune où on peut jouer**
☐ Use opinions in the future to say what it will be like: **ce sera**
☐ Use opinion phrases: **Je pense que / Je crois que**
☐ Use present tense to give extra information about the geography
Bordeaux est (Bordeaux is)
Bordeaux se trouve (Bordeaux is located)

Simple success criteria grids
..."pre-flight checklist"

✓	✗	✗	?	✗	✓	✓
1	2	3	4	5	6	7

Feedback grid for a face-drawing task

Success criteria
1 Eyes halfway down face
2 Distance between eyes roughly same width as one eye
3 ....etc.
4
5
6
7

4. Live, whole-class feedback

The use of mini-whiteboards in lesson can support this and provide an opportunity to check whole-class understanding and provide live feedback.

Staff may use a visualiser/tablet to review a model answer or a student's work as a class. The class identifies good elements and areas to improve. Students should then use this to improve their own work.
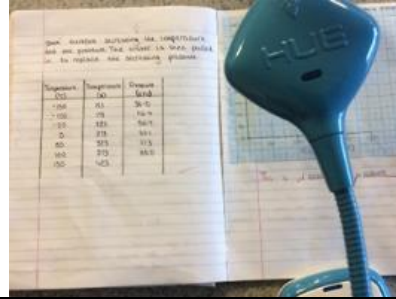
5. Feedback on Knowledge Checks

Knowledge checks completed in lessons or for home learning should be self-marked (using purple pen) as this improves students' memory of the correct answer in the future (this is known as the hyper-correction effect). This can be achieved through a class discussion of answers, through providing the correct answers to students or through students self-checking using their notes or textbook/revision guide.

Low-stakes testing can be used to give students instant feedback on the questions they got right/ wrong and the correct answers, and teachers can also access feedback about the class and individuals' results.

6. Self-assessment

This includes self-assessment of a paragraph using criteria and/or keyword checklists using purple pen. This should then be used to improve work. This helps to develop the ability to improve the students' own work and understand assessment criteria. This may also lead to students editing and redrafting work following their own reflections.

Area	Questions	Next steps?
Organisation	Is your work organised? Is your work in order? Could you improve the organisation of your work by using: underlining, colour, dividers/tabs?	
Content	Is anything missing? Will this level of content allow you to hit your target? Do you understand this work? Are there any ways that you want to improve the content of your work?	
Review	How are you reviewing your work to check that you have understood it? Are there any sections of your work that you need to revisit: Green: No, Orange: Me, Red: Teacher	

Methods	No. of times
Highlighting	
Post Its	
Annotation	
Diagrams	
Mind maps	
Re-formatting	
Learning Tasks	
Analysis exercises	
Practice questions	

Exam Preparation	How are you preparing for exam performance? Is all of your exam information kept together?	

Methods	
Past papers	
Exam questions	
Mark Schemes	
Model Answers	
Exam Reports	

7. Guided peer feedback

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Content
- Geography of the area
- Tourism – what you can see and do there
- Food and Drink that is typical of the region

Language
- Say what there is: **Il y a une cathédrale**
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- Use extended sentences: **Il y a une dune où on peut jouer**
- Use opinions in the future to say what it will be like: **ce sera**
- Use opinion phrases: **Je pense que / Je crois que**
- Use present tense to give extra information about the geography

Bordeaux est (Bordeaux is)
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This includes the use of explicit success criteria to support a productive outcome. Opportunities are available for the students to work together in order to provide feedback on their work using purple pen. This is often more successful when students have been provided with an opportunity to discuss the work at the planning stage. The feedback should be guided on focus on the process, rather than providing any judgements.

There is also value in students reading their peers' work as it can generate a greater awareness of strengths and flaws in their own work.

8. Feed-forward- 'Where to next?'

Good feed-forward should suggest what can be done next and is especially helpful when received during the progress of the work so that adjustments can be made in an ongoing manner. Good feed-forward strategies can lead to greater opportunities for future success. These may include enhanced challenges, more self-regulation over the learning process, more strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood. This feed-forward question can have some of the most powerful impacts on learning.

Feedforward may be provided at the start of a lesson. Students may not see anything written in their books. The teacher could present this to the whole class, with time built in for improvements. The example below shows what this could look like:

Whole-class feed forward- Year 10

Tu préfères habiter à la campagne ou en ville?

