

Teaching and Learning- Feedback



Why is feedback so important in remote learning?

- Student engagement and motivation – shows them you are interested and care about what they are doing
- Checking for understanding – much harder as we cannot ‘read the room’ like in a normal classroom.....‘Online things are different. Our touch points with students are limited, **which makes checking for understanding more difficult than it already is.** Suddenly we find ourselves without many of the informal tools we would rely on in the immersive, collective experience of the classroom. There is no reading over the shoulder of students miles away, and it’s hard to tune in to a person’s affect and body language through the tiny window of a Zoom call or an emailed submission after class. And our lesson may not even be live. We may have recorded or set it alone in our living rooms, sent it out to students and hoped for the best. In all of the conversations we have had with teachers since the classroom moved online, the same question comes up again and again: “How do I know that students are doing the work and to what degree they’re succeeding?”” Doug Lemov *Teaching in the Online Classroom*

Marking and Feedback Reminders

- Why are you marking that particular piece of work? How is it going to inform your teaching of that class?
- As you mark make notes of what you need to ‘feed forward’ into your next live lesson. Challenge any misconceptions through your Prepare for Learning.
- Can be done in ‘real time’ in the lesson through ‘Rewind, Pause or Fast Forward’ tasks (hinge moments) that allow you to CFU quickly. Use the chat function of Jamboard.
- Don’t be afraid to use low stakes quizzes and Google Forms to help your marking and feedback.
- How you feedback to students is up to you- use the comment bank/annotate their work or just put a comment in a private message. Make it work for you!

How can we feedback effectively through remote delivery? A well planned blend of the following is best.

1. Implicit Assessment – Students check their own work against a model/exemplar/set of answers, no need for them to submit anything eg. Providing the answers for them to self-mark a PFL quiz, providing a model paragraph or diagram for them to compare their work to and adjust or correct accordingly.

Pros....

- Encourages student accountability and responsibility for their own learning
- Maintains the pace and flow of the lesson
- No teacher marking required

Cons.....

- Some students will not check and correct their work carefully
- In a pre-record, students could ignore the pause and go straight to the answers
- Students who haven't understood the work may *think* they've answered correctly (or close enough), even though their work isn't really like the model; therefore they cannot self-correct

Tips.....

- use language carefully to remind students about the purpose of the task and put the responsibility on them to correct mistakes or add anything they've missed, and how this will help them later in the lesson or in the future
- anticipate errors and explain possible mistakes as well as showing correct answers
- build in time after revealing the model for students to compare and adjust their own work

2. **Lagging assessment – students complete and submit work that teachers mark later and use to inform future lessons**

Pros.....

- Best suited to longer, more rigorous tasks which you can then feedback on more thoughtfully
- More time and space for students to develop their own ideas

Cons.....

- Can lead to massive teacher workload through many submissions; you need to think carefully on what you can realistically review and give feedback on.
- Can lead to teachers spotting misconceptions too late leading to it taking longer to put right

Tips.....

- Use templates (eg comment banks, **rubrics** for mark schemes) to streamline feedback. See this video tutorial for how to create and use **rubrics (potentially v powerful as a feedback tool)**...
<https://www.youtube.com/watch?v=r5LF8eAH2N4>
- Less is more – assign work carefully and be explicit about exactly what they need to submit for marking. Students are more likely to complete it carefully (and we then have more time to give meaningful feedback). We do not mark books after every lesson, we do not need to mark work after every remote lesson. Have a marking schedule (eg 8D every other Monday) and stick to it.
- Consider whole class feedback for common achievements and misconceptions – can be used across multiple classes with shout outs for exemplary work
- Scaffold and guide students through longer tasks to encourage greater success

Using Your Google Gradebook

With Progress Days/Evenings taking place we need a streamlined way of seeing quickly if students are engaging with the work set. In English we are trialing the use of numbers in our gradebook (potentially might be a conflict for Maths/Science).

So with my classes I do the following:

Assignment is out of 100

0/100 means no work submitted- I put 0 even if they attended the live lesson because the submission of work is important.

25/100- some work of low standard submitted

50/100- most of the work completed and submitted but standard could be improved

75/100- very good work submitted but I've given them an i-Time comment on my feedback

100/100- excellent quality of work submitted with very little/nothing to improve on

My Grade section then looks like this and I have a very easy way of reporting back to parents:

Stream	Classwork	People	Grades			
Feb 10 Live lesson... out of 100	Feb 8 Independent task... out of 100	Feb 5 The Giver Chapter... out of 100	Feb 1 Independent task... out of 100	Jan 29 Independent task... out of 100	Jan 29 The Giver January... out of 100	Jan 27 Live Lesson... out of 100
Missing	Missing	Missing	Missing	Missing	Missing	Missing
Missing	Missing	Missing	Missing	Missing	Missing	Missing
___/100	___/100	___/100	0 Draft	0 Draft	0 Draft	100 Draft
___/100	100 Draft	50 Draft	0 Draft	0 Draft	50 Draft	0 Draft
___/100	0 Draft	100 Draft	100 Draft	100 Draft	0 Draft	0 Draft
Missing	Missing	Missing	___/100 ⋮	Missing	Missing	Missing