ECT

Clinic 2: Effective Feedback

Participant Workbook

KEEP
GETTING
BETTER

Name: ……………………………………………………………………………..

Session date: ………………………………………………………………………

Introduction

The purpose of clinics

Clinics are designed for you to:	Clinics are NOT designed to:
> **Focus on a persistent teaching problem** that will apply across contexts > **Apply** knowledge to scenarios > **Evaluate** teaching practice > **Collaborate** with colleagues	> **Discuss specific problems** from your own contexts > **Repeat** self-study content

This clinic will focus on a teaching problem:

How can teachers give timely and effective feedback that supports pupil progress and is considerate of workload?

ECT Clinic 2 outcomes

1. To understand the underlying features of effective feedback.
2. To understand how effective feedback can support adaptive teaching.
3. To know how different forms of feedback can look in a classroom context.

Paired discussion
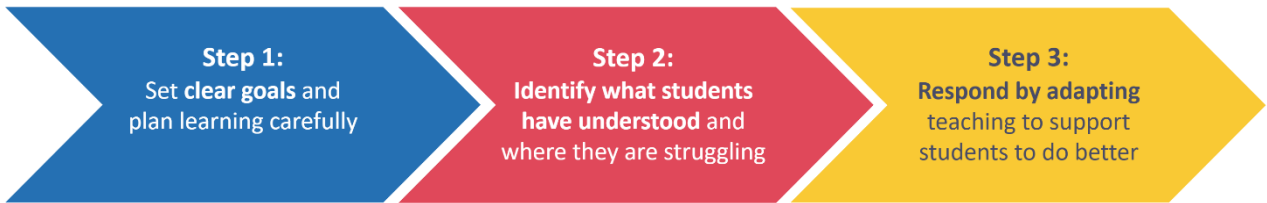
Task: In your pair, discuss the following questions

1. What is the purpose of giving pupils feedback?
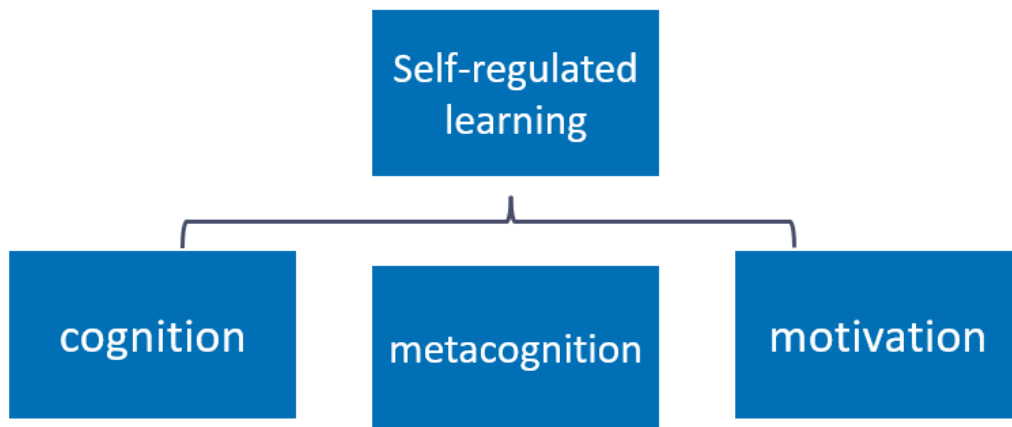
Notes:

2. What forms can this feedback take?

Notes:

Adaptive teaching

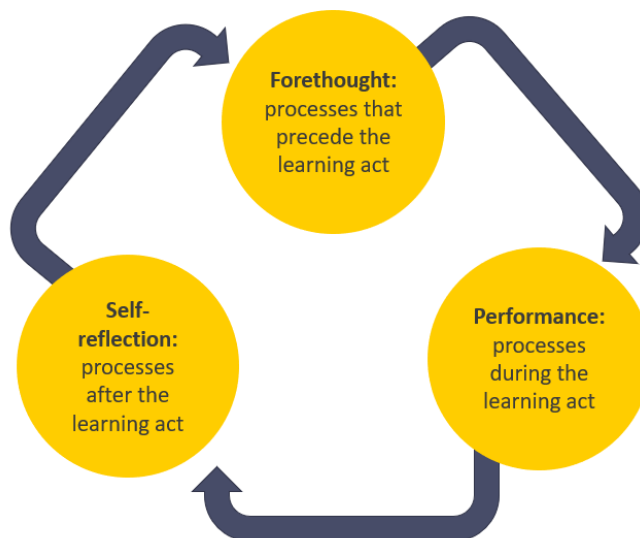| Step 1: Set **clear goals** and plan learning carefully | Step 2: **Identify what students have understood** and where they are struggling | Step 3: **Respond by adapting** teaching to support students to do better |

Self-regulated learning

"The concept of self-regulated learning is based on the premise that students should take responsibility for their own learning and should play an active role in the learning process."

