

# WHOLE CLASS FEEDBACK

Ensuring that feedback leads to progress

# Why change the habit of a lifetime?

Two-fold:

- Effectiveness
- Workload

# So what did we do?

Twitter

EEF

Blogs

Researched ideas

Talked to staff

# What did we decide?

## Whole-Class Feedback

- Verbal
- Immediate
- Focused
- Individualised
- Recorded once

## Trial, Monitor, Review

# What it is not...

- Whole-class sheets stuck in books or displayed
- As well as marking
- To avoid marking / 'no more marking'



Date: / /



Absent:



Lesson:



Strengths or Things to Celebrate



Issues or Misconceptions



Support:



Actions:



Date: / /



Absent:



Lesson:



Strengths or Things to Celebrate



Issues or Misconceptions



Support:



Actions:



Date: 24/6 /  
Absent:  
Lesson: *No More Marking*  
Strengths or Things to Celebrate

*writing*

Issues or Misconceptions

*- capital letters*

Support:

Actions:

Date: 25/6 /  
Absent:  
Lesson: *Reading Comp: Clever*  
Strengths or Things to Celebrate

Verbal answers.  
OW - great reasoning of  
MJ is annoyed because  
he doesn't receive any  
presents.

Good inference - ND, WP, HS,  
TJ

PA - amount + wording  
Issues or Misconceptions

Lack of *HC, NO* Planning - many  
*- must write longer, fuller answers*  
Not being able to  
formulate answers  
using items from  
questions.

Lack of using evidence  
from text. - TJ, EC  
*HTA - frame of mind/attitude*

Support:

Actions:

More 3 mark answers  
w sentence stem.

Date: 26 /  
Absent:  
Lesson:  
Strengths

*form*

Issues or

Support:

Actions:

Date: 21/6 / 19  
Absent:  
Lesson: *Measuring obtuse angles*  
Strengths or Things to Celebrate

KO NO SC MN KO EO AGT  
7 LR HL WP MJ AL  
PA HTc EW JP ISBP  
KH MG OW ~~W~~ got  
measuring angles.  
Very good reasoning - my  
AGT - LD must write

Issues or Misconceptions

? LR HL LN JH TJ  
OD GK EA  
needed help from text  
LR x SG RL niche  
weak reasoning - HTZ, PL

Support:

Actions:

*in* Extra 2/3/4 lessons  
w/ HR on Mon.

Repeat reas. ques on  
Mon - whole class

# Does it work?

Yes! We have seen positive effects on...

- children's understanding of next steps
- progress made by the children
- teacher workload
- teacher-teaching partner collaboration

