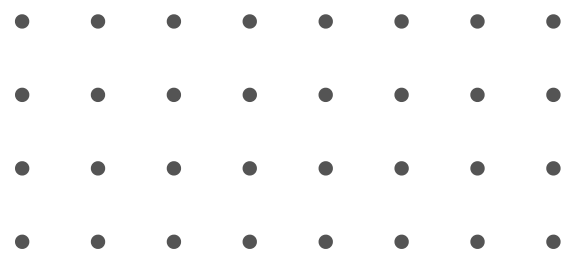


ACTIONABLE & EVIDENCE-INFORMED FEEDBACK STRATEGIES: TO SUPPORT & CHALLENGE ALL LEARNERS

Kate Jones



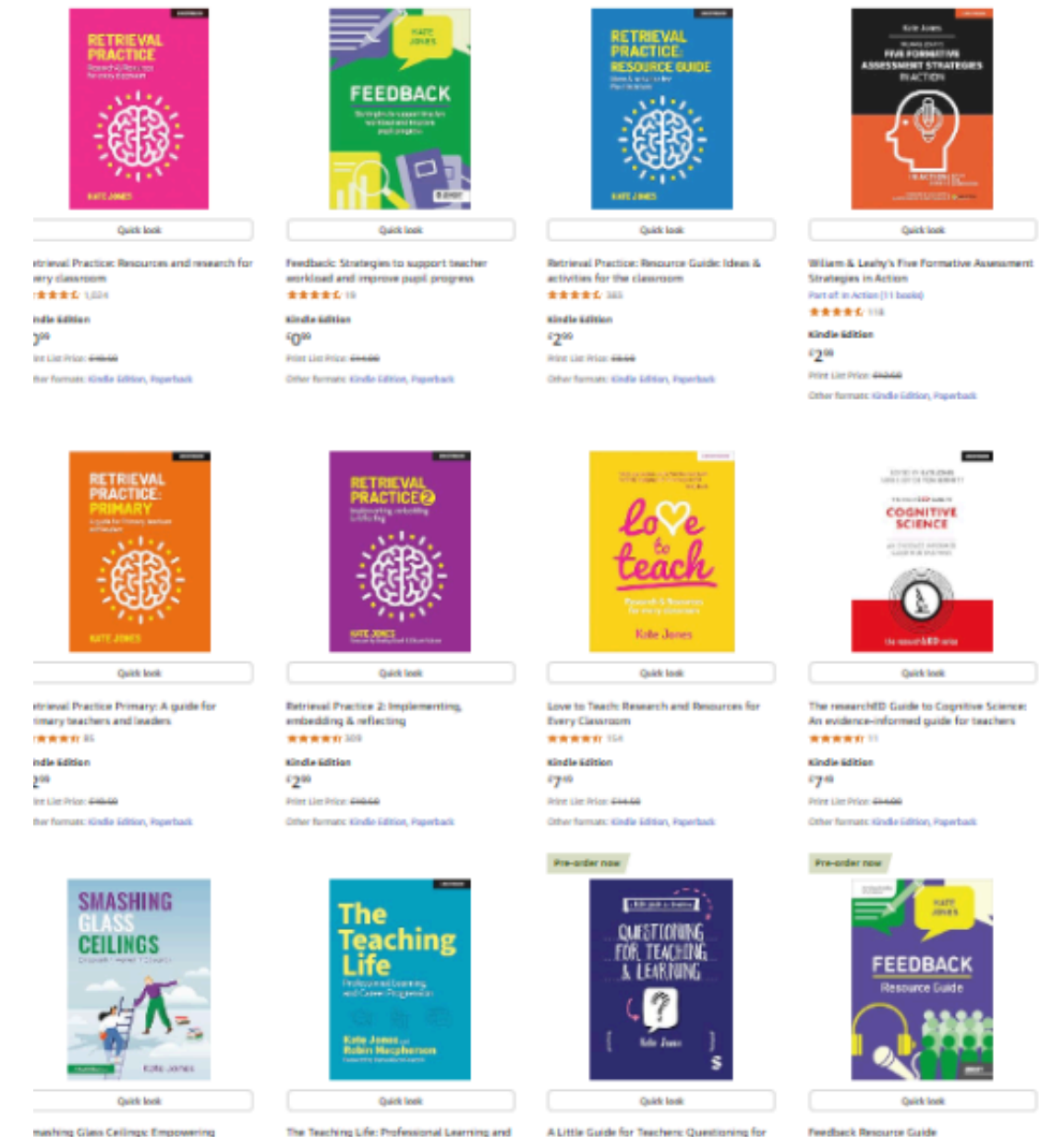
ABOUT ME ...



- Experienced teacher and leader
- Senior Associate for Teaching & Learning with Evidence Based

Education

- Author/Editor/Blogger
- Podcast host
- @KateJones_Teach on social media

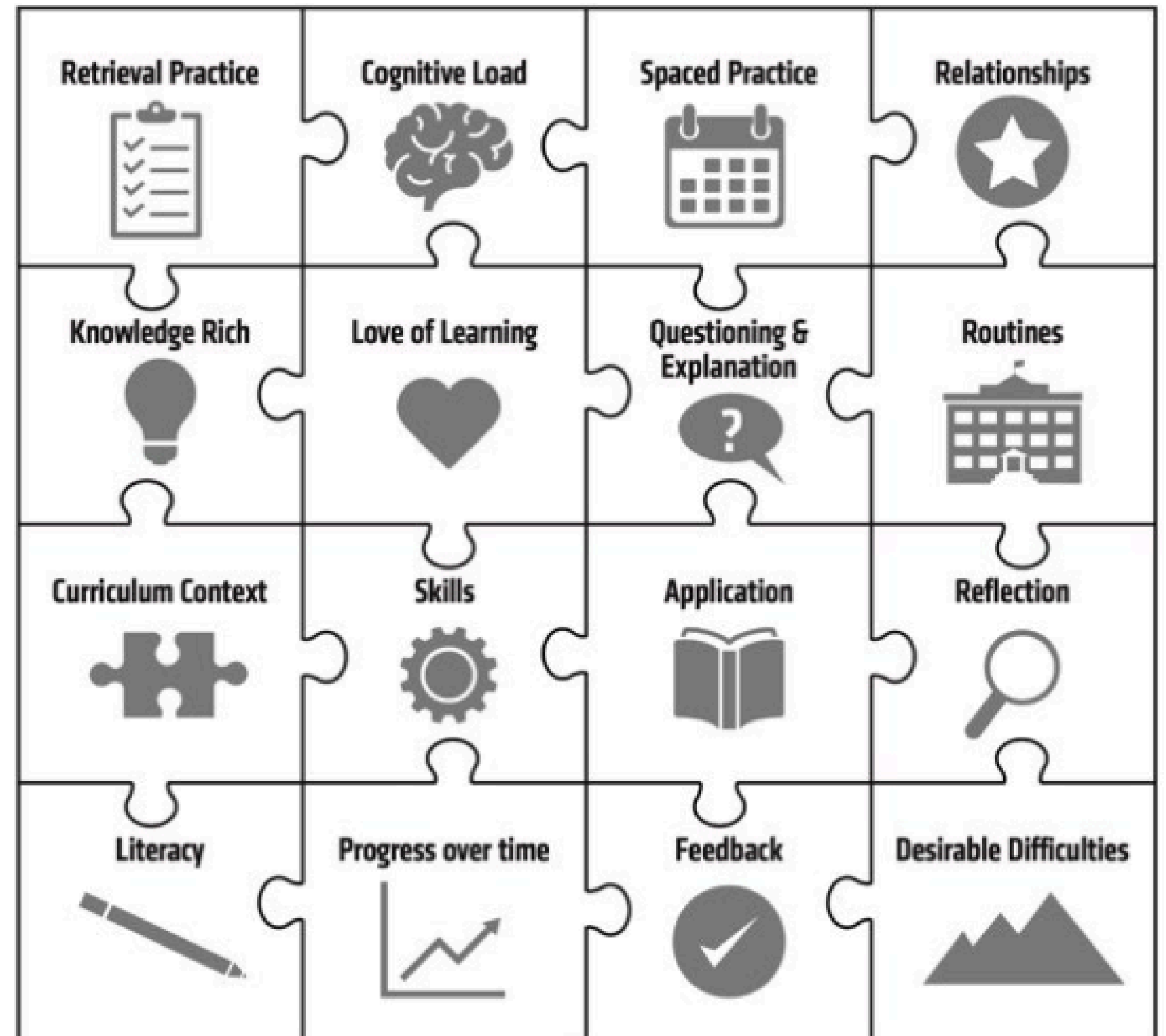


YOU WILL RECIEVE ...

- A copy of the presentation slides
- A list of the references and further reading
- Resource templates
- Evidence-informed Resource Guide
- Link to the Evidence Based Education Professional Resource Library



Teaching and Learning Jigsaw Puzzle (Jones)



“Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative”.

John Hattie & Helen Timperley (2007)

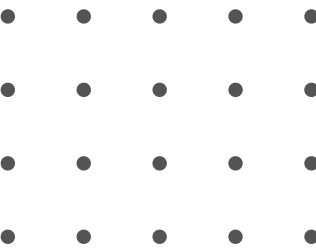
How can we ensure feedback
supports learning,
rather than hinders it?

FEEDBACK

APPROACHES

SHOULD BE ...

Evidence informed



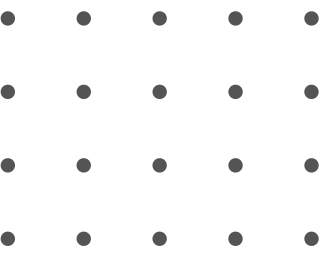
FEEDBACK

APPROACHES

SHOULD BE ...

