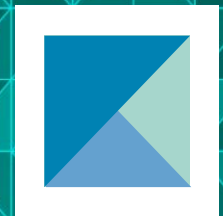
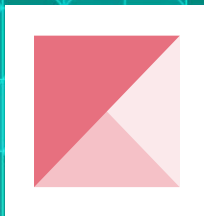


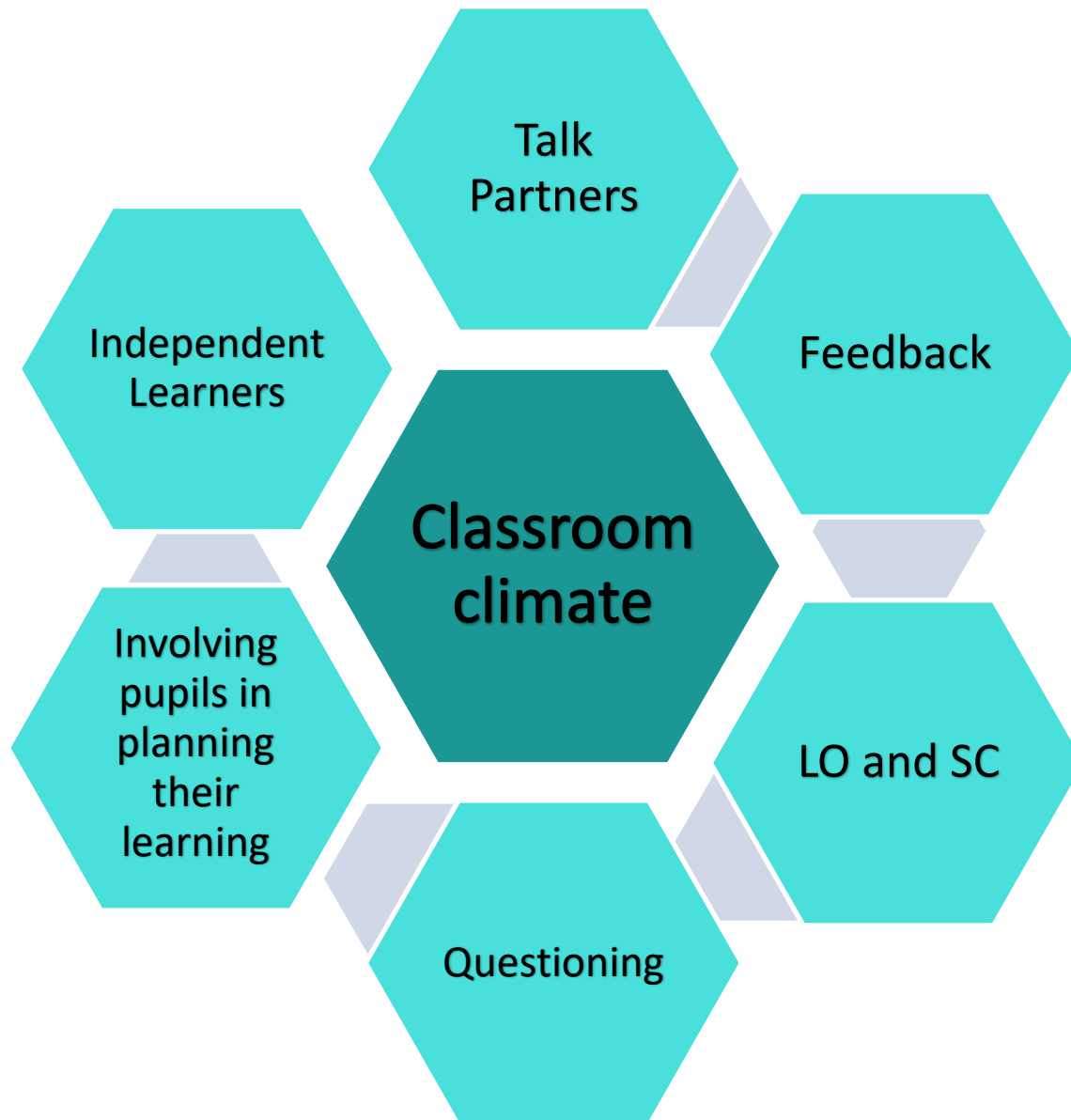


# Formative Assessment 2

## Strategies in Action

*Stella Gruffydd January 2025*







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# Establishing classroom climate and culture for Formative Assessment