-there needs to be a better range of language, in particular using different opinions and reasons- use your knowledge organiser to access more varied language and add additional points

-ensure you have used the Languages for Success mat to introduce your points

-use the ideas from the worked example to revisit your work with a focus on connectives

If there is a post-it note in your book, you need to:

- include another example using one of the tenses on the task sheet, in order to improve your answer.

FEEDBACK vs FEEDFORWARD
by @inner_drive | www.innerdrive.co.uk

EMPHASIS ON THE PAST	EMPHASIS ON THE FUTURE
CRITIQUES PREVIOUS WORK	SUGGESTIONS ON WHAT TO DO NEXT TIME
DESCRIBES WHAT HAS HAPPENED	IDEAS ON HOW TO IMPROVE
FOCUSED ON WHAT DID AND DIDN'T GO WELL	FOCUSES ON HOW YOU CAN DEVELOP AND PROGRESS
PERSON GIVING THE FEEDBACK DOES MOST OF THE WORK	PERSON RECEIVING THE FEEDBACK DOES MOST OF THE WORK
HIGHLIGHT ERRORS	ASKS "WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?"
CAN BE VERY TIME CONSUMING	LEVERAGES TIME EFFECTIVELY
CAN LEAD TO PEOPLE FEELING JUDGED	EMPHASIS IS ON THE TASK, NOT THE PERSON
PERSON RECEIVING THE FEEDBACK CAN TAKE COMMENTS PERSONALLY AND GET DEFENSIVE	PERSON RECEIVING THE COMMENTS IS MOTIVATED AS IT FOCUSES ON STRATEGY

9. Using technology to support effective feedback

The use of technology to provide feedback can provide a range of opportunities to support progress.
Itslearning has been used with success to provide an alternative to collecting books and work in the classroom. Students submit their work and receive feedback via the 'assignment' tool.

There are a number of quizzing tools that can also be used to support retrieval practice and provide teachers with an opportunity to gather data about potential misconceptions and areas to revisit within a lesson. This can provide a valuable feedback opportunity.
In addition to different course materials, the websites and apps below may provide opportunities to use quizzes and then provide feedback:

How do I support my child with their work?

Plan	Do/monitor	Review
What is the prior knowledge that will help with this task?	**How are you doing?**	**How did you do?**
What has worked well in the past?	**Are you on the right track?**	**How well did you meet the criteria?**
How could you plan this?	**Are you sticking to plan/the guide?**	**What went well?/What could be even better?**
What should you do first?	**Is the time working out?**	**What could you have done differently?**
How much time do you have to complete the task?	**How/should you adapt?**	**Could you change the planning/reviewing process?**
What are the criteria for success?	**What do you do if you get stuck?**	**How could you apply this to similar tasks in future?**
What does a good/finished version look like?	**Do you have all the information you need?**	**Who else could you ask for an opinion?**

Plan
(how do I start?)

Do
(how am I doing?)

Review
(where to next?)

Educational research to support effective feedback.

The references below support this guidance and provide further reading:

- **The Educational Endowment Foundation published a guidance report in June 2021 to support teacher feedback to improve pupil learning-** Teacher Feedback to Improve Pupil Learning | Education Endowment Foundation | EEF
- **The DfE have reported on feedback and marking in schools in this document.**
- **Educationalist and author, John Hattie, explains how to provide effective feedback in this article-** Feedback in schools by John Hattie - VISIBLE LEARNING (visible-learning.org)
- **David Didau works at Swindon Academy as well as being a freelance writer, speaker, trainer and author. He has researched and blogged about effective feedback. Read his blog here.**
- **In this YouTube clip, author and educationalist, Dylan Wiliam shares his thoughts on feedback-** Dylan Wiliam: Feedback on learning - YouTube
- **The EEF have produced a report on feedback called 'A Marked Improvement?' You can read about their research here.**
- **Author and teacher Michael Chiles has written a book called 'The Feedback Pendulum', which can be found in the LLS CPD library**
- **Daisy Christodoulou , director of education at No More Marking and the author of *Making Good Progress?*, shares her thoughts on whole-class feedback in this article- *Why whole-class feedback beats 'vague written comments' | Tes News***