Evidence informed

Workload friendly



**FEEDBACK
APPROACHES
SHOULD BE ...**

Evidence informed

Workload friendly 

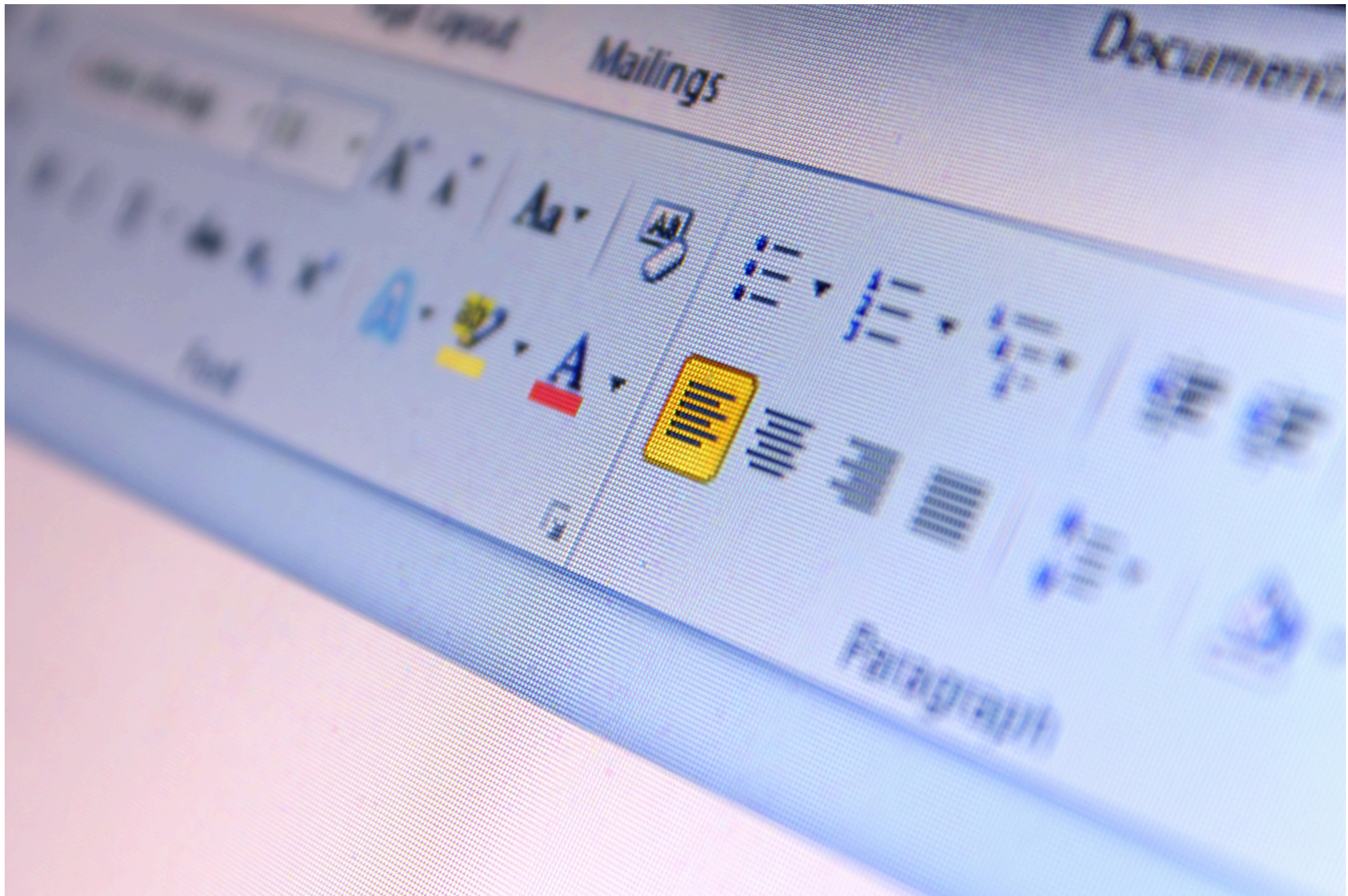
Moving learning forward

Q. What is the purpose of feedback?



“The main purpose of feedback is to improve the student, and not the work”

Dylan Wiliam (2017)



How often
should I give
feedback to my
students?



Should feedback be
immediate or delayed?

Teachers give feedback to the
learners in their class every
lesson, everyday.



Copyrighted Material

THANKS ^{MUCH LARGER} FOR THE FEEDBACK

THE SCIENCE AND ART OF
RECEIVING FEEDBACK WELL

EVEN WHEN IT IS
OFF-BASE, UNFAIR,
POORLY DELIVERED,
AND FRANKLY, YOU'RE
NOT IN THE MOOD

SWITCH?
DS Says no

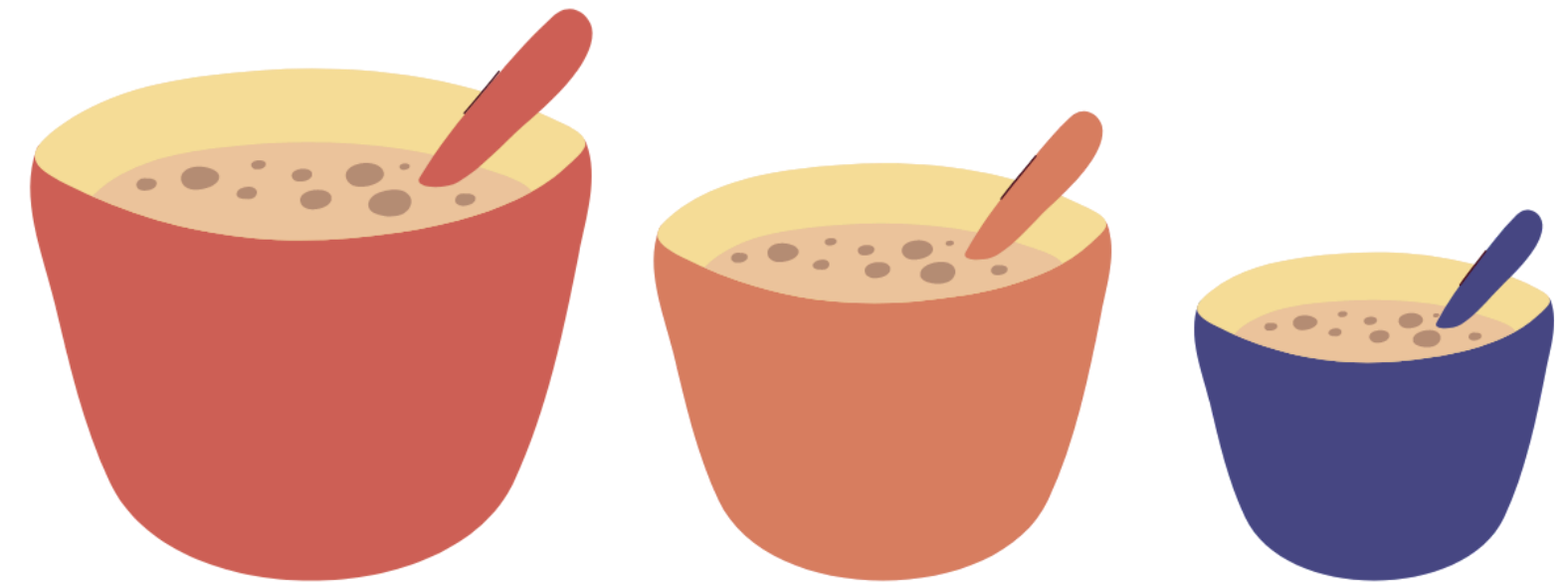
Douglas & Sheila
Stone Heen

of the Harvard Negotiation Project
co-authors of **DIFFICULT CONVERSATIONS**

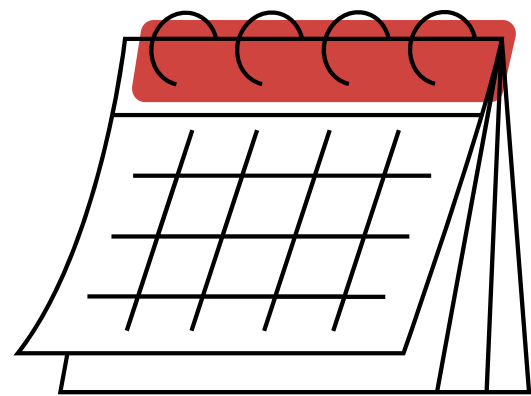
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The 'Goldilocks Principle'



“Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback.”



**Education Endowment Foundation (EEF) -
Feedback Guidance Report 2021**

“Feedback can be verbal or written,
or can be given through tests or via
digital technology. It can come from
the teacher or peers.”



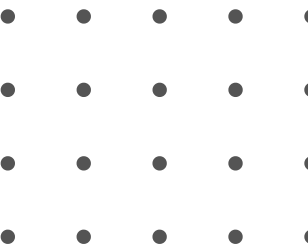
**Education Endowment Foundation (EEF) -
Feedback Guidance Report 2021**

“Students often find teachers’ feedback confusing, unreasoned, and difficult to understand. Sometimes they think they have understood the teacher’s feedback when they have not, and even when they do understand it they may not know how to use it.”

John Hattie (2011)

**FEEDBACK
PRINCIPLES.
FEEDBACK
SHOULD BE ...**

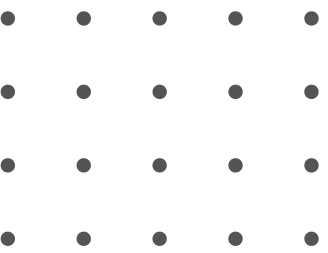
Understandable



**FEEDBACK
PRINCIPLES.
FEEDBACK
SHOULD BE ...**

Understandable

Helpful

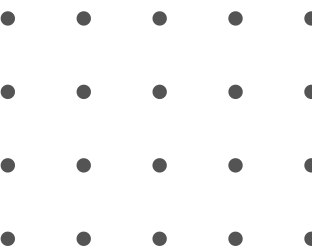


**FEEDBACK
PRINCIPLES.
FEEDBACK
SHOULD BE ...**

Understandable

Helpful

Actionable



The Great Teaching Toolkit

Evidence Review

2020

Coe et al

4. Aktivera utmanande tankearbete

- 1** Strukturera: Ge eleverna en lämplig följd av lärandeuppgifter; signalera vad som är lärandemålet, den logiska grunden, en överblick, nyckelidéerna och hur progressionen ser ut. Anpassa uppgifterna till elevernas behov och förutsättningar; ge stöd och stöttning för att göra uppgifterna tillgängliga för alla, men ta gradvis bort stödet så att alla elever lyckas på den nivå som efterfrågas
- 2** Förklara: Presentera och kommunicera nya idéer tydligt, med kortfattade, lämpliga och engagerande förklaringar; koppla nya idéer till det som tidigare har lärts (och aktivera/kontrollera tidigare kunskap). Använd exempel (och dåliga exempel/motsatsen) som passar för att hjälpa eleverna att förstå och bygga dessa samband. Förevisa och demonstrera nya färdigheter eller metoder med lämplig stödstruktur och utmaningsnivå (ledning och stimulans och använd genomarbetade/delvis genomarbetade exempel)
- 4** Samspela: agera genomtänkt, på lämpligt sätt, på elevernas återkoppling angående deras tankegångar/kunskap/förståelse och ge dem användbar feedback som vägleder deras lärande framåt
- 5** Förankra: Ge eleverna uppgifter som förankrar och förstärker lärandet; kräv att de övar tills lärandet blir flytande, säkert och automatiserat; se till att tidigare inlärt material repeteras/återbesöks så att glömska förebyggs

- 3** Ställ frågor: Använd frågor och dialog för att främja fördjupning (elaborering) och flexibelt tänkande hos eleverna (t.ex. "Varför?", "Jämför", osv.); använd frågor för att locka fram elevernas tänkande; få svar från alla elever; använd genomtänkta bedömningsaktiviteter för få underlag som visar vad som lärts; tolka, kommunicera och svara på dessa underlag på lämpligt sätt
- 6** Aktivera: Hjälp eleverna att planera, reglera och övervaka sitt eget lärande; gå framåt på ett lämpligt sätt från strukturerat till mer självständigt lärande efterhand som eleverna utvecklar kunskap och expertis