- *Mindset*
- *Learning Powers*
- *Learning Zones*
- *Talk Partners*
- *Eliminating Ability Groups*



# VISIBLE LEARNING...

Assessment literate students	1.44
Providing Formative evaluation	0.9
Classroom discussion	0.82
Teacher/ student relationships	0.75
Feedback	0.72
Meta-cognitive strategies	0.69
Homework	0.29
Class size	0.21
Matching styles of learning	0.17
Ability grouping	0.12
Moving schools	-0.34



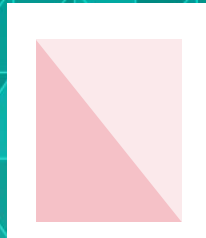
## Part 2

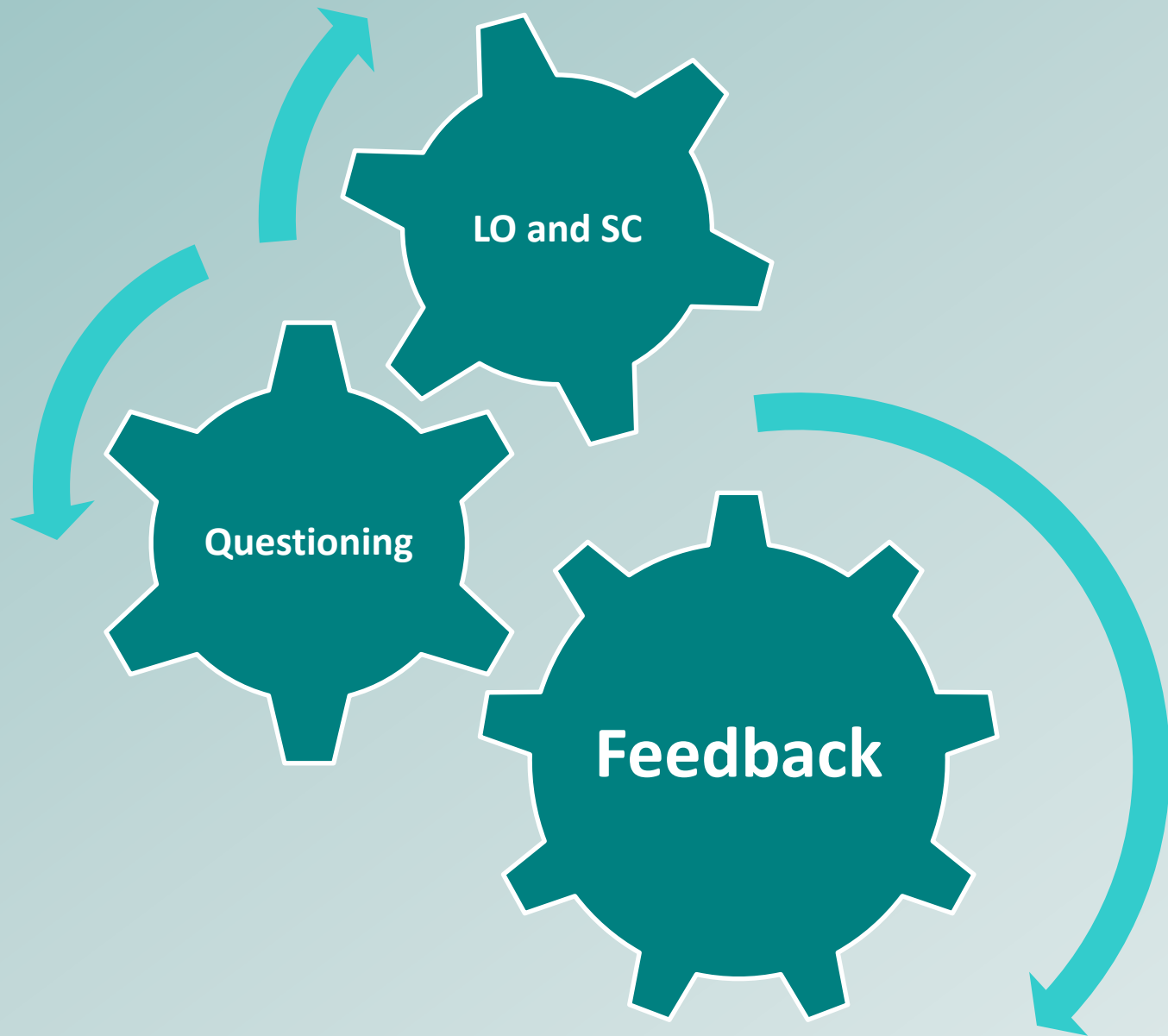
# Strategies in action

Learning Objectives and Success Criteria

Questioning

Feedback







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# Learning Objectives and Success Criteria



# Learning Objectives

*The skill or knowledge for a lesson/piece of work*

e.g.

To write a newspaper report

Know the main events of the drowning of Tryweryn

## Success Criteria

*What needs to be done to achieve the LO*

Need to be co constructed

*The basis for feedback discussions and progression*

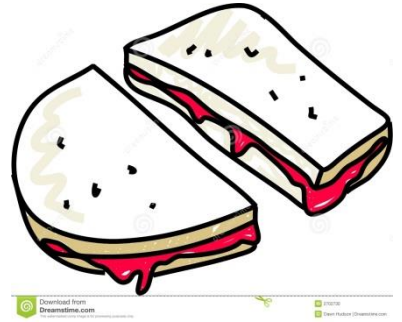
# Effective LO or not?



1. Be able to count by 2
2. Know how to measure your body temperature as we exercise?
3. Be able to write a factual report about Gareth Bale
4. Know the eight times table
5. Use persuasive language effectively
6. Understand what a fair test is when finding out about friction

# Effective LO or not?

1. Be able to count by 2
2. Know how to measure your body temperature as we exercise?
3. Be able to write a factual report about Gareth Bale
4. Know the eight times table
5. Use persuasive language effectively
6. Understand what a fair test is when finding out about friction



L.O

We are learning to write instructions for making a jam sandwich

S.C

- List ingredients needed for sandwich
- Write in order how to make it (butter, 2 slices of bread etc)
- Provide a picture of a jam sandwich



“ I know how to  
make a jam  
sandwich now,  
but if you ask me  
