



Getting to Grips with Feedback

Fran Haynes



Getting to Grips with Feedback

- Why focus on feedback? What the research evidence suggests.
- Exploring some of the research.
- Practical strategies for the classroom.



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Why focus on feedback?



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What the Research Says

Key Findings from the EEF Toolkit:

Feedback

High impact for very low cost, based on moderate evidence.

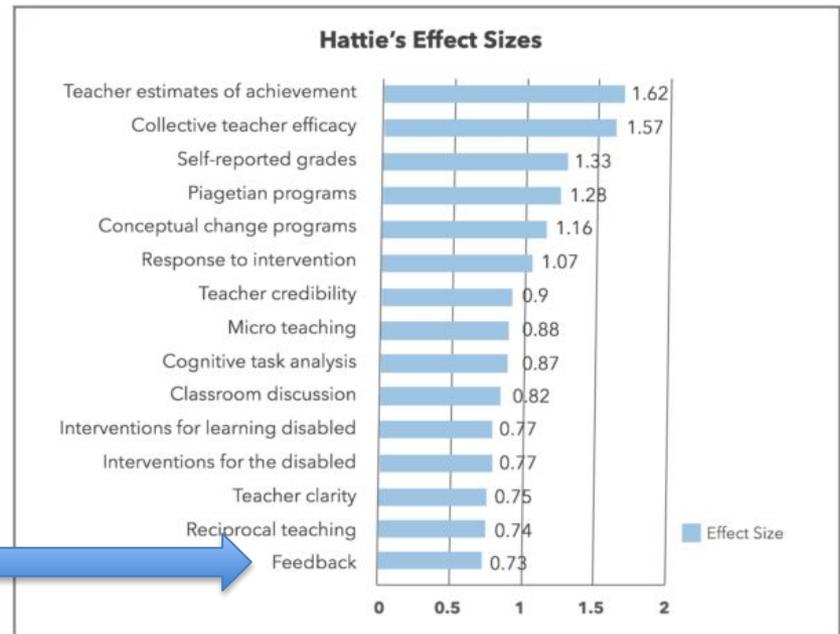


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Hattie's meta-analysis of influences that relate to learning outcomes.

- The average effect size of all the strategies is 0.40
- The effect size of feedback is 0.70.
- Good feedback can improve the rate of learning in one year by at least 50%



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Not all Feedback is Effective



- Kluger and DeNisi (1996) reviewed **3000 research reports** on the **effects of feedback**
- Some papers were excluded due to not meeting research criteria
- This left **131 reports** and **607 effect sizes** involving **12652 individuals**

Findings:

- On average, **feedback increases achievement**
- However, **effect sizes are highly variable**
- **38%** (231 out of 607) of the effect sizes were **negative**



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Not all Feedback is Effective



It can matter if you give poor feedback.

Feedback has a very high **range** of effects. Some studies show that **feedback can have negative effects and make things worse.**

It is therefore important to understand the **potential benefits** and the **possible limitations** of feedback as a teaching and learning approach.



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Exploring some of the research



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The Power of Feedback

John Hattie and Helen Timperley
University of Auckland

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. Finally, this analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms.

KEYWORDS: feedback, assessment, student and teacher learning.



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Hattie and Timperley

- Feedback fills a gap between what is understood, and what needs to be understood.
- The main purpose of feedback is to **reduce the discrepancy** between these two states.



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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)

How am I going?

Where to next?

Feed Up

Feed Back

Feed Forward

Each feedback question works at four levels:

Task level

How well tasks are understood/performed

Process level

The main process needed to understand/perform tasks

Self-regulation level

Self-monitoring, directing, and regulating of actions

Self level

Personal evaluations and affect (usually positive) about the learner





Feedback on the **Task**

- Is work correct or incorrect?
- Is the answer right or wrong?
- This builds surface-level knowledge that is essential for deeper learning.

For example: Knowledge of historical facts, the plot of a story, chemical symbols etc.



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Feedback on the **Process**

- Feedback on the process used to create the product
- Is the student completing the task in the right way?
- This type of feedback helps to spot mistakes and give immediate feedback.