1. Förstå innehållet

- 1** Att ha djup ämneskunskap, kunna sitt ämne flytande, samt ha en flexibel förståelse av det du undervisar om
- 2** Kunskap om behovet av att dela upp ämnen/ämneselement i olika delar/sekvenser som följer logiskt efter och knyter an till varandra
- 3** Kunskap om vad som i relation till ämnet är relevanta uppgifter, bedömningar och aktiviteter samt deras diagnostiska och didaktiska potential. Detta så att du kan ge olika förklaringar och förklaringsmodeller, analogier och exempel för de idéer du undervisar om
- 4** Kunskap om vanliga elevstrategier, missuppfattningar och hinder i förhållande till det innehåll du undervisar om

2. Skapa en stödjande miljö

- 1** Främja samspel och relationer med alla elever som bygger på ömsidig respekt, ömtanke, empati och värme; och därigenom undvika negativa känslor i samspelet med elever; vara lyhörd för elevernas individuella behov, känslor, kultur och övertygelser
- 2** Främja ett positivt klimat för elev-elevrelationer som kännetecknas av respekt, förtroende, samarbete och ömtanke
- 3** Främja elevens motivation genom känslor av kompetens, autonomi och samhörighet
- 4** Skapa ett klimat med höga förväntningar, med utmaningar och tillit så att eleverna känner att det är okej att försöka; uppmuntra eleverna att tillskriva sin framgång eller misslyckande till sådant de förändra kan

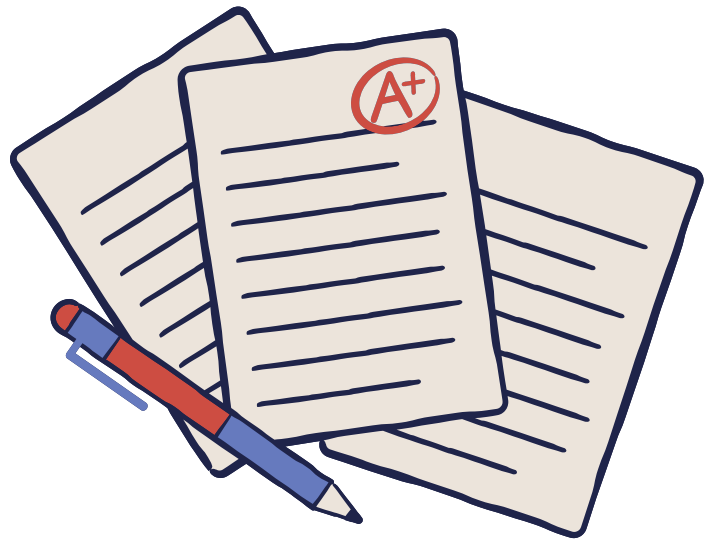
3. Maximera möjligheten att lära

- 1** Hantera tid och resurser effektivt i klassrummet för att maximera produktiviteten och minimera slöseri med tid (till exempel lektionsstarter och övergångar); ge tydliga instruktioner så att eleverna förstår vad de borde göra; använda (och explicit lära ut) rutiner för att göra övergångar smidiga
- 2** Säkerställa att regler, förväntningar och konsekvenser för beteenden är uttalade, tydliga och tillämpas konsekvent
- 3** Förebygga, lörta och reagera på potentiellt störande incidenter; förstärka positiva elevbeteenden; signalera medvetet om vad som händer i klassrummet och agera på lämpligt sätt

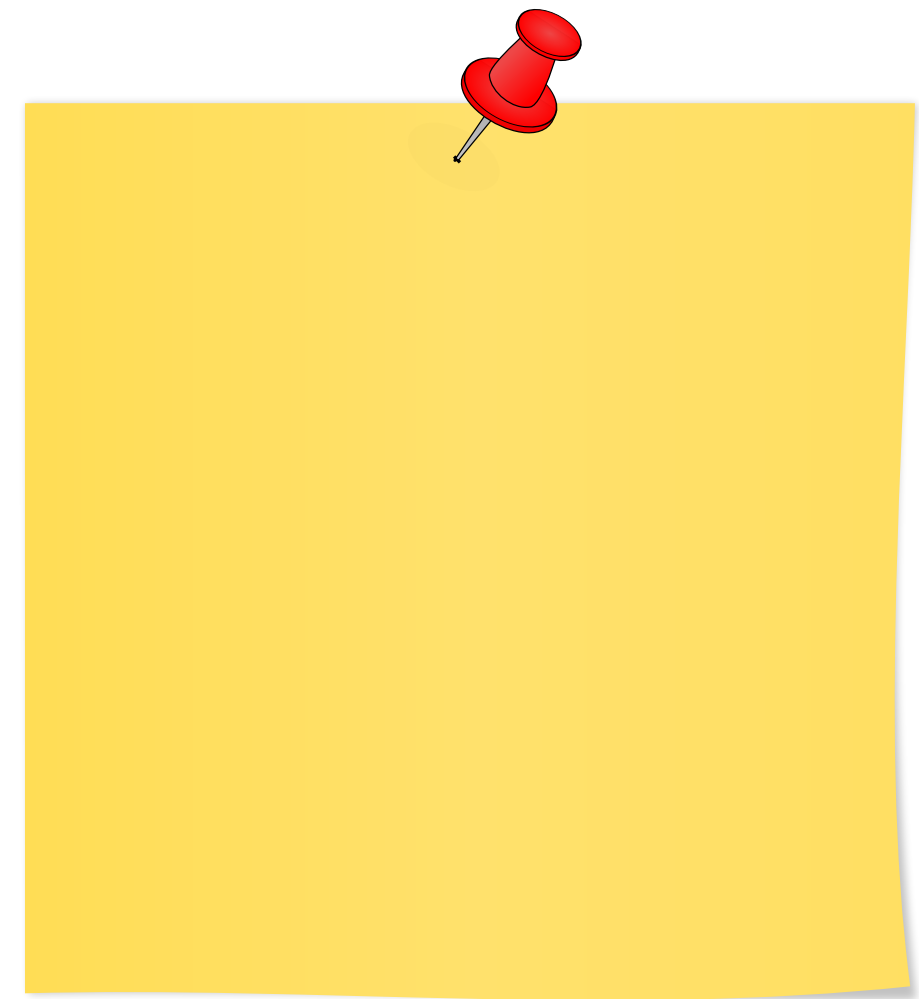
4. Aktivera utmanande tankearbete

- 1** Strukturera: Ge eleverna en lämplig följd av lärandeuppgifter; signalera vad som är lärandemålet, den logiska grunden, en överblick, nyckelidéerna och hur progressionen ser ut. Anpassa uppgifterna till elevernas behov och förutsättningar; ge stöd och stöttning för att göra uppgifterna tillgängliga för alla, men ta gradvis bort stödet så att alla elever lyckas på den nivå som efterfrågas
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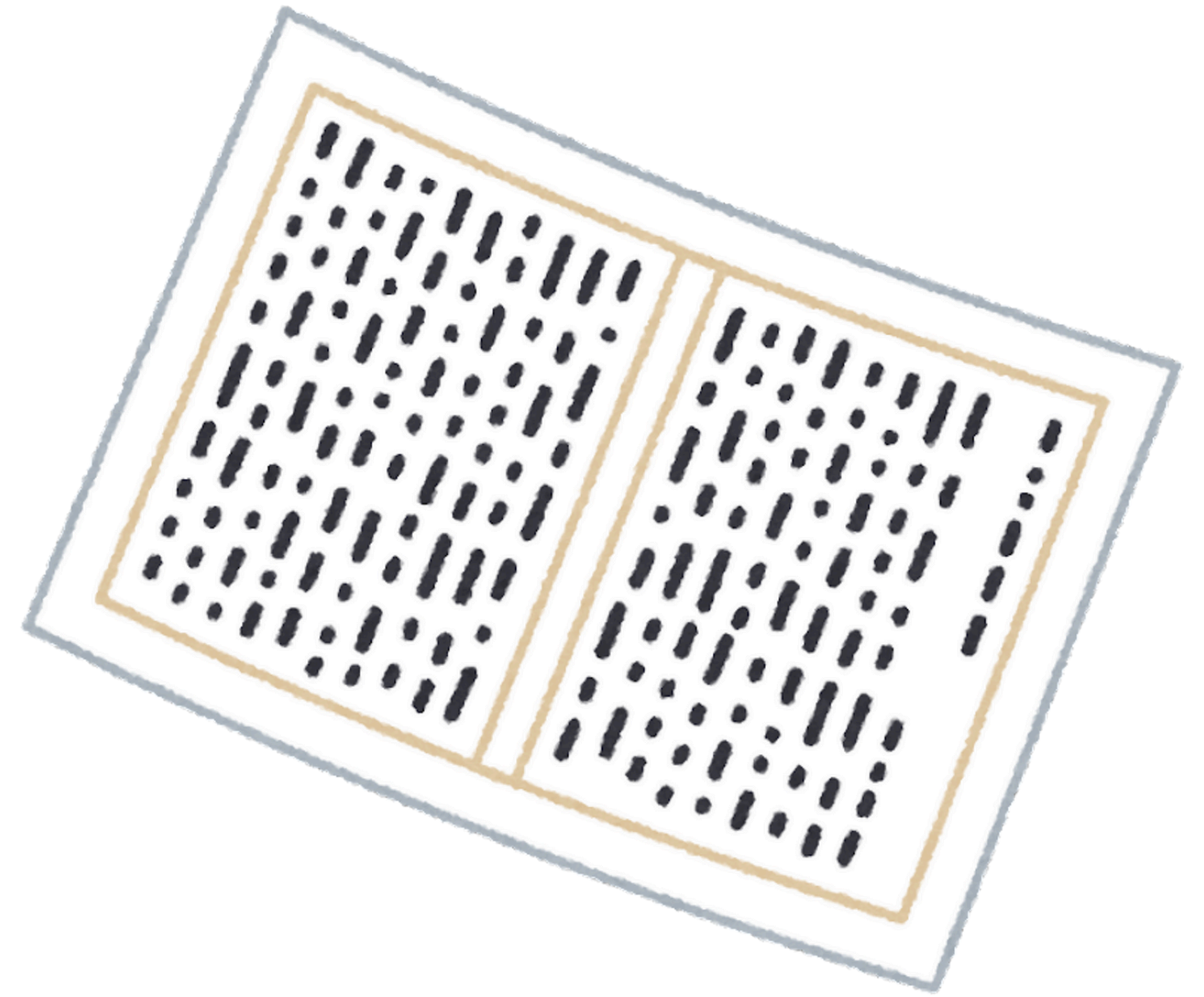
Actionable feedback strategies for the classroom ...



