Effective Feedback

School Development Day
L White

Our purpose

◎ To improve our understanding of quality feedback practices

◎ To examine problems associated with providing effective feedback to students and discuss strategies to overcome these problems

◎ To create a shared belief of effective feedback and its importance

◎ To improve **student learning**

AGENDA 16TH JULY 2012

◎ Introduction

◎ My turn to speak - Cross faculty activity

◎ Embedding feedback strategies in a unit of work – faculty workshop

◎ The creation of a shared belief

◎ Future plans – Team Learning Meetings

QUESTIONS TO CONSIDER

◎ What is the purpose of feedback?

◎ What does effective feedback look like?

◎ When should feedback be given?

◎ How often should feedback be given?

◎ Does it have to be given to everyone all the time?

◎ Is it effective to provide feedback to a group?

◎ How can feedback be used to inform parents of student learning?

Qualities of effective feedback

Effective feedback is based on the belief that all students are able to learn. It has a clear purpose which is directly linked to learning intentions. Quality feedback sees the teacher in the role of facilitator or activator, not judge. It is:-

◎   criteria based
◎   based on shared understanding and a common language
◎   timely and regular
◎   goal orientated and sets targets for improvement
◎   focused on success and provides alternative strategies for improvement
◎   descriptive, not judgmental
◎   related to learning intentions which have been shared with the class
◎   based on a professional assessment of what students can do and what they need to improve

Qualities of effective feedback

◎ embedded in the teaching/learning cycle

◎ achievable and realistic, based on the stage of development and experiences of the students

◎ inclusive of self-assessment and peer assessment and encourages student self-reflection

◎ used to inform future planning and teaching and learning

◎ consistent across the school

◎ seen by students to be positive and motivates students to become more engaged in the learning process

Best practice

- ◎ Check prior knowledge and teach the skills and metalanguage necessary for successful completion of the task/performance
- ◎ Model exemplars
- ◎ Create marking criteria together to increase student understanding of the task
- ◎ Include peer assessment such as peer checking against agreed criteria
- ◎ Provide verbal feedback as students perform the task
- ◎ Include self-assessment and provide scaffolds and prompts to support self-checking of work
- ◎ Provide the opportunity for students to redo the task and respond to the feedback
- ◎ Set medals and missions so that students are rewarded for their work, but also set targets for the next piece of work
- ◎ Provide assessment proformas
- ◎ Provide explicit instruction, e.g. of the learning goals

FUTURE DIRECTIONS

◎ Team Learning Meetings:

- ICT and effective feedback – Carl Longo

- Developing, implementing and evaluating feedback strategies – Lorraine White

◎ Assessment in the Digital Classroom professional development – ICT Leaders Team

ASSESSMENT FOR LEARNING
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Instructional Strategies	What do I do well?	What can I improve?
Criteria and Goal Setting: create clear and explicit criteria to ensure students understand the learning/target goals.		
Observations: assist teachers in gathering evidence of student learning which can be used as feedback. This is more than just walking around the room.		
Questioning Strategies: asking better questions allows an opportunity for deeper thinking and provides teachers with immediate and significant insight into the degree and depth of understanding.		
Self and peer assessment: helps to create a learning community within a classroom. Self-evaluation involves students in their learning. With peer assessment, students see each other as resources for understanding.		
Student Record Keeping: The process of students keeping records of their own achievements and learning not only engages students, it also helps them to see where they started and the progress they are making toward the learning goal.		

Identifying Effective Feedback Practices

What am I doing?	My Response
1. When I am giving written feedback, am I marking, correcting, judging, or what? What does this tell me about my thinking?	
2. In what mode do I give the feedback: oral? Written? Stickers?	
3. What types of written annotations do I make: ticks? Circling? Comments? Questions-mark? Underlines? Other?	
4. How do I give feedback? Pen colour? Typed? Emailed? Sticky note? Other?	
5. For written/descriptive feedback, what typical comments do I write? List 3 recent comments.	
6. How timely is my feedback? Instantaneous? Same day? Next day? Next week? When I can?	
7. Do I sometimes predict a student's performance on their track record? What evidence am I using?	
8. Do I use criteria/rubrics for feedback? Do my students know and understand these?	

9. How useful is my feedback? Do my students read it? Do they understand it? Does it include specific examples?	
10. Can students act on my feedback? Do I support them in this? How do I provide time and resources for this?	
11. How do I keep records of the feedback I give to students? Can I use it to assess progress and improvement?	

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Group Task: School Development Day Term 3, 2011

Consider your teaching cycle and the sequence of teaching and learning strategies. How do you use formative and summative assessment strategies to assess the learning of your students?

1. Provide examples of assessment strategies that you use that fall in each column. How do you provide feedback to the students?
2. Choose 5 of your favourite feedback strategies; write them on the sticky notes and add to the butcher's paper. These will be collated and shared amongst staff.
3. What does the school need to do to support staff to improve assessment and feedback strategies? Add your thoughts to the butcher's paper.

Types of Assessment	In class formative assessment while teaching.	More planned integrated formative assessment.	More formal 'practice' assessments modeled on summative assessments but used for formative purposes.	Prescribed summative assessments, but results also used formatively to guide future teaching and learning.
Continuum	*Informal (on the go)* ←		→	*Formal (planned)*
Examples				
Typical kinds of feedback	Indirect or implied feedback, co-constructed by students and teacher.	Direct qualitative feedback, may involve multiple and varied sources, e.g. self, peers, teacher.	Direct qualitative feedback, may indicate profiles or grades, but still extensive student involvement.	Report in profiles, outcomes and marks by teacher, but preceded and/or followed by formative self and peer evaluation and extensive teacher feedback.
Examples				

KLA:	
Activity 1: Guided discussion Consider each of the following statements. They highlight some of the recognised problems or issues linked to providing effective feedback to students. Discuss how they may relate to the experiences of the teachers within your KLA. Record any comments and suggestions for addressing these problems.	
Students only associate feedback with formal assessment tasks.	
There are sometimes discrepancies between teachers' feedback.	
Most substantive and written feedback is provided at the end of a unit of work with little opportunity for students to act on the feedback and demonstrate improvement.	
Students can have difficulty interpreting feedback, e.g. annotations on written work. If one tick means good, do two ticks mean excellent?	
Feedback that only praises and rewards effort does not foster learning.	
Feedback is only effective if teachers use it to evaluate and improve their teaching practices.	

KLA:

| **Activity 2: SWOT Analysis of Current Faculty Practices** |
| Apply the SWOT analysis model to evaluate feedback practices used in Semester 1, 2012. |

Strengths	**Weaknesses**

Opportunities	**Threats**