

## Feedback opportunities during lesson (continued)

### Walking gallery (HMN)

Students open their sketchbooks to their most recent piece of work.

Students stand up and walk around the room in silence observing other pupils' work.

After two minutes, the pupils sit back down and as a class we discuss the work, just like art critics.

Pupils will discuss what is successful and what could be improved.

They will compare each others' work compared to their own to help each other with new skills.



Walking gallery



Exit tickets MHT (cont)

### Exit tickets MHT

- Students are asked to complete an exit ticket before they leave.
- MHT was then able to immediately identify anyone who had not quite understood the lesson.

- When students didn't complete the justification section, MHT would not allow them to leave before they did.

### References and further reading

Kluger and Denisi (1996), *The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory in Psychological Bulletin* 1996, Vol. 119, No. 2, 254-284

William. D (2013), *Feedback on Learning*, found at: <https://www.youtube.com/watch?v=MzDuiqaGqAY>

William. D (2015) *Assessment for Learning*, found at: <https://www.youtube.com/watch?v=jOHHJorBjwU>

### Further reading:

Berger.R et al (2014), *Leaders of their own Learning: Transforming Schools through Student Engaged Assessments*, San Francisco, CA: Jossey Bass

## PASSMORES ACADEMY

### Growth Through Feedback Guide

## Growth through feedback

Students receive regular, excellent written and verbal feedback and can confidently demonstrate understanding of their areas of strength and how they can improve.



Passmores Academy

This guide is not intended to be prescriptive. Instead, it provides numerous examples of strategies tried and tested at Passmores Academy that can be used to promote student growth through feedback. Please see ASO or any other member of the pedagogy team if further information is required.

## Why is feedback so important?

Research shows that effective and constructive feedback, used to promote growth, doubles students' progress (William, 2013)

However, research has shown that in 38% of cases, feedback has a detrimental effect on students' progress. This is in the case where grades and class rankings are fed back to students. (Kluger and DeNisi 1996).

We must therefore ensure that our feedback promotes a growth mindset and demonstrates to students that ability is not fixed.

It is also essential that our feedback is not ego enhancing but instead is skills focused. Ego-enhancing feedback has been shown to have no impact whatsoever and in some cases, it can have a negative impact on students (William, 2015) This applies to all feedback: verbal, peer, self and written by teachers.

## Feedback opportunities during lessons

### Traffic Lights (RCL)

Use traffic lights (cups) in pairs to show understanding.

Red = completely stuck. No idea how to move forward  
Yellow = Some ideas. May be stuck with one area / want clarification.

Green = Confident with understanding / process and practicing.

Blue = One pupil understands the work but one doesn't. One pupil then teaches the other. Easy to distinguish between chat and peer teaching.



Traffic lights

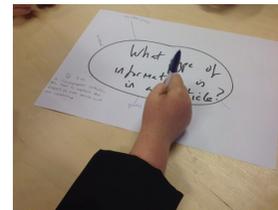
### Carousel mind-maps (ASO and MHT)

Key questions are placed on A3. On tables, students are able to add their thoughts/ideas.

Paper or students move in a carousel, adding thoughts to mind-maps

Students get feedback from other groups. Thinking is extended by having to add to others' thoughts. Teacher is then able to collect paper and address any misconceptions before moving forward.

### Carousel mind-maps



## Feedback opportunities during lessons

### Tuning protocol (SHN)

I put a student's work up on the board that they may have struggled with. The whole class is reminded of the success criteria and it is written somewhere where they can see it. The class then gives feedback on what they like about the work and how it could be improved. Whilst this is happening, the student whose work it is writes notes at the back of the classroom.

The class then get a chance to go and improve their own work based on the feedback.



Tuning protocol

### Tuning protocol (ASO)

**(If you would like to see this in action, please see ASO for IRIS)**

In ASO's English lesson, a student had struggled particularly with the evaluation question. Students began by creating a success criteria on their tables for this question. Then they read the student's work, asked her any clarification questions before she turned her back. The students then, facilitated by ASO, fed back on what and how to improve the work. The student then fed back on the areas which she had found helpful.