




ITaP3 Practicable Strategies – Assessment for Impact - Teacher feedback to Improve Pupil Learning- (Phase 3)

Desert Island Reading: Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report. [Online]. Available at: [EEF_TeacherFeedbackToImproveLearning.pdf](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit). Education Endowment Foundation (2021) Education Endowment Foundation Teaching and Learning Toolkit: Available at: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>.

4 goals for implementation (ITTECF 6.3, 6.4, 6.5, 6.6, 6.7)	<i>Practicable strategies for ITAP 3 to support assessment for impact</i>			
	Strategy (ITTECF)	Summary	Strategy outlined in:	Reading underpinning the strategy
Groundwork – Lay the foundations for effective feedback. Sharing learning intentions 	1. Strengths and weaknesses discussion (6f)	share with pupils anonymised examples of other children's work, without informing them which you think is high or low quality; discuss the strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report.	Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
	2. Model work (6k)	share excellent examples of previous pupils' work; discuss with the class what makes this work high quality. You may wish to focus on particular elements of the model answers.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
	3. What not to write (non-examples) (6k)	discuss with the class a list of 'what not to write'. This could follow a presentation to the class of an incorrect pupil response to a task; these are sometimes referred to as 'non-examples'	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.

1. Clarifying, sharing and understanding learning intentions.
2. Eliciting evidence of learning intentions.

<p>Foundations – moving learning forward.</p>  <p>Providing feedback that moves learning</p>	<p>4. Task – Success criteria (pre-flight checklist) (6a)</p>		Teaching WalkThrus 2 p112	
	<p>5. Subject - Feedback for Action (6d)</p>	Give feedback on the action they can improve. Bright spots – specifically what they are doing well. Precise next steps, feed forward and follow-up	The Teaching and Learning Playbook p145	Elliott, V et al (2020), Feedback in Action: A review of practice in English schools, Department of Education, University of Oxford, Education Endowment Foundation.
	<p>6. Self-regulation – keep it positive and specific (6j)</p>	Frame feedback in language that is positive and encouraging. Tell students the things they are succeeding at they should continue to reinforce alongside the things they can do differently. Be specific but specify how the conclusion can be improved. e.g. not ‘write a better conclusion’	Teaching WalkThrus –page 14	
<p>What pupils do with it.</p>  <p>Activating learners with learning resources for one and another. Activating learners as owners of their own learning.</p>	<p>7. Detective activities (6f)</p>		Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	

	8. Class discussion activities (6o)	Providing opportunities for the class to collectively discuss the feedback provided may improve pupil use of feedback and their subsequent attainment. Teachers could, therefore, use a class discussion to explore, explain, and clarify feedback before pupils use it in their next activity	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Ajogbeje OJ, and Alonge MF. (2012). Effect of Feedback and Remediation on Students' Achievement in Junior Secondary School Mathematics International Education Studies, 5(5), pp.153–162. p.160. This study was rated by M Newman et al 2021 (in press) to have a serious risk of bias
	9. Three questions (6g)	The teacher reads each student's work placing a numbered circle at a key point in the text. Underneath the pupil's work, the teacher writes three questions, each one relating to the relevant numbered circles, and leaves space for the pupil's response. The student responds to the three questions the teacher posed. The important feature of this technique is that no matter how bad or good the student's work is, everyone has the same amount of work to do.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 5.
Opportunity cost – assessment and the smart use of time.	10. Live marking - pen in hand (6h) (6q)	Mark up work as you circulate. Use a coding system to affirm answers. Cue the student to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up) OR identify, keep it brief, explain, follow-up. Know the codes, teach the codes and be selective – too many codes reduce the impact.	Get Better Faster – page The Teaching and Learning Playbook The Teaching and Learning Playbook page 149	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report



Reading list available on Blackboard.

Coaching questions for the placement mentor to help identify the key strategies.

- Did the pupils have a strong enough understanding of the knowledge, skills and concepts to begin with, before feedback was given? (foundation)
- Did I effectively assess my pupils' understanding to target my feedback at their specific learning gaps? (foundation)
- When exactly should I be providing feedback to pupils? (timed and specific)
- What should my feedback focus on? (timed and specific)
- How can I ensure I provide feedback whilst considering the pupil's response?
- How can I ensure that Amelia has the time and opportunity to use the feedback offered?
- How can I offer purposeful written feedback? (opportunity cost)
- What alternative approaches – such as live marking or marking codes could be more efficient? (opportunity cost?)
- Is my whole-class feedback moving learning forward? (foundations)
- How could I improve my whole-class feedback to have a better chance of my pupils making progress? (foundations)