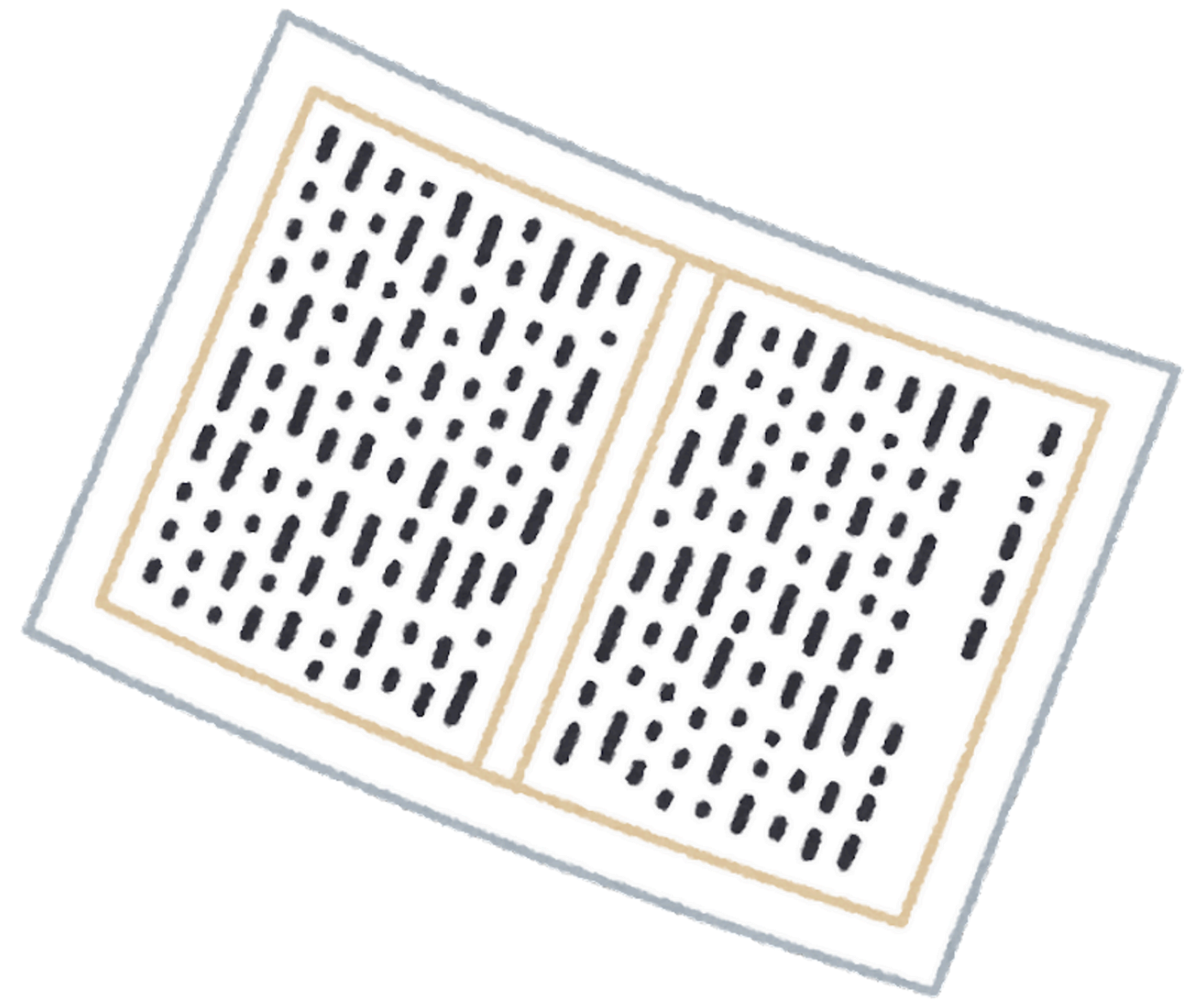
Verbal Feedback



Repeat & Respond



Record & Respond



The Detective Strategy (Dylan Wiliam)

Q. What is meant by "opportunity cost"?

- A. The amount of money spent on a choice
- B. The value of the next best alternative foregone
- C. The cost of all possible alternatives

Answer: B

Q. Opportunity cost only exists when ...:

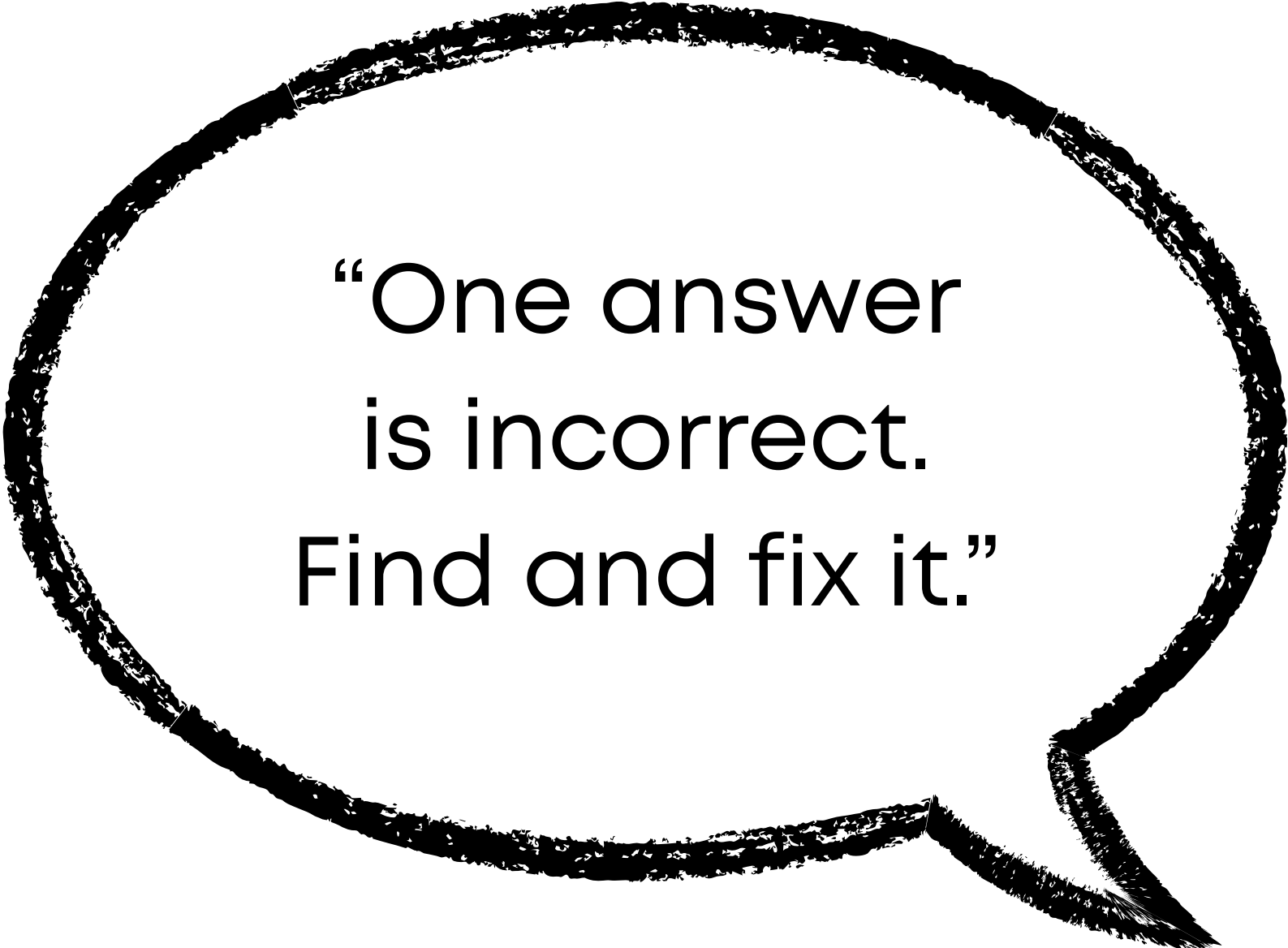
- A. Choices are unlimited
- B. Resources are scarce
- C. Money is involved

Answer: A

Q. If a country uses land to grow wheat instead of rice, the opportunity cost is:

- A. The cost of planting wheat
- B. The money made from selling wheat
- C. The rice that could have been grown

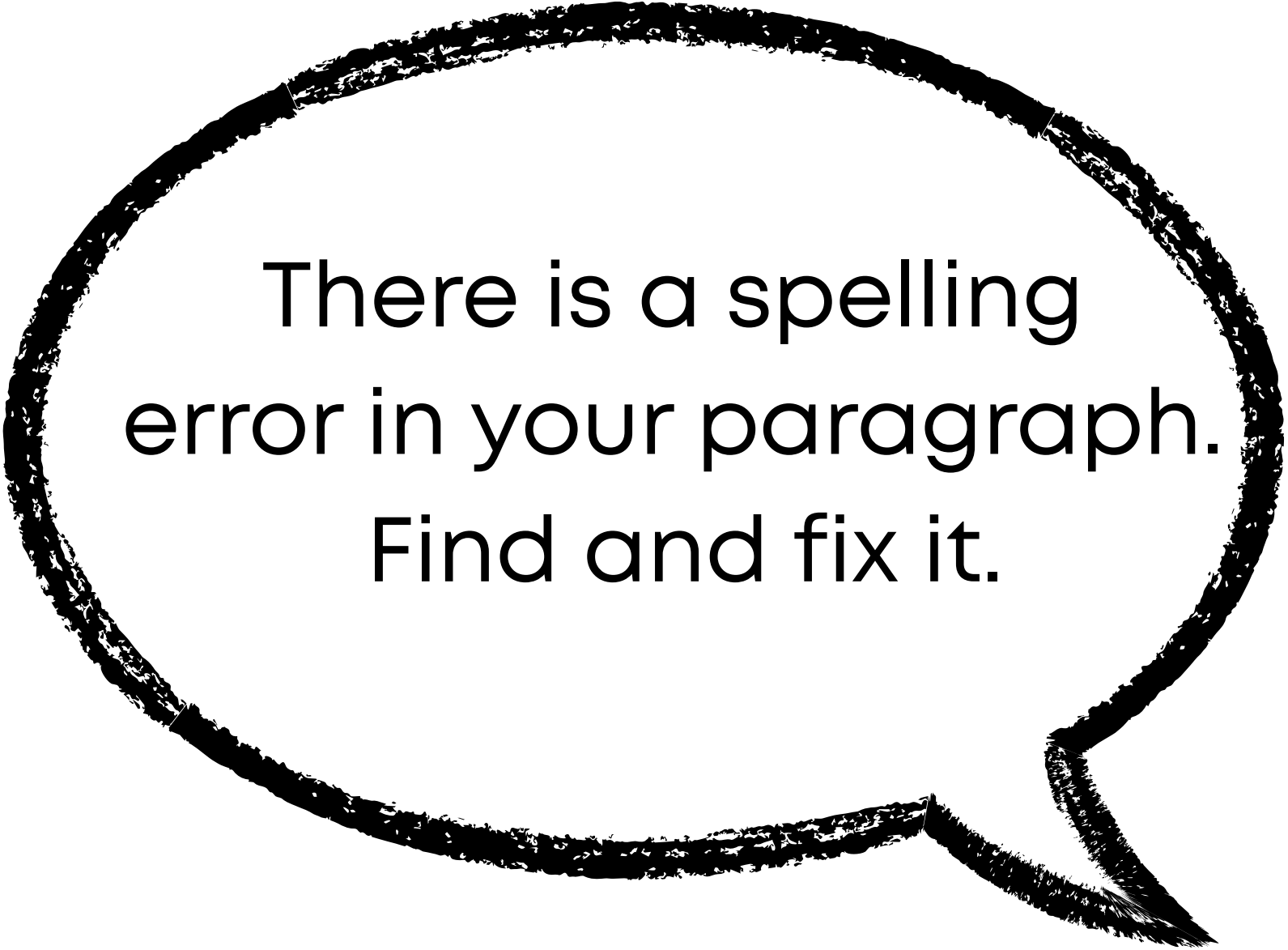
Answer: C



“One answer
is incorrect.
Find and fix it.”

