

Approach to feedback

Feedback is given in three ways (in order of decreasing importance)

1. Immediate feedback at the point of teaching
2. Summary feedback at the end of a lesson/task
3. Review feedback-away from the point of teaching (including written comments)

Type	What it looks like....	Evidence for observers
Immediate	<ul style="list-style-type: none"> ● Includes teacher gathering feedback from teaching, including mini whiteboards, book work etc ● Takes place in lessons with individuals or small groups ● Often given verbally to pupils for immediate action ● May involve use of other adults to provide support or further challenge ● May re-direct the focus of teaching or the task ● May include highlights/annotations according to the marking code 	<ul style="list-style-type: none"> ● Lesson observations/learning walks ● Team meetings with SLT ● Some evidence of annotations or use of marking codes/highlighting
Summary	<ul style="list-style-type: none"> ● Takes place at the end of a lesson or activity ● Often involves whole groups or classes ● Provides an opportunity for evaluation of learning in the lesson ● May take form of self-or peer -assessment against an agreed set of criteria ● In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> ● Lesson observations/learning walks ● Timetabled pre- and post-teaching based on assessment ● Some evidence of self- and peer assessment ● May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> ● Takes place away from the point of teaching ● May involve written comments/annotations for pupils to read/respond to ● Provides teachers with opportunities for assessment of understanding ● Leads to adaptations 	<ul style="list-style-type: none"> ● Acknowledgement of work completed ● Written comments and appropriate responses/action ● Adaptations to teaching sequences tasks when compared to planning ● Use of annotations to indicate future groupings

Dialogic teaching

Rosehenshine explains, “Effective teachers ask more questions from students in greater depth, checking for understanding, involving all learners and exploring thinking processes and misconceptions as well as correct answers.

Teachers commonly use three questions:

- Management related
- Information recall related
- Higher order questions

Blank questioning-breaks down language into 4 levels from the most concrete (Level 1) to most abstract (Level 4)

Interactions	Which encourage children to think, and to think in different ways
questions	Which invite more than simple recall: <ul style="list-style-type: none">• Checking for understanding• Probing- ask each child 3,4,5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenge, providing scaffolding to engineer success.• Whole class response through whiteboards• Use of lolly sticks
answers	Which are justified, followed up and built upon rather than merely received
feedback	Which informs and leads thinking forward as well as encourages
Contributions	Which are extended rather than fragmented
Exchanges	Which chain together into coherent and deeper lines of enquiry
Discussion and argumentation	Which probe and challenge rather than unquestioningly accept
Professional engagement with subject matter	Which liberates classroom discourse from the safe and conventional
Classroom climate, organisation and relationships	Which make all this possible

Think about questions...

Blank level 1—Naming

The objects are present (here and now).

- Point to an object—*Where's the ...?*
- Find another one like this
- Show me the...
- Pick up....
- What is this?

Blank level 2—Describing

The objects are still present, but the child must look in more detail.

- *Who? What is X doing? Where was X?*
- Describe a scene—*What is happening here?*
- Concepts—colour, size, texture, shape, quantity e.g. *Find the big-gest apple*
- Function of objects—*What does X do?*
- Identifying categories and giving examples within a category—*Can you think of another plant? These are all kinds of...?*

Blank level 3—Re-telling

The objects may not be present and questions may be more complex and subtle.

- Summarize a story/event—*What happened? Tell me what you have done.*
- Make a prediction—*What will happen next?*
- Follow a series of directions—*Do X, Y and then Z.*
- Identify character's perspective—*How did they feel?*
- Define a word—*What does 'X' mean?*

Blank level 4—Justifying

The objects are not present and the child must use problem-solving, inference and reasoning.

- Problem-solving—*What could you do if X happened?*
- Give an explanation—*Why...?*
- Make an inference—*How do you know that...?*
- Identify a cause—*What made X happen?*
- Select a means to a goal—*What do we need to build a sandcastle?*