# Monitoring and Review

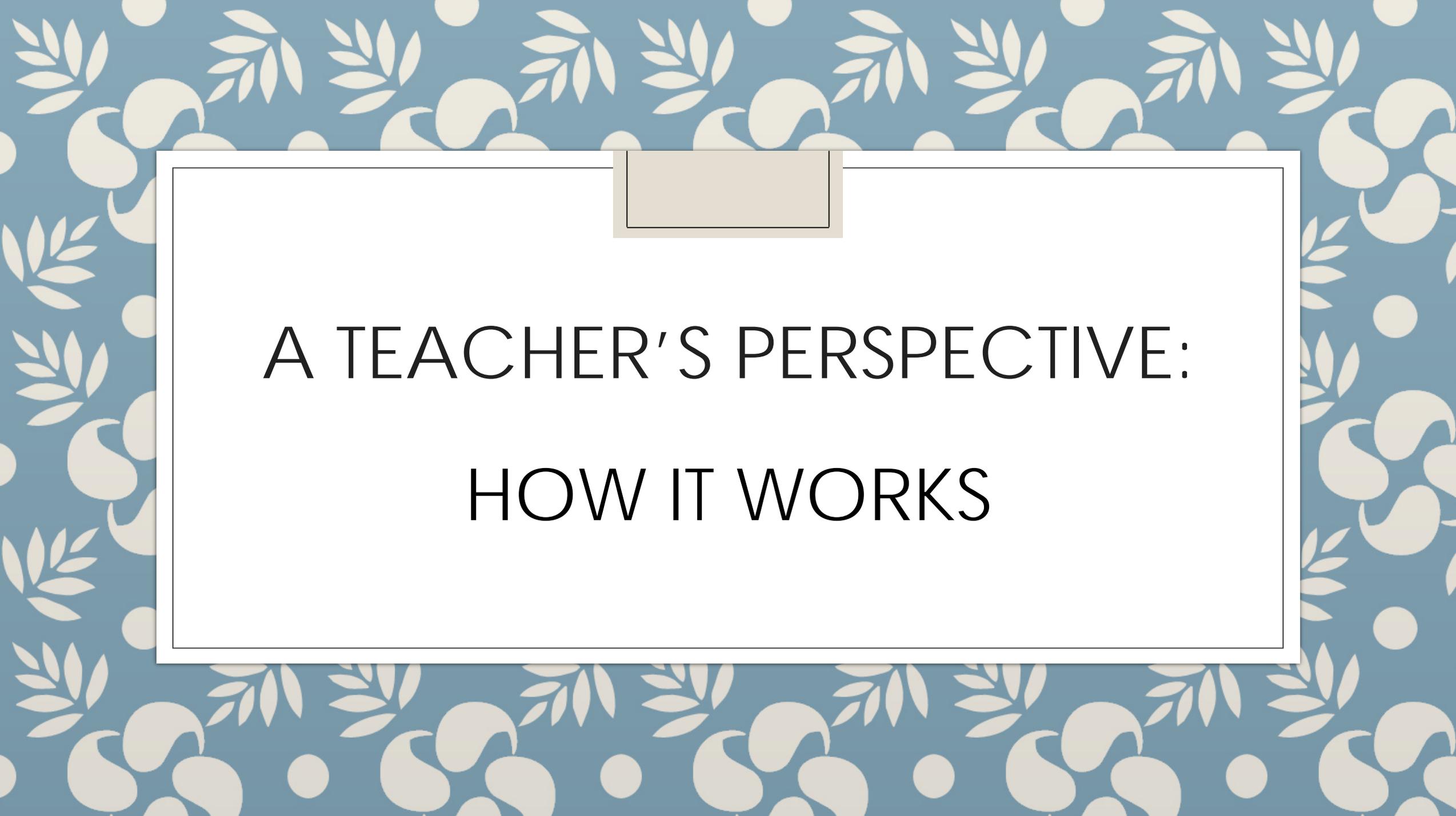
- All in one place
- Easy to scan through and review trends, individuals, themes
- Replaces the need to annotate plans
- Raises questions to explore as SLT and teacher - Eng vs Maths, how we celebrate...
- Actions taken are a key focus

# Unexpected benefits and next steps...

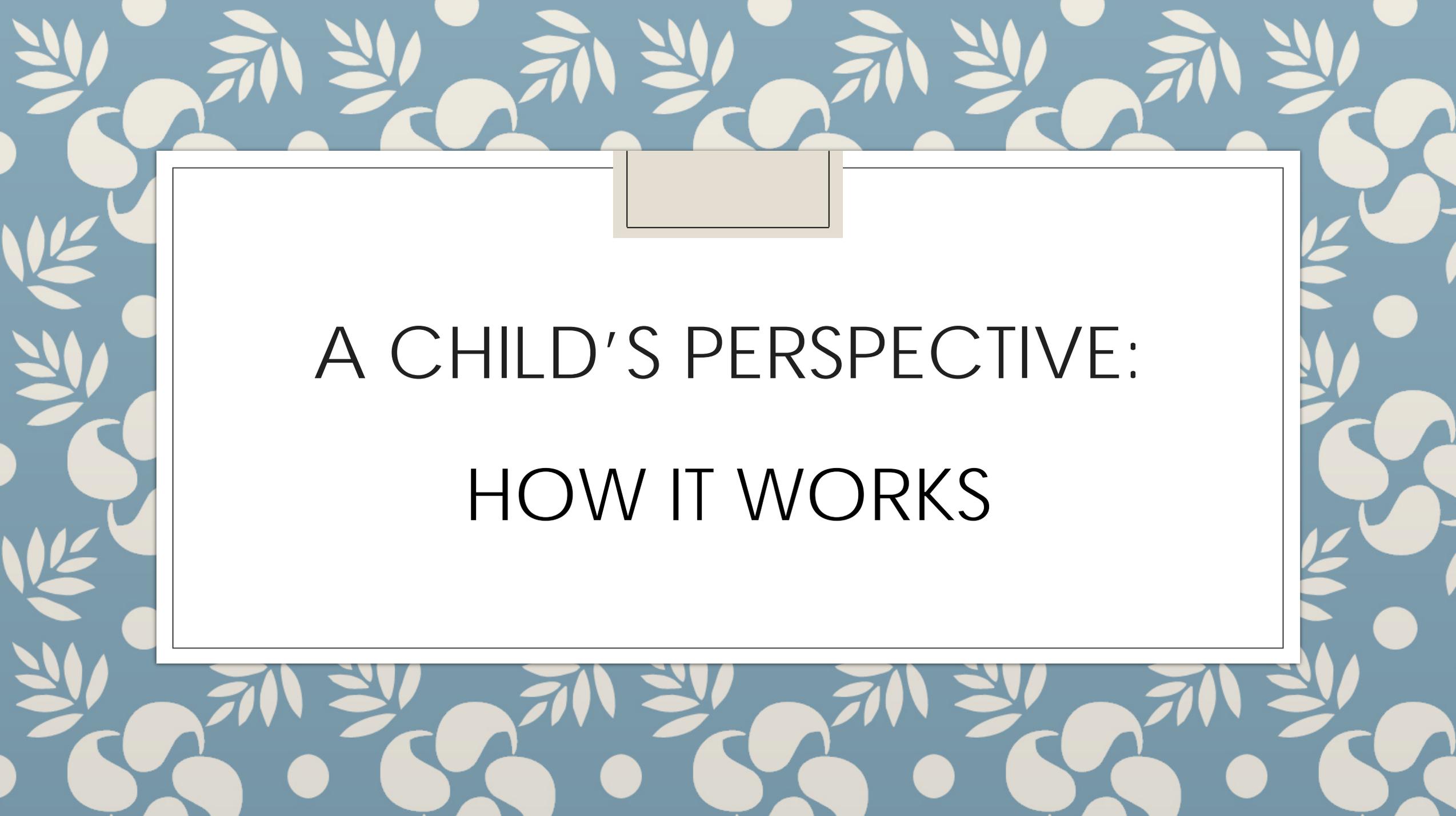
- Behaviour patterns
- Supply - uniform response
- Reduced online tracking to key objectives