The Detective Strategy (Dylan Wiliam)

Tourism is when people travel to visit other places for fun or relaxation. Many countries earn money from tourism. For example, in Tieland, tourists spend money in hotels, shops, and restaurants. This gives people jobs and helps the country make money. But too many tourists can damage the environment, so it needs to be looked after carefully.



There is a spelling error in your paragraph.
Find and fix it.

Dot Marking

Q. What is meant by "opportunity cost"?

- A. The amount of money spent on a choice
- B. The value of the next best alternative foregone
- C. The cost of all possible alternatives

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Dot Marking



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Helpful Highlighting/Useful Underlining

Tourism is when people travel to visit other places for fun or relaxation. Many countries earn money from tourism. For example, in Tieland, tourists spend money in hotels, shops, and restaurants. This gives people jobs and helps the country make money. But too many tourists can damage the environment, so it needs to be looked after carefully.



Precise Praise (Teach Like A Champion)



Well done, you have reached
a clear and sustained
judgment in the conclusion.



Precise Praise Postcard

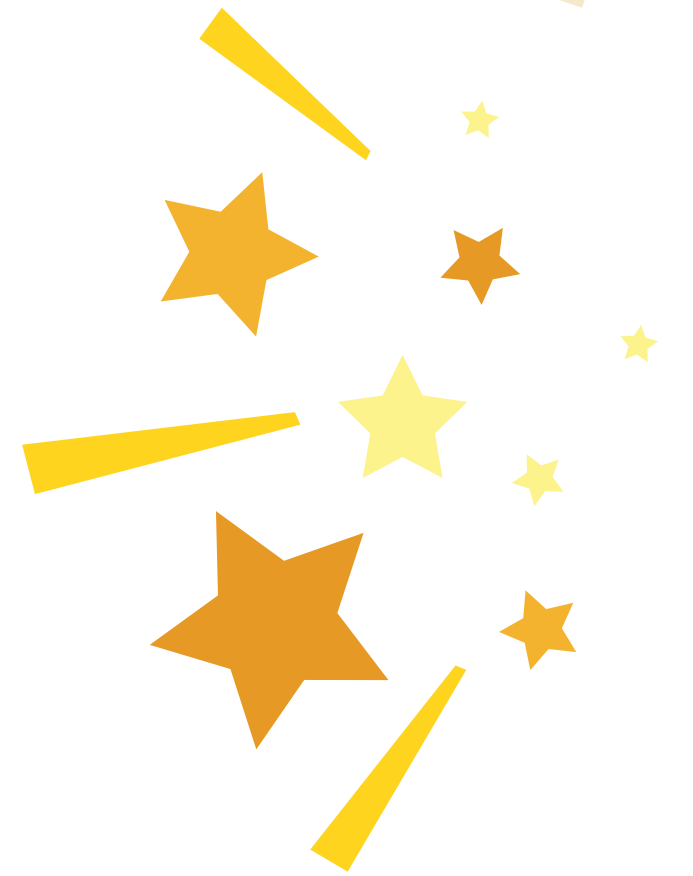
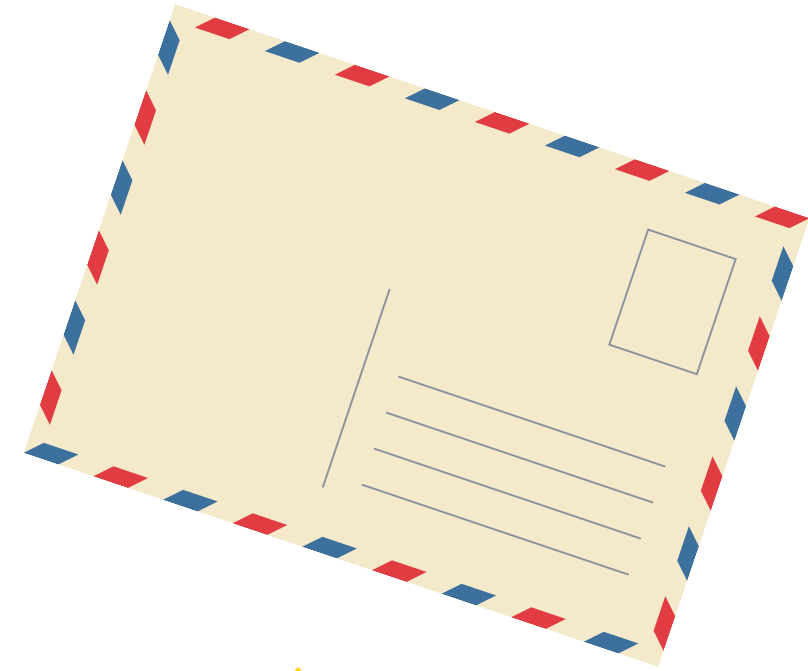


Subject:

Name:

Precise Praise:

Signed:



Pre-Emptive Feedback:

“Prevention is better than cure”



PRE-EMPTIVE FEEDBACK STRATEGIES

- **What are the common misconceptions that students often have in this topic?**
- **How can I identify and address this misconception with my class?**
- **What key terms are often challenging to spell?**
- **What are common mistakes made in exams/exam answers?**

Misconception Banks

Year 2 Maths Misconceptions – Teacher Checklist

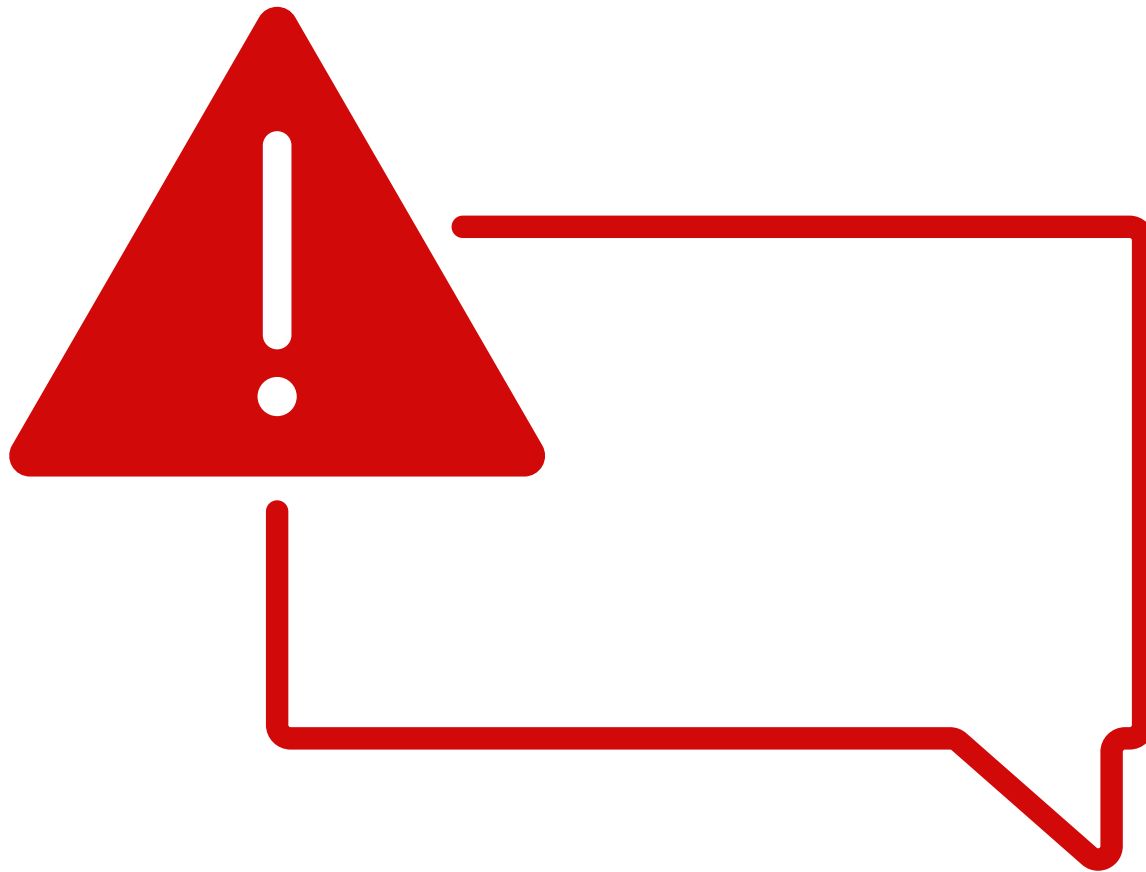
This checklist highlights common misconceptions in Year 2 maths, grouped by topic. Use it to plan lessons, anticipate difficulties, and design diagnostic questions.

Number and Place Value

- Teen numbers: thinking 14 is '41'.
- Zero misunderstood as 'nothing' rather than a placeholder.
- Confusing before/after when counting.
- Mixing up one more/less with ten more/less.

Addition and Subtraction

- Assuming subtraction is commutative (e.g. $9 - 4 = 4 - 9$).
- Subtraction only means 'take away', not difference.
- Struggles with bridging tens when adding.
- Errors with exchanging in column methods.



Misconception Questions

Year 2 Maths – Diagnostic Questions

These diagnostic questions are designed to uncover common misconceptions in Year 2 maths. Use them as hinge questions, quick quizzes, or discussion starters. Encourage pupils to explain their reasoning.

Number and Place Value

- Which is bigger: 14 or 41? How do you know?
- What does the zero mean in 40?
- What number comes 1 before 50?
- What is 10 more than 38?

Addition and Subtraction

- Is $9 - 4$ the same as $4 - 9$?
- If I have 15 apples and you have 9 apples, how many more do I have?
- What is $28 + 7$? (Encourage use of number line crossing tens.)
- Work out $34 - 7$ using column subtraction. What happens when you can't subtract 7 from 4?



Feedback Predictions

Review your work:

What feedback do you predict
you will receive from your peer
and/or teacher?





Read and reflect. Check and correct.

Have you used capital letters correctly?

Have you double checked spellings of keywords?

**Are your points supported by detail?
Facts, stats, examples?**

Have you included full stops at the end of your sentences?

Is your written work legible/ easy to read?

What are the key strengths of this piece work?

Have you used paragraphs to structure your work?

**Have you used the correct homophones?
Their/They're/There**

How do you think this piece of work could be improved?



Written Feedback



Selective Marking - Yellow Box Method

✓ made its economy worse. It also led to inflation as
the government could not do any provide work for which was
the overprinting of money until it was valueless.
Marx scheme states - Workers in the Ruhr opposed the occupation &
organised) In the years 1933-1939, there were many
passive changes in the lives of young people because the
resistance Nazis came into power. Nazis forced young boys to
which enter the Hitler Youth and the girls to enter in
led to the Young Maidens club. They were indoctrinated in school
clashes were taught to live in a Nazi lifestyle. ✓
with the French The Hitler Youth and Young Maidens club was
one of the a reason for changes in the lives of young people.
troops. Boys sent to the Hitler Youth were trained and
✓ prepared for the army. They went on hikes and
camped, they were ~~prepared~~ said to be ~~preparing~~



Selective Marking - Blue Box Method

... army was the best. However, it did not result in this and the ~~kaiser~~ plans to overthrow the world leaders failed.