For example: Rewrite that sentence using more tentative language or bend your knee in line with your elbow when you shoot.



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Feedback on **self-regulation**

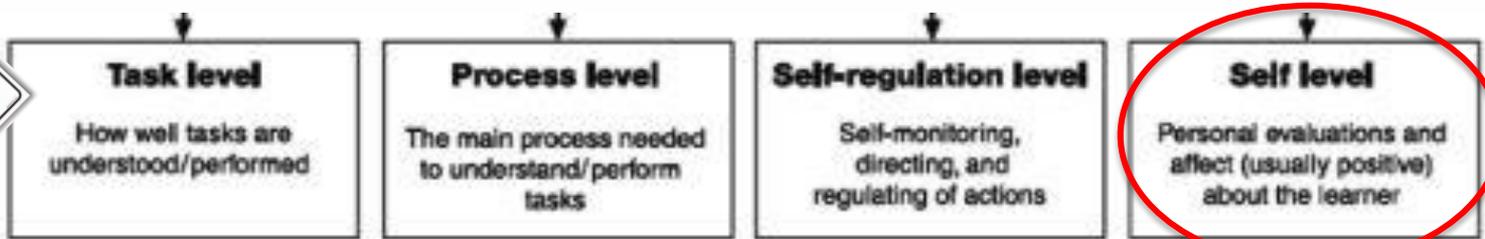
- Feedback on how well the student is planning, monitoring and evaluating their work
- How well is the student taking control of their learning behaviour? Do they know what strategies to use in particular contexts?

For example: You've used this strategy to break down the question. This is going to help you when you have to answer all 12 mark questions.



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Feedback on **aimed at the self on a personal level**

- Feedback that is aimed at the student and not the learning

For example: You're really good at science or you've tried your best.

- To be effective, feedback should focus on the process and outcomes rather than innate qualities or talents
- It's difficult (and dangerous) to control how a student will interpret feedback aimed at their personal qualities



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Feedback: Hattie and Timperley

Least Effective

Most Effective



FS

FP FR

FT



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Practical strategies for the classroom



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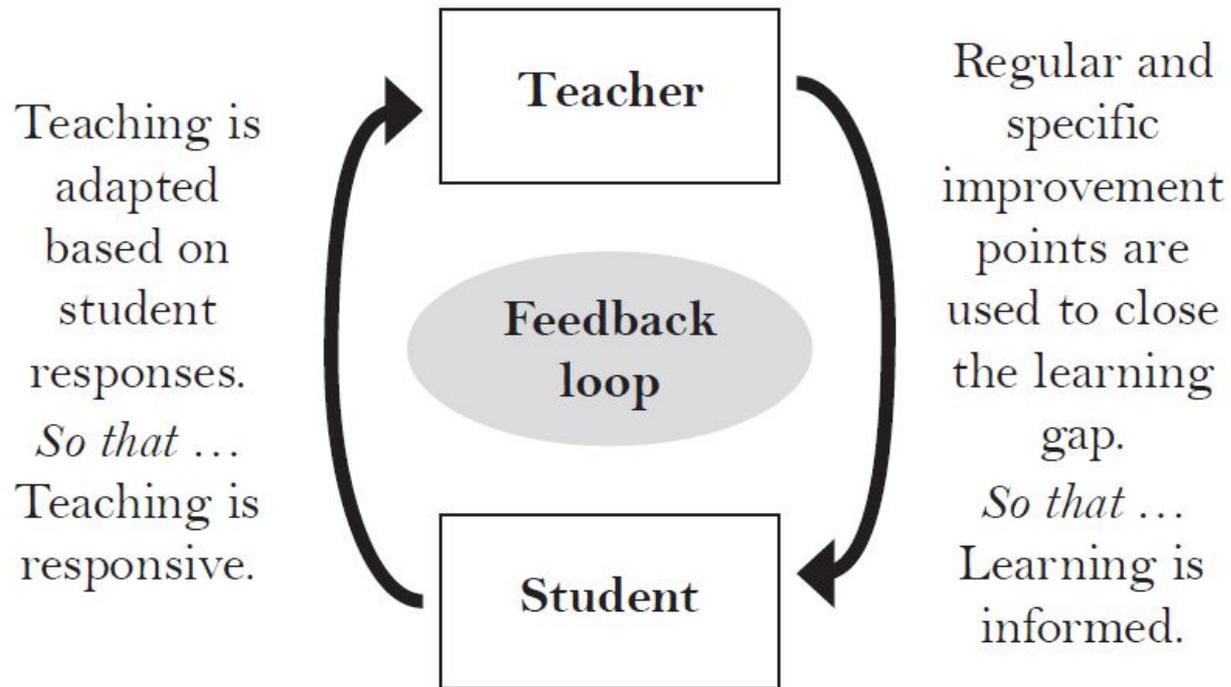
Dylan Wiliam