Zimmerman (2001) cited in Mujis & Bokhove, (2020: 5)

Self-regulated learning

cognition   metacognition   motivation

Feedback supports self-regulation

Forethought: processes that precede the learning act

Performance: processes during the learning act

Self-reflection: processes after the learning act

1. **Where am I going?** What does success look like in this problem or area?

2. **How am I doing?** Relative to success, where am I?

3. **Where to next?** What practical steps can I take to close the gap?

(Hattie & Timperley, 2007)

What are underlying features?

Underlying features are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Underlying features in this clinic

Underlying feature	Description
Accurate and clear	Use simple, consistent and concise language, and where appropriate use visual cues, to provide praise and **specific guidance** on how to improve. Communicate **precise next steps** to pupils by focusing on specific actions.
Considerate and sensitive	Be aware of the **social and emotional factors that can affect pupils' responses to feedback**. For example: • The age/ needs of the pupil • Praise can be difficult for some pupils to accept • Some pupils receive feedback as criticism Therefore, adapt feedback according to the needs of the pupil. For example, be considerate about how next steps are communicated with a **focus on evaluation of pupil outputs** and acknowledgement of **pupil effort** where appropriate.
Encourage further effort	Give pupils the **time and support to process and respond** to purposeful feedback which requires them to **think hard**.
Encourage progress in the long term	Ensure feedback **develops pupil understanding in the long-term** and prioritises addressing misconceptions. Therefore, ensure feedback goes beyond the single output, is **linked to pupils' progression** and, where relevant, linked to their long-term goals.
Consider workload	Ensure feedback strikes a **balance** between the benefit it has on pupil learning and the resources and time dedicated to providing it, **reducing the opportunity cost of giving feedback**. Ensure the onus is on the progress pupils make as a result of the feedback as opposed to the work the teacher does to provide the feedback.

I do

Task: Read the scenario.

Scenario 1

Mr Patel has been working on single digit addition with his year 2 class. They have progressed to using the 'make the next ten' strategy to solve problems which bridge ten. This strategy involves pupils using ten frames and counters to represent the sum. The pupils have been using the strategy over a series of lessons and are consistently answering questions which bridge ten correctly. Now, they are learning to transfer their working out from the ten frames to a written representation in their books. For the final 15 minutes of the lesson Mr Patel has given his pupils five questions to complete. Pupils can use the ten frames and counters to support them, they are expected to work through these questions independently and to write their working out in their books. At the end of the lesson, Mr Patel asks them to pile up their books on the end of each table, open on the page they have done the questions on. This makes it quicker and easier for him to mark the books as he does not need to find the page he is intending to mark in each book.
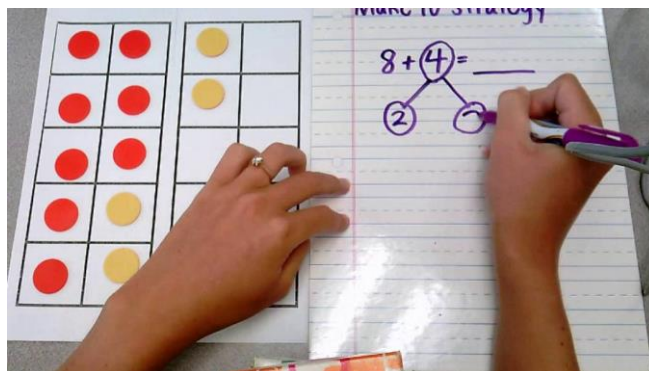
After school, Mr Patel has planned in 20 minutes to mark the five questions in each of his 30 pupils' books and then 20 minutes to plan his feedback portion of his next maths lesson. Mr Patel selects 5 books as a starting point; two pupils who he knows grasped this quickly when they started working on it, two pupils who he knows struggle to remember mathematical processes and a final book at random. He reviews these books without adding written feedback, reading the working out and answers, scanning for common errors. He finds he can divide the work he has seen into three categories of next steps and common errors.