In addition, I believe that without alliances, nobody would have stopped the kaiser. World War One showed the huge bond between countries and how they worked together in a crisis.

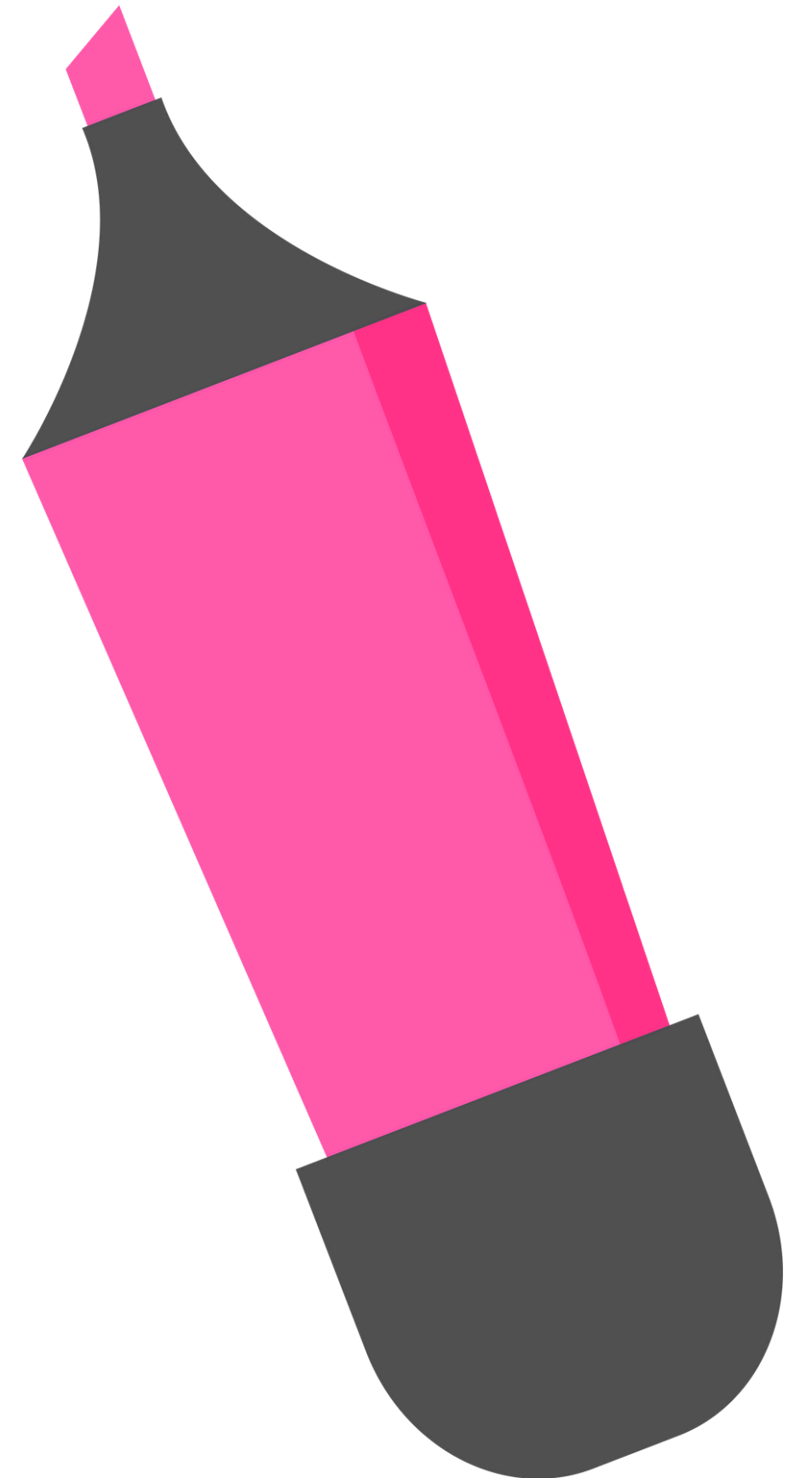


Selective Marking - Pink Box Method


women were unhappy with their lives because they were forced to stay at home and become housewives. The book was a bestseller and gained a lot of support from women and men. The book was the foundation of the changing development of the women's movement.

Another reason for the development of the women's movement during the 1960s and early 70s was the setting up of NOW (National Organisation for Women). NOW was set up by Betty Friedan in 1966 to stop sex discrimination at work. It was a voice for women and aimed to achieve equal rights as men. NOW organised protest movements to get rights. Although it did ^{face} ~~have~~ opposition from some women and men, their support was greater. By the early 1970s they were able to pass a legislation which made abortion legal and gave the women the right to decide whether or not to have a baby.

In conclusion, the publication of the Feminine Mystique and the establishment of NOW is what developed the women's movement and ^{led to the passing of} ~~passed~~ laws for women to



Literacy Marking Codes

	Correct use of literacy and knowledge.	P	Check and correct punctuation.
Sp	Check and correct spelling.	V	Opportunity for vocabulary.
Gr	Check and correct grammar.	WM	A word or phrase is missing.
NP//	New paragraph needed.	WW	Wrong word - homophone e.g. their/they're/there
M	Meaning is unclear or inappropriate language is used.	WT	Wrong tense.
C	Check and correct use of capital letters.	FS	Write in full sentences.

- Can be used when marking outside of a lesson or during live lesson feedback.
- Marking codes can be used by the teacher and students for peer assessment.
- They can be subject specific and support whole school literacy approaches.
- Relevant across ages, subjects and topics.

Subject Specific Marking Codes

✓ Marking Codes for Maths

Code	Meaning	Student Action
C	Calculation error	Check your working – where did the numbers go wrong?
M	Method not shown / missing steps	Show all steps clearly, even if the final answer is right
U	Units missing or incorrect	Add or correct units (e.g. cm, £, kg)
R	Reasoning/explanation needed	Explain why or how you got your answer
SF	Significant figures issue	Round your answer correctly using the right number of SF
DP	Decimal place issue	Check rounding to the correct number of decimal places
F	Formula missing or incorrect	Write down and check the correct formula
CL	Check layout	Organise your work more clearly (especially for multi-step problems)





Question Banks



My Drive > Quizzes - Term 1 ▾

Type ▾

People ▾

Modified ▾

↑

Name ▾

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📁

Class 7 Questions

⋮

📁

Class 8 Questions

⋮

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Class 9 Questions

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📁

Class 10 Questions

⋮

📁

Class 11 Questions

⋮

📁

Class 12 Questions

⋮

Question Banks

- Used across a department to support consistency, quality assurance with question design, teacher workload and early career teachers or non-specialist teachers.

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- Question banks can be used for a wide range of quizzes from multiple choice to short answer with or without technology, mini white boards etc.

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- Question banks can be used for a wide range of quizzes from multiple choice to short answer with or without technology, mini white boards etc.
- They can be shared with students for self or paired quizzing and can be shared with parents/carers for quizzing at home.

Question Banks

GCSE English Literature – *Romeo and Juliet* Question Bank

Characters

1. How is Juliet presented as a strong character in the play?
2. Explore how Shakespeare presents Romeo's emotions in the play.
3. In what ways is Lord Capulet portrayed as a powerful but controlling father?
4. How does Shakespeare use the character of Mercutio to explore ideas about friendship and violence?
5. How is the Nurse presented in her relationship with Juliet?

Themes

1. Explore the theme of love in *Romeo and Juliet*.
2. How is the theme of fate presented throughout the play?
3. In what ways does Shakespeare present conflict in *Romeo and Juliet*?
4. How is the theme of family honour explored in the play?
5. How does Shakespeare explore the theme of youth versus age?

GCSE AQA PE Question Bank

Paper 1: The Human Body and Movement in Physical Activity and Sport

1. *Applied Anatomy and Physiology*

1. Name two types of muscle in the human body. (2 marks)
2. Describe the pathway of air from the mouth to the alveoli. (3 marks)
3. Explain how the cardiovascular system responds during exercise. (6 marks)
4. Analyse how antagonistic muscle pairs work together during a bicep curl. (9 marks)





If we want **better questions/tasks**
from Gen AI, our starting point
should be creating and
communicating **better prompts.**



Whole Class Feedback: Modelling





Basic response	Adding more detail
<i>Example: Three men wanted to become King in 1066.</i>	<i>In January 1066 Edward the Confessor, the King, died and this caused many issues as he did not have a son or direct heir to the throne. There were three main contenders to the throne. The first contender was Harold Godwinson, a powerful English nobleman with a big army and owned a lot of land. Harold was related to Edward through marriage. Harald Hardrada did not have a claim to the throne or connection but he felt he should be King of England. William Duke of Normandy was friends with Edward and he said that Edward had promised him the throne but this was unclear.</i>


Whole Class Feedback: Modelling

Harold Godwinson had an advantage at the Battle of Hastings.	Harold Godwinson had an advantage of winning because William was down the hill but Harold was up the hill and it would have been more difficult to go up than going down. They also made a shield wall which is a very old taktik but it was very useful for defending the English Army.
William and his soldiers had an advantage at the Battle of Hastings.	William had the advantage of breaking the shield wall which he ran down back the hill thinking that they were turning back, meaning they thought they had won. Harold's soldier goes down the hill where William has successfully broken the shield wall. William quickly turns back and fights back again.