- The first fundamental principle of effective classroom feedback is that **feedback should be more work for the recipient than the donor.**
- Most of the time, the purpose of feedback is to improve the work of students on **tasks they have not yet completed.**



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Practical Strategies for Effective Feedback

In the lesson:

1. Stop and reframe (explain differently, model, edit a piece, question to activate knowledge).
2. Live marking: Differentiate (the marking, not the level of the task) and rotate.
3. Ask questions either verbally or write them in books as you rotate around the room (it should be more work for the recipient than the donor).

Students responding to the feedback is crucial.



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Practical Strategies for Effective Feedback

In between lessons:

1. Flick through or review a sample (could be observational in practical subjects): Look for common mistakes and misconceptions. Tackle these directly next lesson.
2. Create a quiz to reinforce the findings from the feedback.
3. Students redo or edit a piece of work (could be set as homework), or they start a new task that gives them the opportunity to put the feedback into practice.

Students responding to the feedback is crucial.



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Retrieval Quiz Template

1. Question about character.
2. Question about character.
3. Question about plot.
4. Vocabulary question.
5. **Formative feedback question.**
6. Comparison question.

This is where you can test students again on the areas they are finding most challenging.

Remember - testing is also a powerful way of teaching.



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Practical Strategies for Effective Feedback

In between units:

- Identify misconceptions with **portable knowledge**.
- Plan for when you can re-teach this portable knowledge in the next unit.
- Use retrieval quizzes that test previously learned material to strengthen accurate knowledge and build schemas.

Students responding to the feedback is crucial.



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Name:

Benchmark of Brilliance

October 2019



	Sentence Structure	Punctuation	Vocabulary	Spelling	Purpose, tone and tense
5 marks	Sentences varied to achieve effect. Consistently secure control.	Consistently secure and accurate; aids meaning or adds impact.	More sophisticated vocabulary.	Consistently accurate spelling of ambitious vocabulary.	Tone, style and register consistently matched.
4 marks	Consistent control of a range of sentence structures.	Range of accurate punctuation.	Vocabulary chosen for effect.	Consistent, including spelling of ambitious vocabulary.	Tone, style and register generally matched.
3 marks	Varied sentence structures, mostly secure control.	Secure and accurate punctuation.	Secure and accurate vocabulary.	Secure and accurate spelling, including spelling of ambitious vocabulary.	Sustained attempt to match tone, style and register.
2 marks	Some varied sentence structures, secure control.	Secure and accurate punctuation.	Secure and accurate vocabulary.	Secure and accurate spelling, including spelling of ambitious vocabulary.	Simple awareness of matching tone, style and register.
1 mark	Limited range of sentence structures, secure control.	Secure and accurate punctuation.	Secure and accurate vocabulary.	Secure and accurate spelling, including spelling of ambitious vocabulary.	Occasional sense of matching tone and register.
0 marks	No evidence of sentence control or variety.	No evidence of punctuation.	Limited vocabulary.	Little / no accurate spelling.	Little / no evidence of matching tone and register.
Teacher Comments					TOTAL /25

- The AOs are all examples of portable knowledge
- Common areas of weakness across a year group are easily identified.
- This feedback is used to inform the planning and teaching in the next unit and the curriculum for next year.

Teacher's Name:

Class:



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Practical Strategies for Effective Feedback

DIRT: Dedicated Improvement and Reflection Time

- Very specifically planned time for students to respond to feedback – a whole lesson or part of every lesson.
- Might give individual feedback on every piece of work/performance.
- Whole-class feedback can be just as effective...