## Next...

- 'Actions' box
- Sharing practice
- Exploring the marking of writing



A TEACHER'S PERSPECTIVE:  
HOW IT WORKS



A CHILD'S PERSPECTIVE:  
HOW IT WORKS



# COACHING

Moving forward together

# Why change observations?

- Stress from both sides
- Workload
- Not realistic
- Didn't improve teaching

# Why Coaching?

- Focused
- Low-stakes
- Self-reflection
- Small, regular steps of improvement  
(practical)

# What does it look like at Bede Burn?

- Two trained coaches, ten teachers
- Teacher identifies focus
- Focused observation
- Written record shared
- Coaching conversation
- Focus for next session agreed

# Coaching Conversation:

Written record informs conversation

- Key questions
- 0-10 scale
- Questions aim to prompt reflection
- Guide teachers through self-evaluation
- 'Not there yet' - it's ok to make mistakes!
- Small improvement actions identified
- Support needed and timeframes agreed

# Key question stems...

What about trying...?

What did you enjoy?

Tell me more about how you want to...?

What do you mean by...?

What is stopping you from...?

What would you do if...? What advice would you give someone else?

What will you do now?

What are the barriers?

What impact will it have on those around you?



Writing voice-over for an advert; great to recap aim and audience...gives the writing purpose.

Good vocab discussed eg hyperbole with an explanation (current focus).

Consider asking less questions re yesterday...asking some questions is great to involve pupils, but lots can slow the pace. Is there a more efficient way for everyone to recap yesterday's work?



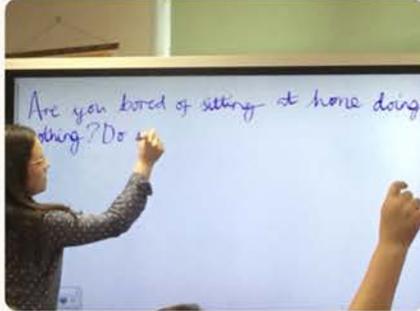
Features

Would it benefit pupils to have their examples of the features in front of them during a recap?

Good questioning - what effect does alliteration have? What is the purpose of a catchy slogan?

Some questions are less necessary...what do we stick in? Does it benefit pupils for them to all try to remember this name, rather than you talking through it?

The use of talk partners is helpful in writing because they can share ideas and learn from each other, but be mindful of making it a memory test. When [redacted] had spoken to [redacted] but then couldn't remember what she'd written yesterday, was the conversation beneficial? Could the idea of talking together be made more effective?



Great to see modelling of writing so children see exactly what they are going to do. How might a smart board 'lined paper' background help pupils?

Refer to StS on the board to guide conversation rather than mentioning after; you want conversation to be as meaningful as possible.

It was great that you aimed for excellent vocab (spectacular not shiny); how might you best respond to someone willing to put their hand up but offering a less good adjective? A favourite of mine is 'thank you for contributing...'

Would it be helpful to have whiteboards out while you were modelling? How could all pupils get involved?

Your writing was high quality, gave really great modelled examples and has led to what is the starting paragraph of a potentially great piece of writing.