1. Pupils who have gotten both the working out and the answers wrong on three or more of the questions.
2. Pupils who have gotten all the questions correct with the correct working out
3. Pupils who have got all the final answers correct, but their working out isn't consistently correct. When they were writing their working out were splitting the second number into two parts where the first part didn't always add up to ten.

Now he is confident that he has excavated the common errors that pupils are making in their work he marks all the pupils' books by using the following marking codes:

Marking codes

- A tick next to questions that have the answer correct but not the working out

- A 'W' and a tick next to questions that have the working out correct but not the answer

- A double tick next to questions that have both the answer and the working out correct

- A dot next to questions where neither the working out nor the answer are correct

- A number at the bottom of the five questions (either 1, 2 or 3) to indicate which task pupils will do during feedback

This approach to marking is familiar to pupils as it is routine in the way they receive feedback. While the pupils are responding to his feedback, he puts the marking codes on the board along with three different instructions for each of the three groups of feedback.

Feedback task

1. Work with Mr. Patel

2. Work with Mr. Greer (teaching assistant)

3. Use the model sheet to correct your working out in your work, then complete the three extra questions on the bottom of the model sheet.

At the beginning of the next maths lesson Mr Patel sets up the feedback task:

"Thank you all for your hard work yesterday on those five addition problems, we are doing a great job of using our ten frame to add to make the nearest ten. We are going to respond to feedback now to support us to move to our long-term learning goal: subtracting through ten. In your books I have used the marking codes that we normally use in maths to let you know where you have got the working out correct and where you have got the answer correct. You will see that I have put a number on your page, you need to follow the instruction for your number, but don't move until after I have given you the instruction. If you have a 1 on your page you will be working with me, if you have got a two on your page you are going to move to the back to work with Mr. Greer. If you have a three on your page, then you need to use the model sheet which shows you the correct answers and working out to correct anything incorrect in your work then complete the three additional questions in your book. Off you go."

Question:
1. Where can you see the underlying features in the scenario?
   - Accurate and clear
   - Considerate and sensitive
   - Encourage further effort
   - Encourage progress in the long-term
   - Consider workload
2. What difference do you think the underlying features make the effectiveness of the feedback? What impact do they have on pupil progress?

Underlying feature	Response/suggestion
Accurate and clear	
Considerate and sensitive	
Encourage further effort	
Encourage progress in the long-term	
Consider workload	
Other notes:	

We do

Read and analyse

Underlying features for scenario 2 and 3

The underlying features you need to have in mind as you read these scenarios are below. They are the same as for scenario 1:

Underlying feature	Description
Accurate and clear	Use simple, consistent and concise language, and where appropriate use visual cues, to provide praise and **specific guidance** on how to improve. Communicate **precise next steps** to pupils by focusing on specific actions.
Considerate and sensitive	Be aware of the **social and emotional factors that can affect pupils' responses to feedback**. For example: • The age/ needs of the pupil • Praise can be difficult for some pupils to accept • Some pupils receive feedback as criticism Therefore, adapt feedback according to the needs of the pupil. For example, be considerate about how next steps are communicated with a **focus on evaluation of pupil outputs** and acknowledgement of **pupil effort** where appropriate.
Encourage further effort	Give pupils the **time and support to process and respond** to purposeful feedback which requires them to **think hard**.
Encourage progress in the long term	Ensure feedback **develops pupil understanding in the long-term** and prioritises addressing misconceptions. Therefore, ensure feedback goes beyond the single output, is **linked to pupils' progression** and, where relevant, linked to their long-term goals.
Consider workload	Ensure feedback strikes a **balance** between the benefit it has on pupil learning and the resources and time dedicated to providing it, **reducing the opportunity cost of giving feedback**. Ensure the onus is on the progress pupils make as a result of the feedback as opposed to the work the teacher does to provide the feedback.

Task: Read both of the following scenarios.