Students responding to the feedback is crucial.



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Assessment Feedback: Monday 19th February: 'Lamb to the Slaughter'

Strengths		Targets		DIRT Task
S1	Used the key vocabulary.	T1	Use the key vocabulary and key words from the question in each paragraph.	Where are there examples of effective key vocabulary in the model answer? What can you add to your response?
S2	Described what happens in a relevant part of the text.	T2	Describe what happens in a relevant part of the text (black box).	Annotate where in the model answer the student has picked out and described moments from the story.
S3	Analysed the writer's hidden ideas.	T3	Identify evidence (usually quotations) that support your points and embed these smoothly in your own sentence (red box)	Annotate where in the model answer the student has blended quotations from the short story smoothly into their response.
S4	Identified evidence (usually quotations) that supports your points and embedded this smoothly into your own sentence.	T4	Analyse the writer's hidden ideas (orange box)	Annotate where in the model answer the student has explained what the quotations suggest about the characters
S5	Developed interpretations by zooming in.	T5	Develop interpretations by zooming in on the most striking part of the quotation (green box).	Annotate where in the model answer the student has zoomed in on single words or phrases and explained what these suggest about the character.
S6	Used accurate technical language.	T6	Use accurate technical language.	Annotate where in the model answer the student has use English-specific words such as 'verbs'.
S7	Evaluated the text by zooming out (referring to the writer, reader/audience and linking to the context).	T7	Evaluate the text by zooming out (referring to the writer, reader/audience and linking to the context). Use the purple box.	Annotate where in the model answer the student has linked what happens in the story to the 1950s or the crime fiction genre.
S8	Used tentative language.	T8	Use tentative language.	Annotate where in the model answer the student has used words such as 'might' or 'maybe'.
S9	Started with a clear introduction that linked the key idea in the question.			



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Feedback During Covid 19

- Whole-class feedback can be very effective.
- However, even with the most meticulously planned whole-class feedback, there will be some students who still need one-to-one help.
- Usually, verbal feedback and live marking are the best strategies to use in this situation.
- However, social distancing means we cannot use these approaches at the moment...



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Feedback During Covid 19

- As you look through work or performances, make a list of common mistakes and misconceptions.
- Flag up where these occur in students' work, e.g. a dot in the margin.
- Teach the whole class how to avoid these mistakes and misconceptions. This is even more effective if you are able to use a visualiser to model 'fixing the dots' using work from one or two students.
- Then ask students to individually look through their work and 'fix the dots' by themselves.



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Pitfalls to Avoid



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Pitfalls to Avoid: DIRT

You could use DIRT to:

- Improve a piece of finished work
- Inform what to do in the next piece of work (better for subjects with less contact time)
- **Midway through a piece of work.**

Think carefully about the timing and focus. It is ineffective to spend lesson time on DIRT if it will only improve one specific piece.

Be careful about telling students that they will have a chance to do the work again: You want their best effort every time.



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Pitfalls to Avoid: Verbal Feedback

A benefit of written feedback is that it is recorded, and so the student can refer to it time and time again.

Verbal feedback, especially at an individual level, is often the very best kind. However, it is by nature transient and can therefore be lost.

After giving verbal feedback:

- Get the student to tell you what they are going to do
- Make sure they respond to the feedback immediately
- Get them to note down how they improved.



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Pitfalls to Avoid: Blanket Feedback

Students' work will need feedback for different reasons:

1. Mistakes
2. Misconceptions
3. Laziness.

Give differentiated feedback:

1. Circle or asterisk. Ask the student to correct and then note down the mistake they made. You need to be confident the student can fix this independently – this will be easier after time with the class.
2. Use an in-class feedback strategy.
3. Send the work back!



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Pitfalls to Avoid: Be Positive!

- Students also need feedback on what they have done well
- This will help them to develop metacognitive awareness of their learning.
- Positive feedback helps to establish a culture of high expectations, trust and resilient learning
- Don't just compliment – ask questions. This is a way to give feedback at the self-regulation level.



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