Classroom control was excellent and you addressed minor disruption quickly and effectively. Be aware of pupils not fully engaged...asking them to complete tasks will help to address this.

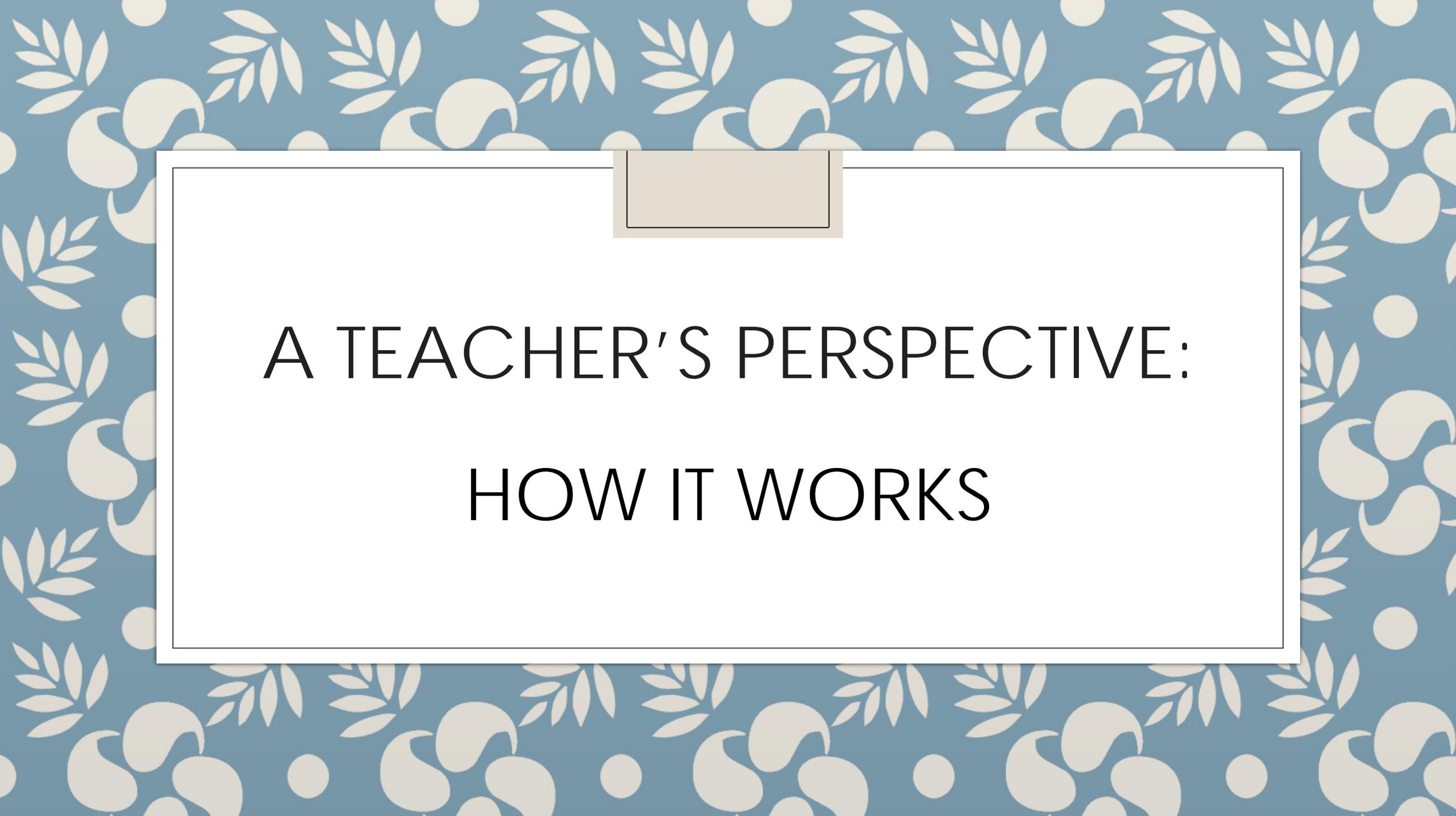
You should be really pleased with this lesson - I can't wait to see how you continue to build on your rapid development

# Does it work?

- Yes, mostly...
  - proactive
  - identified focus
  - Regular practice
  - Improvements tangible
  - Nicer, supportive ethos
  - Better response from teachers than formal feedback
  - Mentoring needs identified

# Bumps in the road...Where next?

- Organisation - sign up to time slots
- Focus - key theme linked to school improvement foci
- Persevere and practice



A TEACHER'S PERSPECTIVE:  
HOW IT WORKS

Questions?