Scenario 2

Ms Jama Y8s are working on a unit on athletic field events. Today's focus is perfecting the technique required for long-jump. Ms Jama has broken the technique down into three parts (run, launch and landing) and modelled these to pupils, they have practised them individually. Now, they are practising their full long jump by putting the three parts together. As they do this in small groups, Ms Jama is walking around the groups. She has a clipboard with all pupil names on that she makes notes against that will help her to remember any specific feedback she wants to give pupils, track common errors, and see patterns in pupil performance. As she watches one group, she notices an error that she wants to correct immediately so stops the practice of this group of

pupils: *"I want to just take a closer look at our launching foot. How should our foot be when we launch: flat or on our toes?"*

She selects a pupil that she saw launching with toes as she wants to establish whether this is misunderstanding or lack of correct application of knowledge. They respond that the launch should be from a flat foot, this is correct. Ms Jama moves to another pupil; *"why are we launching with a flat foot?"*. They respond correctly. Ms Jama says: *"Okay, so we know we are using a flat foot to launch with because it helps our hips to move forward quicker, helping us to jump further. Keep practising with that flat launch foot in mind."* She holds back the pupil who she had seen jumping from their toes; *"Your run up has a good rhythm to it now, but you are losing momentum because of the angle of your foot when you launch, watch my foot here as I launch"*. Ms Jama demonstrates the launch. *"Now you show me"*, the pupil attempts the flat-footed launch, *"that's much better, for your next few practices I want your focus to be on keeping that foot flat, well done"*.

She continues to circulate and notices a few pupils shifting their strides into longer steps too early in their run up and can see that no pupils are yet able to launch themselves forward with both their arms and legs in front of their body to stop them from putting their hands behind their body when they land and lowering their score. Ms Jama brings the class together and tells them what she has noticed, in response to her observations she has she has placed them into small groups and allocated a specific phase of the long jump for each group to focus on; each group will focus on one phase of the long jump. Each group has a tablet with a pre-loaded video that models the phase of the long jump they are working on. As Ms Jama moves around the groups, she continues to give tailored feedback where appropriate to support them to refine their technique.

Scenario 3

Miss Smith's Y11 English Literature class are practising a poetry comparison question. The class has worked on this question across this unit of work and are now at a point where they are practising independently. However, Miss Smith has found when she has taught this in the past that although pupils do understand all the success criteria they need to incorporate in their extended answers to this question, they often forget or struggle to apply at least one of them to their answers. She is confident from formative assessment in previous lessons that pupils in this class do understand the success criteria and have been able to apply it to their writing in small chunks. However, she feels they probably haven't yet developed the automaticity in using the criteria in their answers without any support. Therefore, she is going to use a set of marking codes to live mark pupil work whilst they are writing to ensure that her feedback can act as a scaffold for pupils as they work. This is something that she has done with this class since they begun the GCSE course with her in Y10.

"As you are writing I am walking the room, on this first circulation I am looking at your introductions and looking for an insightful and accurate similarity between your two poems. If I see you are missing a similarity in your introduction I will put a dot in your margin, if I see that your similarity isn't accurate, I will put a dash in your margin and if I see that your similarity meets the insightful and accurate criteria, I will put a tick in your margin. You will need to ensure you make any necessary changes based on my feedback." As Miss Smith circulates, she annotates pupil books with these marking codes, she notices that most pupils are including an accurate similarity between the poems but that the comparison is not insightful enough to meet the criteria at the top end of the mark scheme that she wants her pupils to be aiming for.

"I am just stopping you here as I want to discuss something that I think is missing from our introductions. We know to hit the top end of the mark scheme we need to be insightful in the similarity we identify between the poems. Which similarities might not be considered insightful between these two poems, but would still be

considered accurate? I will give you two minutes to come us with a list of at least two similarities with your partner that are accurate but not insightful."

She cold calls a pupil that she knows had an accurate similarity in their introduction: *"I think saying that both poems are written in an alternative (ABAB) rhyme-scheme is accurate but not insightful".*
Miss Smith: *"Okay, great, I would agree but why isn't it insightful and what could we do to make that an insightful comparison?".*

She now moves to a pupil who she knows had an insightful and accurate similarity in their work; *"Maybe you could say the impact of the similar rhyme scheme on the meaning of the poem, or on the reader?"*

Miss Smith: *"Yes, I think that would make it more insightful. Can someone give me an example of how that would sound in your writing?".*

She selects a pupil with their hand up: *"In both poems there is an alternative rhyme-scheme which mirrors the patterns that are found in nature, which both poems are emphasising."*

Miss Smith: *"Fantastic, that example is really insightful and accurate because it gives us a similarity right at the beginning of the writing that we can use as a theme and argument throughout the rest of the essay. Really impressed with the thoughtfulness I am seeing in the similarities you are drawing between the poems and how hard we are working to get this right, take three minutes now to re-read your introduction and make any changes you need to to ensure that you are drawing insightful and accurate similarities."*

Task: Respond to the following questions independently.

