




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.	William, 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	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
	3. What not to write (non-	discuss with the class a list of ‘what not to write’. This could follow a	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.

	examples) (6k)	presentation to the class of an incorrect pupil response to a task; these are sometimes referred to as 'non-examples'		
	4. Design questions (Test-Item Design) (6k)	this could be a strategy for KS2–5 pupils where, closely guided by the teacher, they design a question (and accompanying answer) for a topic they are learning.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
	5. Choose-swap-choose (6i)	a strategy where a teacher asks pupils to do the same thing multiple times, before working with a partner to identify which attempt was most successful.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
Foundations – moving learning forward.  Providing feedback that moves learning forward. When to provide feedback and what to focus on.	6. Task – Success criteria (pre-flight checklist) (6a)	Examine exemplars at different standards. Establish the success criteria, check for understanding, assess work against the criteria, initiate an improvement cycle	Teaching WalkThrus 2 p112	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, p.145: As William has explained, 'feedback should relate to the learning goals that the teacher has shared with the students'
	7. Subject - Feedback for Action (6d)	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>8. Self-regulation – keep it positive and specific (6j)</p>	<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’</p>	<p>Teaching WalkThrus –page 14</p>	<p>Hattie, J and Timperley, H, (2007), The Power of Feedback, Review of Educational Research, 77 (1), 81–112. Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254–284.</p>
<p>Building – take into account how learners receive and use feedback information. 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>9. Detective activities (6f)</p>	<p>Make feedback into detective work. For example: Rather than saying, “If you swap these two paragraphs around the story would be better”, you would say, “I think it would be better if two of these paragraphs were reversed. Find out which two you think I’m talking about”.’ Put dots in the margin where there may be errors and ask pupils to find and correct them (which could be further scaffolded for some students if they replace the dot with codes which identify the type of correction needed, such as ‘e’ for ‘include more evidence’).</p>	<p>Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report</p>	<p>William, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. Woodbridge: John Catt.</p>

		Inform pupils that a certain number of their responses are correct but not informing them which ones; they then need to figure this out for themselves. These 'detective' activities require careful planning to ensure that they are tailored to pupils' level of understanding.		
	10. 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
	11. 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	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.

		technique is that no matter how bad or good the student's work is, everyone has the same amount of work to do.		
	12. Redraft or re-do (6i)	Teachers may ask pupils to make specific corrections and edits to previous work. A checklist of common errors, with appropriate modelling of use by the teacher, may helpfully steer this approach	Teaching WalkThrus 1 –page 106	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report
	13. One-to-one conference (6o)	Teachers provide one-to-one verbal feedback part way through the writing process before pupils redraft work. This enables them to do two things: <ul style="list-style-type: none"> • manage the emotional response to feedback; and • ensure that feedback is used as a 'recipe for future action'. 	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report
Opportunity cost – assessment and the smart use of time.	14. 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

	15. Written comments (6p)	Written comments can be effective and may offer an invaluable opportunity to provide task, subject, and self-regulation feedback (see foundations above). Carefully consider 'when', ensure it includes useful information, and carefully monitor the time being spent on the task. Ensure pupils are given ample opportunity to use and act on the feedback.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	Allen, R.; Benhenda, A.; Jerrim, J. and Sims, S. (2019). New evidence on teachers' working hours in England. An empirical analysis of four datasets, Research Papers in Education; Jerrim, J., & Sims, S. (in press). When is high workload bad for teacher wellbeing? Accounting for the non-linear contribution of specific teaching tasks. Teaching and Teacher Education
	16. Selective marking (6r)	Set an extended task and collect the work. Select a specific section to focus on. Provide actionable feedback – add, correct, develop. Initiate redrafting of selected section. Translate ideas to remainder of the task.	Teaching WalkThrus 2 P108	
	17. Messy Marking (6r)	Mark around 20% of student work to identify strengths, areas for development and common misconceptions. Use a one-page summary – what is the issue? How can it be fixed? Considered sample – plan the sample in advance and rotate the sample.	The Teaching and Learning Playbook p147	
	18. Comparative marking (6n)	Comparative judgement requires the marker to look at a pair of assessment outcomes and to judge which one is better. The judgement is	https://www.youtube.com/watch?v=KLVtvBPXQ2U	Pinot de Moira, A., Wheadon, C., & Christodoulou, D. (2022). The classification accuracy and consistency of comparative judgement of writing compared to rubric-based teacher assessment. Research in

		holistic and completed quickly. Sort into piles and then repeat to rank the work in order.		Education, 113(1), 25-40. https://doi.org/10.1177/00345237221118116
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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)