Whole Class Feedback: Crib Sheets

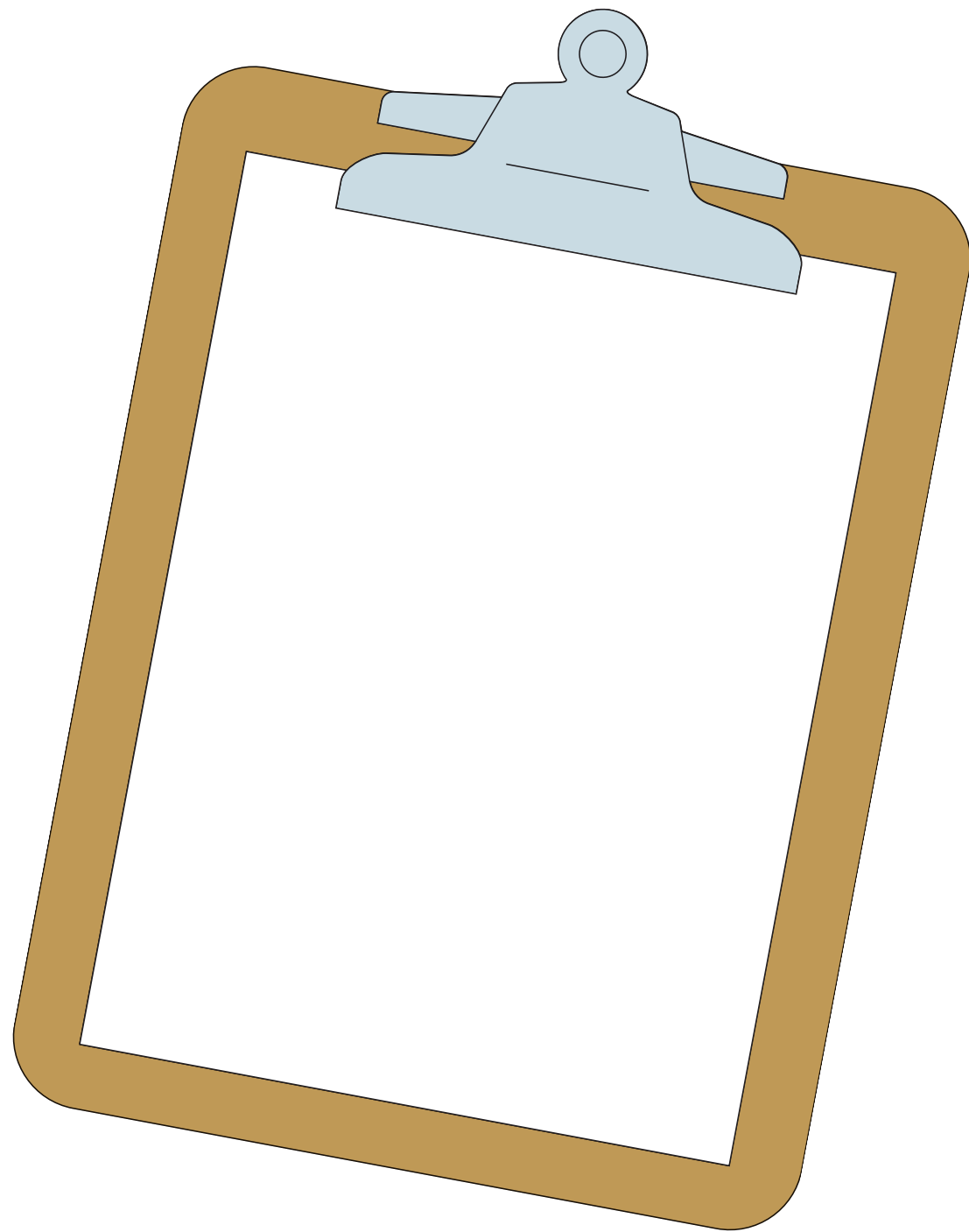
Greg Thornton (2016)

Date:	Class:	Piece of work:	
Common Strengths:	Missing/Incomplete Work: 	SPaG: 	
Common areas for development:	DIRT Activities:  NEXT?		
Potential Actions:	Use exemplars from: 		









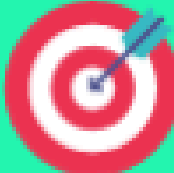
Whole Class Feedback: Live Marking



Self Assessment



Student Feedback Checklist

Engagement 	<input type="checkbox"/> Did you read the feedback carefully? <input type="checkbox"/> Did you listen to the feedback carefully?
Understanding 	<input type="checkbox"/> Do you understand the feedback? <input type="checkbox"/> Do you understand what you need to do next? <input type="checkbox"/> Do you have any questions about the feedback?
Reflection 	<input type="checkbox"/> How is the feedback helpful? <input type="checkbox"/> How can you apply this feedback? <input type="checkbox"/> Is this feedback transferable (to other tasks/subjects)?
Action 	<input type="checkbox"/> How will you act on the feedback? <input type="checkbox"/> What is your next step (immediate action)? <input type="checkbox"/> How can you act on this feedback in the future (long term)?
Seek further feedback 	<input type="checkbox"/> Read, reflect, self-check and correct <input type="checkbox"/> Feedback from the teacher <input type="checkbox"/> Feedback from your peer(s) <input type="checkbox"/> Feedback from technology






Check and Consolidate




Spelling		Correct or Consolidate
<i>Rain</i>	✓	<i>Rain</i>
<i>Wayte</i>	✗	<i>Wait</i>
<i>Paid</i>	✓	<i>Paid</i>

Story Wood Primary, Birmingham (Year 1)

Retrieval Reflection Ticket

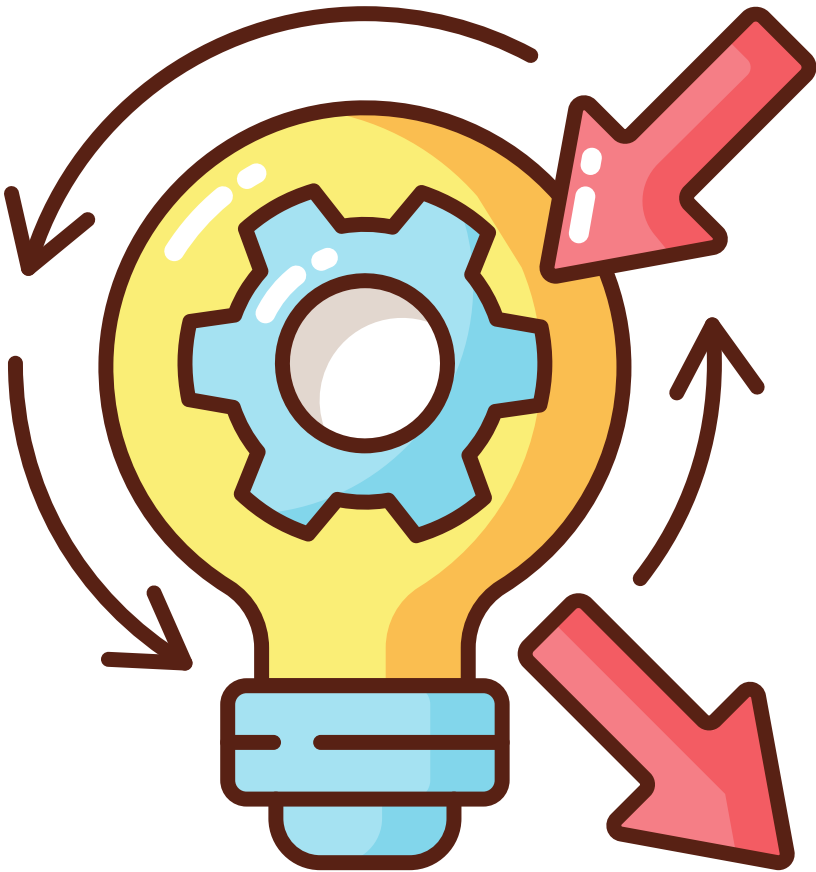


Retrieval Reflection Ticket



Areas of strength/confident recall	Gaps in knowledge
<ul style="list-style-type: none">• I can remember a lot of information about the Treaty of Versailles. I was able to recall the 'Big Three', the different terms of the treaty and how the German people reacted. I am confident about an exam question on this topic.• I am also good at remembering information about life in Nazi Germany, especially how life changed once Hitler came into power. I can give specific examples too about the roles of women, unemployment and propaganda.• I know the key dates, end of WW1, Treaty of Versailles, Wall street crash, Hitler coming into power and WW2.	<ul style="list-style-type: none">• I struggled to remember much about the Weimar Republic, maybe because we did this so long ago? I need to go over the Weimar being established with the constitution,proportional representation and a basically that time period at the beginning.• I get confused between the Sparacist uprising and the Kapp Putsch. I need to go over that again.• I couldn't recall much about Gustav Stresemann. I need to look at that again.

 Quiz



Peer Assessment



Immediate Impact: Peer Assessment

Royal Ramble!

Quite recently, King Harold was slaughtered at Hastings, as the Saxons fought a tough battle against William the Wonderul and his army. ^{sp Hastings}

⊕ Good Bias/
⊕ Alliteration

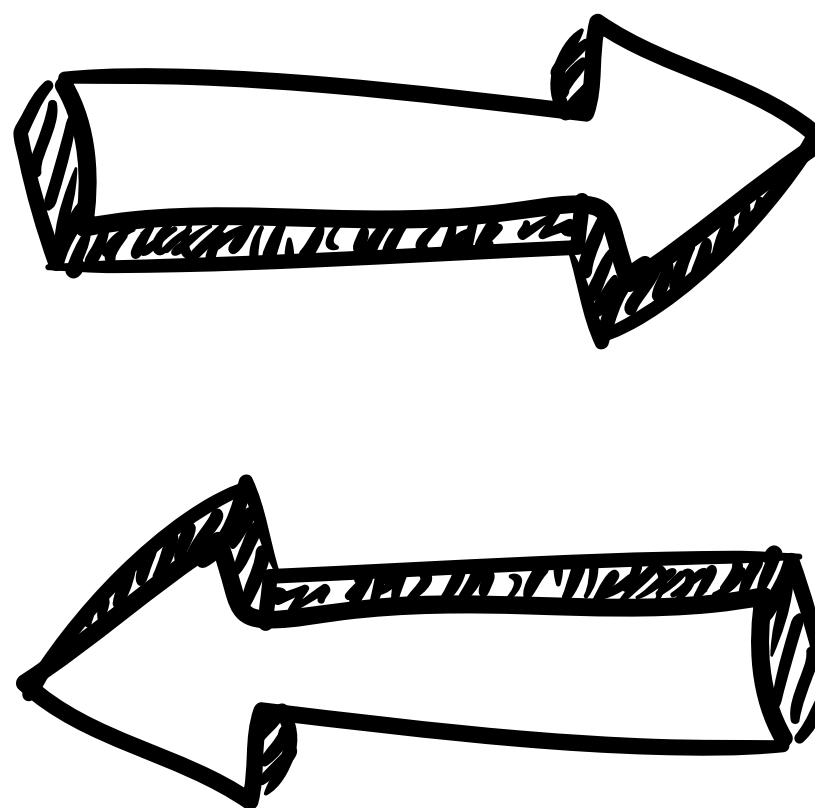
⊕ check key words.
⊕ To short and not so detailed.

■ = good
■ = fix it.

This all started when Edward the Confessor died, since he did not have a heir to the throne. ^{in January} ^{There} there was a guess about who should be the next King of England. Apparently Harold was supposed to be king since the late Edward promised him the throne, but everyone knows William should be king. There was another man, a vicious Viking, Harold Hardrada with a pathetic claim to the throne.