> ### *Question:*
> 1. Where can you see the underlying features in the scenarios?
>   - Accurate and clear
>   - Considerate and sensitive
>   - Encourage further effort
>   - Encourage progress in the long-term
>   - Consider workload
> 2. What difference do you think the underlying features make the effectiveness of the feedback? What impact do they have on pupil progress?

Underlying feature	Response/suggestion
Accurate and clear	

Considerate and sensitive	
Encourage further effort	
Encourage progress in the long-term	
Consider workload	

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenarios 2 and 3.

Notes:

Non-example

Read and analyse

Underlying features for scenario 4

The underlying features you need to have in mind as you read these scenarios are below. They are the same as the previous scenarios:

Underlying feature	Description
Accurate and clear	Use simple, consistent and concise language, and where appropriate use visual cues, to provide praise and **specific guidance** on how to improve. Communicate **precise next steps** to pupils by focusing on specific actions.
Considerate and sensitive	Be aware of the **social and emotional factors that can affect pupils' responses to feedback**. For example: • The age/ needs of the pupil • Praise can be difficult for some pupils to accept • Some pupils receive feedback as criticism Therefore, adapt feedback according to the needs of the pupil. For example, be considerate about how next steps are communicated with a **focus on evaluation of pupil outputs** and acknowledgement of **pupil effort** where appropriate.
Encourage further effort	Give pupils the **time and support to process and respond** to purposeful feedback which requires them to **think hard**.
Encourage progress in the long term	Ensure feedback **develops pupil understanding in the long-term** and prioritises addressing misconceptions. Therefore, ensure feedback goes beyond the single output, is **linked to pupils' progression** and, where relevant, linked to their long-term goals.
Consider workload	Ensure feedback strikes a **balance** between the benefit it has on pupil learning and the resources and time dedicated to providing it, **reducing the opportunity cost of giving feedback**. Ensure the onus is on the progress pupils make as a result of the feedback as opposed to the work the teacher does to provide the feedback.

Task: Read the following scenario.

Mr Patel has been working on doing single digit addition with his Year 2 class, they have progressed to doing this addition where the number problem 'bridges ten' using the 'make the next ten' strategy. To do this his pupils have been using ten frames and counters to represent the sum to support them to find the answer. His pupils have been working on this for a while and are all able to consistently get to the correct answer most of the time in this way. Now, they are learning to transfer their working out from the ten frames to a written representation in their books. Maths is the last lesson of the day today, so for the final 15 minutes of the lesson Mr Patel has given his pupils five questions to complete. Pupils can use the ten frames and counters to support them, but they are expected to work through these questions independently and to write their working out in their books. Once pupils have completed their questions and are ready to pack up, Mr Patel asks them to pile up their books on the end of each table open on the page they have done the questions on. This makes it quicker and easier for him to mark the books as he does not need to find the page he is intending to mark in each book.

His pupils have gone home, he sits down to mark their work. He ticks and crosses answers where pupils are answering correctly and incorrectly. He spots that about half of pupils have been splitting up the second number in the problem incorrectly and it appears to be inhibiting them from reaching to correct answer. He stops marking the books halfway through the set of 32 and decides that he will need to re-teach the written working out method which pupils are clearly struggling to grasp.

At the beginning of the next maths lesson Mr Patel addresses pupils before he re-teaches the process of representing their working out in written form.

"I have marked some books and think we need to have a look together at how we can write our working out so we can move away from using out ten-frames. We are going to look at this question on the board together."

Mr Patel has re-modelled the working out process, breaking it down into smaller steps and exposing his thinking at each point to pupils. He then uses mini whiteboards to give pupils a few practice questions that they hold up and he checks. By the third practice question all pupils appear to have written the working out and the answer correct. He then puts a further five practice questions on the board for pupils to attempt independently. He circulates whilst pupils are completing their work and for the pupils whose books he didn't mark yesterday, he quickly ticks or crosses their answers. He finds that around 10 of these books contained all correct answers and working out. For these pupils he decides that when they have finished doing the five questions that he had set everyone to do today he will give them an extension task which focuses on begin to work backward to 'subtract through ten'.

