Aims for the session

- To understand the impact that effective feedback can have on learning and progress
- To explore the difference between marking and feedback
- To consider how whole class feedback and ‘live’ marking can be used in the classroom to maximise learning.
Complete this sentence:

The purpose of feedback is....
The power of effective feedback
Why does feedback matter?

- Hattie’s Effect Size: 0.70
- EEF Toolkit: +8 months
- >1 GCSE Grade
- Low Cost
Things to remember about feedback

**Think**-think about your experience of feedback.

**Pair**-with a partner discuss your experience in relation to the 7 things to remember.

**Share**-be prepared to share your ideas with the group.
What is the difference?

Marking

Feedback
‘Live’ marking is when the teacher marks and gives feedback in the lesson.
'Live’ marking

- It focuses on the process of learning and not necessarily the outcome
- It should not focus on SPaG corrections
- It involves real-time dialogue between the teacher and individual learners or small groups of learners
- Feedback is personalised, differentiated, immediate and two-way
- The teacher can give examples and model with learners
- Other learners can listen in and benefit
- It is time efficient
Tops tips

Plan who you will work with…

Focus on improving the student or the work….

Pause and re-teach if needed….

Focus on verbal feedback, not written feedback…

Listen to feedback from your students too…

If the plan isn’t working, change it….
What is whole class feedback?
<table>
<thead>
<tr>
<th>What went well</th>
<th>Important misconceptions</th>
<th>Common literacy errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even better if</td>
<td>Presentation/Incomplete</td>
<td>Next steps</td>
</tr>
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</table>
## Advantages and disadvantages

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Time efficient</td>
<td>Can be too generic</td>
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<tr>
<td>Increased detail and exemplification</td>
<td>Lacks personalisation and may impact on engagement</td>
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<tr>
<td>Enables the teachers to identify what learners have done well</td>
<td>Learners don’t take ownership and act on feedback</td>
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<tr>
<td>Identifies key misconceptions and gaps in learning</td>
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<tr>
<td>Allows more time for teachers to adapt their teaching to impact on learning</td>
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</tr>
</tbody>
</table>
Reflection

What was new for you?

What will you remember?

What will you change?
Thank you
Any questions?
Learn more!
Getting in touch with Cambridge is easy

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or telephone +44 1223 553554