

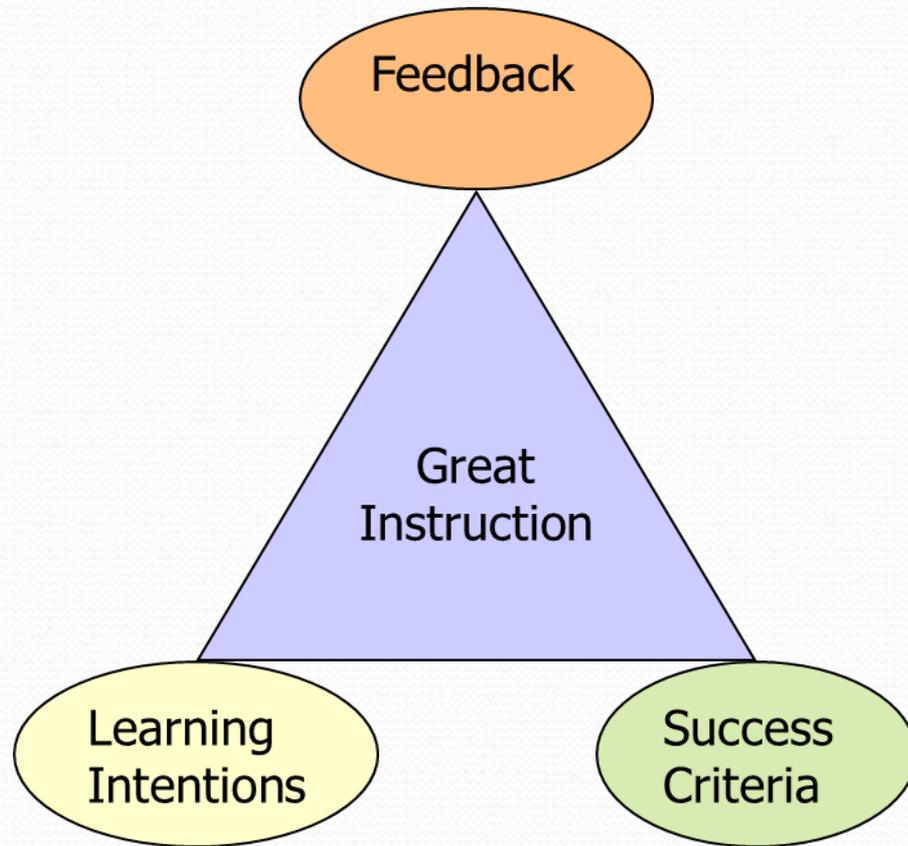


## Feedback

At Our School SHNPS



# 'Triangle of Great Instruction'



# 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 the 3 questions are and what level of task they relate to from team presentations.
  - ✓ That the research and experts are in agreement as to what good feedback is.

# Dylan Wiliam on 'Feedback'...

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

## Ego Vs Task Feedback

If you say to a student "you did very well...you did one of the best pieces of work in the class." This is 'ego' involving, it focuses on someone's position in the class.

If you give feedback that says "this is what you need to improve" this focuses on the task.

# Research is very clear...Dylan Wiliam

Ego involved feedback is rarely 'effective'...

- ...In fact can lower achievement.
- No feedback would be better.

Conditions for 'effective' feedback:

- Feedback focuses on what students need to do to improve.
- And how to go about it.

Then you get very large impact  
on student achievement 😊

# The challenge for teachers...(Dylan Wiliam)

- “Is to take these broad principles and work out what it means in their classrooms...”

“Good feedback causes: thinking.”

- “When students receive feedback they need to ‘**think**’... not react emotionally...”
- “Feedback must move students forward...that ability is incremental and not fixed”

# The 3 Questions...

## Our Presentations 😊

1. Where am I going?
2. How am I going?
3. Where to next?

# Take Away Task

## Super Lesson:

1. Take place in week 7 & 9 (two different super lessons)
2. Both partners plan & teach the same lesson...
3. Feedback, reflection & discussion to each other re improving the lesson
4. The feedback should be framed by our Rubric.
5. Please score your partner (using the rubric) so they have evidence for Week 10 P&D meeting.
6. Score yourself & video assess yourself as the second set of evidence for Week 10 P&D meeting.

# The good news 😊 2013-15 (matched cohort)

NAPLAN Data Service Report - Internet Explorer  
 https://naplands.vcaa.vic.edu.au/Reports/AIMDSReport.aspx

Year 3 2013 Year 5 2015 Year 3 2013 Year 5 2015

National
  State
  School
  Matched School Group
  Individual Results for Groups less than 10

NATIONAL DATA WILL BE PROVIDED WHEN AVAILABLE  
 THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

In 2011 the genre for writing changed from narrative to persuasive and results for 2015 are reported against a Persuasive Writing scale. Consequently, direct comparisons to narrative writing results (2008 - 2010) should not be made.

	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2013	2015		2013	2015		2013	2015		2013	2015		2013	2015	
National Mean	419	N/A		416	N/A		411	N/A		428	N/A		397	N/A	
State Mean	435	510	75	431	491	60	420	505	85	441	511	70	411	504	93
School Mean	427	484	57	426	482	56	430	503	73	408	495	87	411	507	96
No. of Students (School)	16	15	-1	15	16	1	15	16	1	15	16	1	16	16	0
Matched School Mean #	410	481	71	425	489	64	414	518	104	393	493	100	406	513	107
No. of students Matched		13			12			12			12			13	
% Matched		87 %			75 %			75 %			75 %			81 %	

N/A = no results available  
 # The Matched School Group is the group of students who have sat both tests at your school.

THIS TABLE DISPLAYS SCALED SCORES

Online tutorial assistance for reports can be accessed at <http://usingassessmentdata.vcaa.vic.edu.au/naplan/index.aspx>

# Last Year 2012-14 Matched Cohort

	Reading	Writing	Spelling	Grammar & Punct	Numeracy
State Mean	78	52	77	71	88
Matched cohort Mean SHNPS	79	51	76	72	79

Keep up the great work... More exciting results to follow!