Task: Respond to the following questions independently.

Question:
1. Which of the underlying features were not present in this non-example?
• Accurate and clear
• Considerate and sensitive
• Encourage further effort
• Encourage progress in the long-term
• Consider workload
2. What is the impact of the feedback not having all the underlying features (on pupil learning**)?**

Underlying feature	Response/suggestion

Accurate and clear	
Considerate and sensitive	
Encourage further effort	
Encourage progress in the long-term	
Consider workload	

Task: share in pairs.

Notes:

Task: share with the group.

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenario 4.

Notes:

Reflections and action planning

> Of the underlying features, which do you already use to help you to use effective feedback?

> Which of the underlying features will you use more in order to support you to:

>> Give effective feedback

>> Manage your workload

>> Support your pupils to develop self-regulation

> Know when your next clinic takes place.

> Any questions?

Record your next steps

Appendix

I do (2)

Task: Read the scenario.

Scenario 5

Mr Carchek teaches a Year 7 Religious Studies class with a small number of pupils. Since last week he has managed to have a read of all their written work about how the parables in the Bible have been interpreted in different ways by Christians. He didn't write comments in books as he just wanted to establish how successful this writing activity had been and to check for any misconceptions he can address in the next lesson. He notices a common misconception that pupils often have when studying the Bible in this Christianity unit; Jesus wrote the Bible. Although this group have been taught the difference between the New and Old Testaments this misconception clearly still pervades. When pupils were writing they were using a writing frame to support them as this is a scaffold that they all needed to enable them to complete this longer piece of writing. This writing frame didn't give a sentence starter for how they should quote from the Bible, but just said 'add evidence from the Bible' and consequently pupils have written phrases like: "In the Bible Jesus says…".

This class needs lots of support when working independently but Mr Carchek knows that if he breaks the task down into small, guided steps they will be able to correct their own work.

Mr Carchek has created a quiz which he has printed for pupils to complete when they enter the classroom where they need to select the correct answer by circling one of the two options within the sentence.

> ## Circle the correct option in each sentence:
>
> 1. The Old Testament of the Bible was written **before / after** Jesus was born.
>
> 2. The New Testament of the Bible was written **before / after** Jesus was born.
>
> 3. Both Testaments of the Bible were written by **Jesus / lots of different people inspired by the Holy Spirit**.

At the beginning of the lesson pupils complete this quiz independently and they mark it as class, Mr Carchek uses a hands up strategy to establish how many pupils answered correctly. He discovers nearly all pupils answered all three questions correctly. He thinks that it is likely when given a 50/50 answer option pupils can more easily and successfully retrieve and connect what they have been taught previously about the Bible than when they needed to apply it to their writing. So, he moves the focus of the lesson to correcting the common errors in pupil's writing from last lesson:

"I noticed when I read our work we had written things like this when you were quoting the bible:

> In the Bible Jesus says that 'For God loved the world so that he gave his one and only Son.'

Why is it incorrect to use the phrase 'Jesus says'?"

Pupils raise their hands, keen to answer the question, Mr Carchek cold calls a pupil:

"Because Jesus wasn't alive until after the Old Testament so he couldn't have said it"

Mr Carchek responds:

"You're right, that's one reason that we can't say 'Jesus says' when writing about the Old Testament. But the other reason is that we already know who wrote the Bible...who was it? Use your quiz from the beginning of the lesson to help you"

He cold calls a pupil:

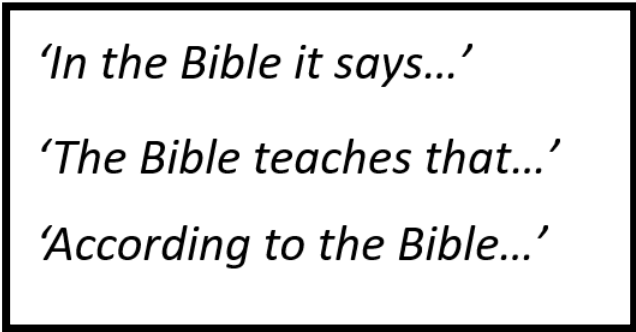"Lots of different people inspired by the Holy Spirit".

