



## Feedback

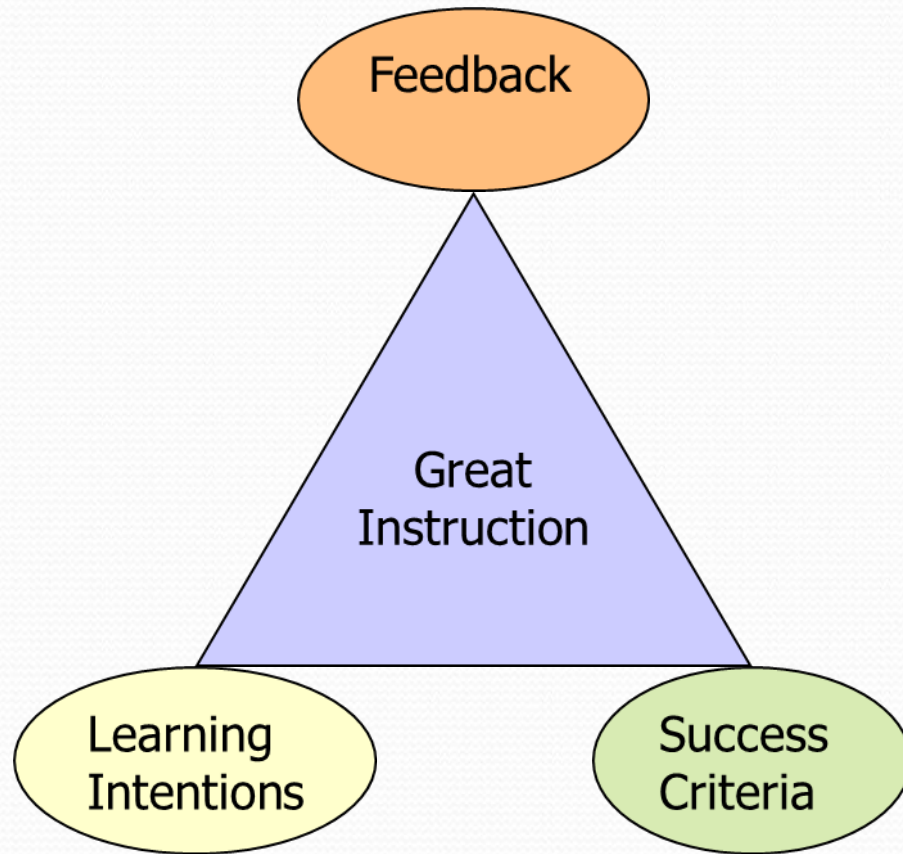
At Our School SHNPS



# The PD this Term is designed to support...

- Staff skills within the ‘Triangle of Great Instruction’.
- Help all staff improve on our ‘rubric’ focussed on Learning Intentions, Success Criteria & Feedback.
- The focus will be on **Feedback**.

# 'Triangle of Great Instruction'



## SHNPS Rubric for Learning Walk & Self-Assessment (Video and start of P.D. program) –based on

*(Based on the work of Ladwig, J., & Gore, J. (2004). Quality teaching in NSW public schools: An Assessment Practice Guide.)*