‘It Takes Two’



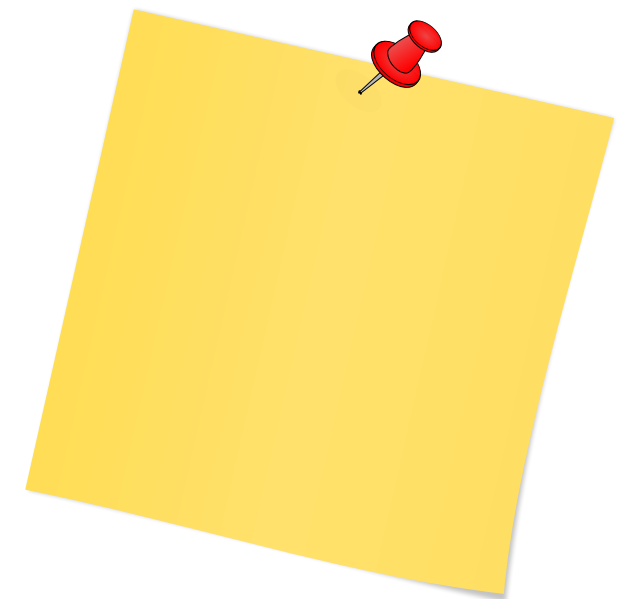
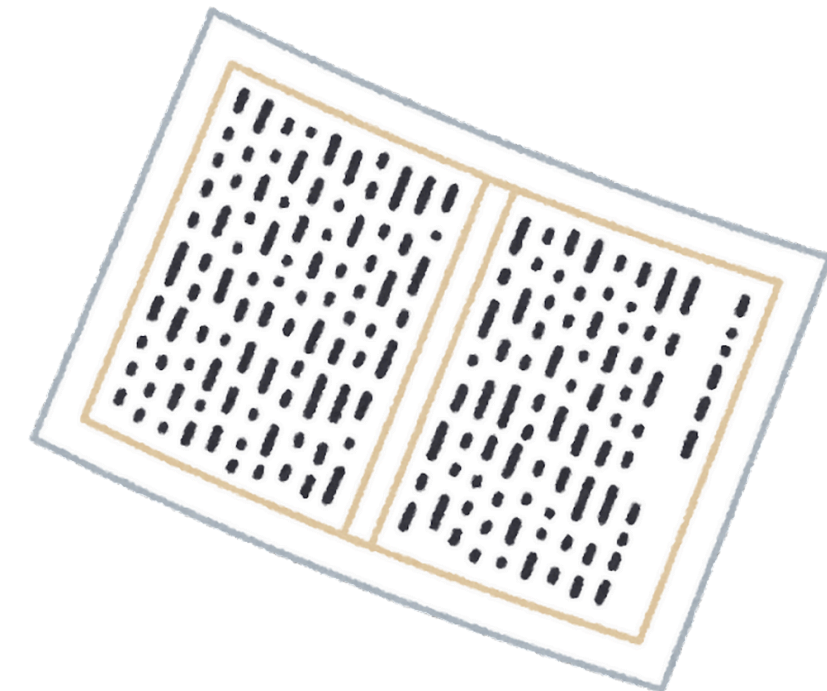
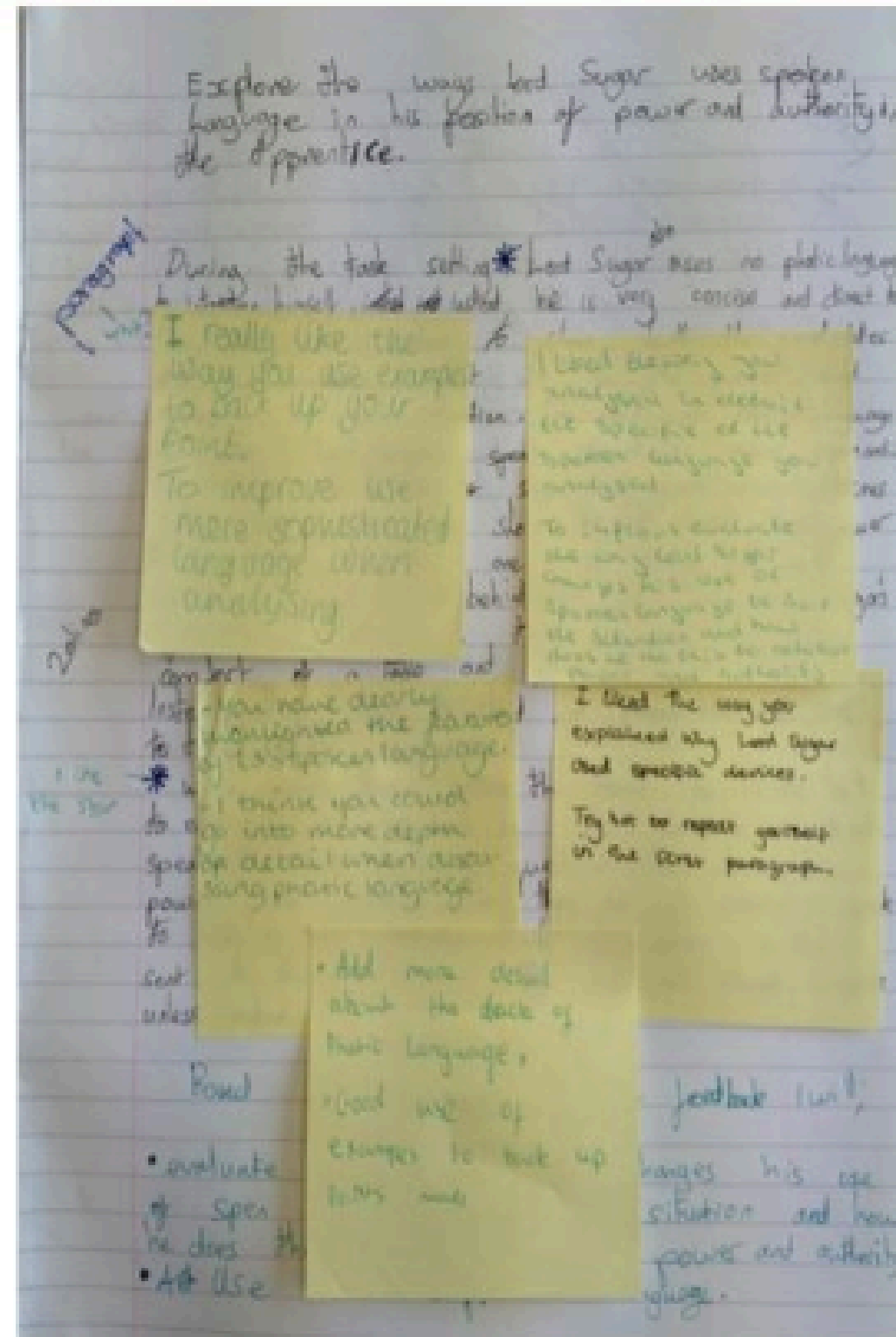
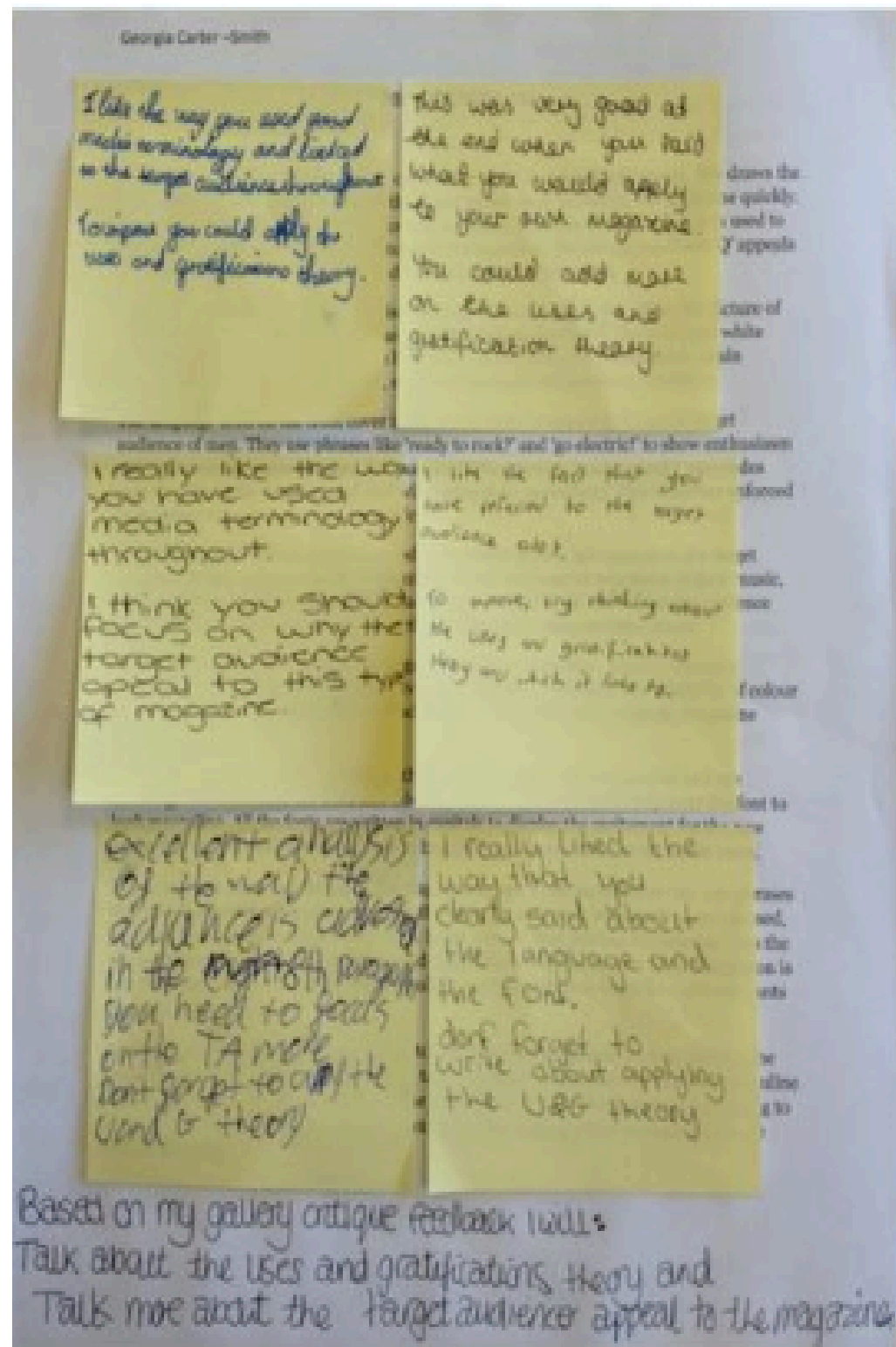
TAG Me

**T - Tell me something you like
(about my work)**

**A - Ask me a question (based on
the work)**

**G - Give me a suggestion (to
improve my work)**

Gallery Critique (Ron Berger)

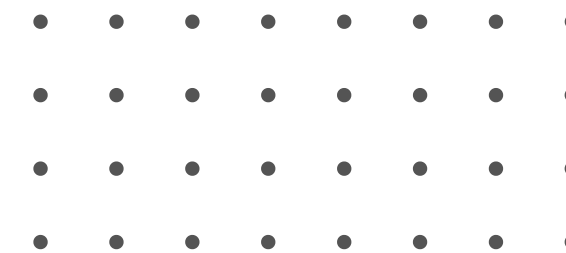


“The only thing that matters with
feedback **is the reaction of the
recipient.** That’s it. Feedback —no
matter how well designed— that the
student does not act upon is a waste
of time.”

Dylan Wiliam (2017)

Session Summary:

- Feedback should be understandable, helpful and actionable.
- Feedback can be immediate or delayed - the teacher will use their professional judgment and expertise to decide but it should be a regular feature of lessons.
- Feedback can be verbal, written, through the use of technology or through self and peer assessment.
- The only thing that matters ... is what the learner does with the feedback!



THANK YOU



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