Mr Carchek: "Exactly, I am going to ask you a question you can all answer aloud together. If I say 'Jesus says in the Bible' would I be correct or incorrect?"

Pupils respond 'incorrect' in unison.

Mr Carchek: "Why would I be incorrect?" He holds his hand up to signal to pupils that this time he isn't looking for an answer in unison.

He cold calls a pupil: "Because the Bible was written by lots of different people inspired by the Holy Spirit".

Mr Carchek: "Great stuff Y7, I have got three phrases on the board that you can use when you want to quote the Bible. I want you to go through your work any anywhere you have written 'Jesus says' and change it to one of these phrases. Off you go."

> 'In the Bible it says...'
>
> 'The Bible teaches that...'
>
> 'According to the Bible...'

> **_Question:_**
> 1. Where can you see the underlying features in the scenarios?
>   - Accurate and clear
>   - Considerate and sensitive
>   - Encourage further effort
>   - Encourage progress in the long-term
>   - Consider workload
> 2. What difference do you think the underlying features make the effectiveness of the feedback? What impact do they have on pupil progress?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Accurate and clear	
Considerate and sensitive	
Encourage further effort	
Encourage progress in the long-term	
Consider workload	
Other notes:	

We Do (SEND-specific)

Task: Read the scenario.

Scenario 6

Mr Edmunds is a teacher in a complex needs school. He is currently teaching science to his year 4 class. In this lesson, he is teaching the pupils about properties of materials, specifically, the difference between the feeling of rough and smooth. Mr Edmunds has a range of items and materials for pupils to manipulate and investigate. Pupils then need to organise them into two groups depending on whether they think the item is rough or smooth.

Mr Edmunds has asked his support staff to work with individual children while he works with the group of pupils who use signing to communicate. This means that all pupils can receive focused support, and, where needed, additional feedback on how to progress.

The pupils in his group are engaging in the task; they are picking up the items to explore them independently. Mr Edmunds praises the students by saying and signing: "**well done**, I can **see** you are **thinking hard** about these items**".** Mr Edmunds encourages the pupils to begin grouping the items, by modelling the activity of feeling the item and placing it in the correct group. As he places the item in the correct group, he signs and says the words rough and smooth.

Mr Edmunds notices that one pupil, Oskar, is mixing the two descriptions and placing smooth items under the word rough and vice-versa. He can see that Oskar needs some additional support to correct this misconception. While the rest of the group continue independently, he signs and says to Oskar directly: "**Well done** Oskar. You have **tried hard** to **sort** these items. **Feel** for **bumps** to **help** you find **rough items**." Mr Edmunds knows that using visuals as well as signs helps Oskar, so he provides two visuals from Communication in Print that show the concepts of 'rough' and 'smooth'. To reinforce this feedback, he models exploring one more rough item, placing it in the correct group, and signing the word 'rough'. Mr Edmunds knows that he may need to remodel identifying rough and smooth items if Oskar continues to struggle, but is aware that this may be enough support for Oskar to progress.

Mr Edmunds then gives Oskar time to process and respond to this feedback. He gives Oskar four items, one at a time, to manipulate and place into the correct group. Oskar practises this and puts the items in the correct groups. Mr Edmunds reinforces this by saying and signing "**Yes**, that one is **rough/smooth. Well done, Oskar.**"

The following week, Mr Edmunds gives pupils a new set of items to sort into 'rough' and 'smooth' groups. During this task, he can see that Oskar is accurately and more confidently sorting items. Mr Edmunds knows that it is important to revisit new ideas in increasing intervals to support learning over time. However, he is increasingly confident that Oskar and the class securely understand the distinction between these two concepts.

> ### *Question:*
> 1. Where can you see the underlying features in the scenarios?
>   - Accurate and clear
>   - Considerate and sensitive
>   - Encourage further effort
>   - Encourage progress in the long-term
>   - Consider workload
> 2. What difference do you think the underlying features make the effectiveness of the feedback? What impact do they have on pupil progress?

Task: Respond to the following questions independently.

Underlying feature	Response/suggestion
Accurate and clear	
Considerate and sensitive	
Encourage further effort	
Encourage progress in the long-term	
Consider workload	
Other notes:	

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