		1.	2.	3.	4.	5.
Success Criteria (S.C.)	Success Criteria in Planning	No explicit statement of a 'Success Criteria' is included in planning.	An explicit statement of a 'Success Criteria' but there is no obvious link to the 'Learning Intention'	The 'Success Criteria' and the 'Learning Intention' are clear. The 'Success Criteria' and the 'Learning Intention' are clear however the activities are not linked.	The 'Success Criteria', 'Learning Intention' and activity are all clearly reflect each other.	Detailed Success Criteria and Learning, with examples, are detailed in planning
	Success Criteria	No explicit statements regarding the Success Criteria are made. Only technical and procedural criteria are made explicit.	Only general statements are made about the desired success criteria.	Detailed success criteria explanations or examples are made explicit. But there is no evidence that the students are using the criteria to guide their work.	Detailed success criteria regarding the quality of work are made explicit or reinforced during the lesson. And there is evidence of some students, some of the time, examining the quality of their work in relation to the success criteria.	Detailed success criteria are made specific or reinforced during the lesson. And there is consistent evidence of students examining the quality of their work in relation to the success criteria.
Learning Intentions (L.I.)	Explicit Teaching of the learning Intention.	The teacher does not 'explicitly' teach the learning intention. The teacher send students off with only the activity explained.	The teacher does some 'explicit' teaching, including part of the learning intention.	The teacher 'explicitly' teaches most the learning intention. But they rarely (if at all) relate back to this whilst the students complete the activity.	The teacher 'explicitly' teaches the learning intention and the intention is revisited by the teacher across the teaching and activity.	The learning intention is made clearly articulated and referred to across the intro, activity and reflection. There is evidence that students have reflected on the learning intention whilst completing their work.
Linking L.I. & S.C.	Link between Learning Intentions & Success Criteria is clear	There is no link made between learning intention and the success criteria.	There is some attempt by the teacher to link the Learning Intention to the success criteria but no evidence that the students have used the LI or SC to guide their work.	The teacher makes a clear link when teaching the Learning Intentions and Success Criteria. However there is little evidence that the students have used the LI or SC to guide their work.	The teacher clearly links the Learning Intention links with both the Success Criteria and students use these to guide their efforts towards success across the whole lesson.	The teaching and planning is clearly links the Learning Intention and the success criteria. The students use the LI & SC to guide their learning and this is reinforced consistently by the teacher across the lesson.
Feedback of L.I. & S.C.	Feedback given during Activity about Learning Intentions and Success Criteria.	The Feedback given during the activity no correlation with the Learning Intention or the Success Criteria.	The Feedback given during the lesson is partly related to the learning Intention or the Success Criteria.	Most of the Feedback given during the lesson relates to the Success Criteria and Learning Intention.	The Feedback given during activity relates to the Success Criteria and Learning Intention & the teacher uses questions and other techniques to challenge students understanding.	The Feedback given during activity relates to the Success Criteria and Learning Intention & the teacher uses high quality questions (appropriate to the task) to challenge students understanding.

# Success Criteria this Term

- Staff can:
  - ✓ Articulate the importance of 'Feedback' in their every day teaching.
  - ✓ Identify where 'feedback' sits within the 'Triangle of Great Instruction'.
  - ✓ Identify and create the 3 feedback questions.
  - ✓ Embed the 3 feedback questions into classroom.
  - ✓ Use Feedback well, knowing that praise is not feedback.
  - ✓ Agree on a Framework for 'Feedback' at SHNPS.

# Success Criteria today

- Staff are clear :
  - ✓ What 'effective' feedback is.
  - ✓ What the 3 Questions 'students' want answered from your feedback.

# Feedback in the top 10...

## The top 10!

Rank	Influence	Studies	Effects	ES
1	Self-reported grades	209	305	1.44
2	Piagetian programs	51	65	1.28
3	Providing formative evaluation	30	78	.90
4	Micro teaching	402	439	.88
5	Acceleration	37	24	.88
6	Classroom behavioral	160	942	.80
7	Comprehensive interventions for learning disabled students	343	2654	.77
8	Teacher clarity	na	na	.75
9	Reciprocal teaching	38	53	.74
10	Feedback	1287	2050	.73

“Feedback can double the rate of learning” – Dylan William

# Effective Feedback...

- ...must focus on **what is being learnt** (Learning Intention) and **how students should go about it** (Success Criteria).
- ...must occur **as the students are doing the learning**.
- ...must **provide info** on how and why the **student has or has not** met the criteria.



# Feedback...

- ...fills the gap between what is understood and what needs to be understood (Hattie & Timperley, 2007).
- ...with an average effect size of 0.75 is “the single most powerful modification that enhances achievement” (Hattie, 1992).
- ...is not a discrete practice, but an integral part of an instructional dialogue between teacher & student...

# What feedback do students want?

- What does the research tell us that students need to know?
- Students want 3 Feedback Questions answered...

# The 3 Questions...

1. **Where am I going...**what are my goals?
2. **How am I going...**what progress is being made towards the goals?
3. **Where to next...**what activities need to be undertaken next to make better progress?

# Proposal that we use the 3 questions... as our Feedback Framework at SHNPS?

- Where am I going?
- How am I going?
- Where to next?

# Dylan Wiliam on 'Feedback'...

- <https://www.youtube.com/watch?v=n4vA2quoYio>

# Take Away Task

- Before your Unit Meeting next week we all need to read “Know Thy Impact” – John Hattie 2012
- At the Unit Meeting (August 18<sup>th</sup>) you will work on a task, as a team.

## Task:

1. **Develop a ‘presentation’** demonstrating (with examples) one of the 3 Feedback Questions. To be shared at the next staff meeting (length of presentation between 3-5 minutes).

- Upper Unit – Where is the student going?
- Lower Unit – How is the student going?
- Leadership Team – Where to next?

2. **Success Criteria:**

All staff are involved in the presentation.

The ‘presentation’ must focus on the language used by the teacher (with students) to demonstrate your focus question.