to tell you  
instruction  
criteria I won't  
know them...”

L.O

We are learning to write instructions

S.C

- List what you need
- Use bossy verbs
  - Use numbers, bullet points or similar
  - Use time connectives
- Write instructions in order
- Include diagrams/ pictures if appropriate



“ I can create instructions for making a jam sandwich, putting up a tent, making a paper hat or anything else I know how to do. I can also tell you the instruction criteria”

# LO (continued )

- **Be able to** - write explanatory text, present debate, solve money problems
- **Know** - the main events of Tryweryn drowning history, main diary features
- **Understand** - the difference between fact and opinion, what makes an effective newspaper

# Success Criteria

***What needs to be done to achieve the LO- to nail the skill, develop the knowledge,/ understanding***

- Generated by pupils
- Generic SC
- Can be **open** or **closed**
- Basis for verbal and written feedback

***Pupils can generate them from a very young age given the opportunity***

# Co constructing SC – how?

- Analyse excellent examples Compare a good and a bad example with a whole class
- Show steps how to do something (*silently*) from the front  
*e.g. Maths skill - what did I do? What did I do next?*
- Doing something wrong
- Find the mistake
- Put SC in order
- Eavesdrop on talk partners formulating SC – share with whole class

<https://www.shirleyclarke-education.org/video/art-self-portraits/>

# Closed/Compulsory SC('Rules')

Specific

Learning Objective : to use inverted commas

Remember to:

- Start each new person's speech on a new line
- Put speech marks before and after speech
- Speech always starts with a capital letter
- Put full stops, exclamation marks etc. before the final speech marks

# Open/ Optional SC ('Tools')

More ambiguous (**you can ... Choose to**)

Learning Intention: to create suspense

Choose from:

- Show not tell (e.g. 'The hair on the back of her neck stood up' rather than 'She was scared')
- Short sentences to build suspense (e.g. 'It crept towards me. Slowly. Menacingly.')
- Keep the threat secret or unrevealed (e.g. 'She could hear something scratching')
- Place any characters in scary settings (e.g. alone/in the dark)

# Recording LO and SC

**The principle - not to waste the time of pupils copying / recording**

## **Options**

Pupils note LO as a short title in the books

Note SC on flip chart / whiteboard / TA or teacher

Pupils continue to record in their books

**MUST be visible IN THE ROOM all the time**

**No-one says not to use LO and SC**



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# Lesson Starts - prior knowledge questioning



[7.-Prior-Knowledge-Questioning-and-Lesson-Starts.pdf](#)

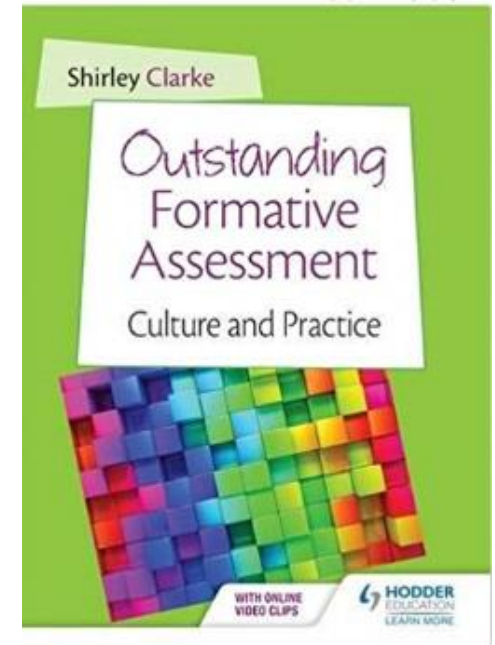


***The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.'***

**Ausubel (1968)**

# Possible strategies for effective questioning

- Choice of answers
- Statement
- Right and wrong
- Start with the answer / end
- Give an opposing standpoint
- Odd one out
- What went wrong?
- Convince another student
- Is it the same?
- Which is the best wrong answer?



# Choice of answers

**What do we need to live?**

Water, telephone, clothing, cars, shelter, food, car

**What makes an effective school council member?**

A good reader, a lover who likes to speak, a clear speaker, a good listener, a good writer

**Which is the odd one out? Why?**



# Statement

**Glass is a great use building a shelter. Agree or disagree?**

**Victorian children must have been be sad. Agree or disagree?**

**We get light from the moon. Agree or disagree?**

**Multiples of 3 are always odd numbers. Agree or disagree? Extend ... every time, sometimes, never**

# Right and Wrong

*Instead of asking what would be in a meal of healthy food, show 2 lunches of meals - why is one healthy (right) and the other is not as healthy (wrong)?*

**Why are these shapes quadrilaterals and the rest are not?**

**Why is this right / wrong?**

$$8/0.5 = 16$$

$$8 \times 0.5 = 16$$

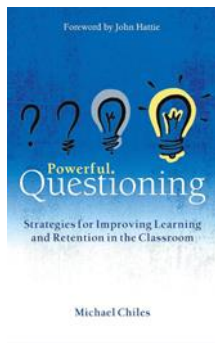
Question Template	Example	Example	Example
Range of Answers	What is 5 squared? Discuss these 'answers' and give possible reasons for the wrong ones: 3, 7, 10, 25, 125	Which physical activities improve the efficiency of the heart? Discuss: cycling, walking, golf, swimming, skydiving, darts	Which strategies are likely to persuade? Discuss: evidence, bias, empathy, bullying, objectivity, bribery



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<b>Convince another learner</b>	How do you know that a $\frac{1}{3}$ is bigger than $\frac{1}{4}$ ?	The difference between an adjective and an adverb	How does photosynthesis occur?
---	---	--	--------------------------------------

**Which 3 strategies would be most useful for you?**  
**Think of example questions of your own ...**



# Questioning



## Extend

*Tell me/show me what you have learned so far*

*Tell me what you're going to do first*

*What do you think of....?*

*Why do you think...?*

*Can you give me an example of what you think? (this can often indicate a misconception)*

*Can you elaborate on that? Tell me more... So why is this better than another?*

*Can you change this to make it more clear?*

*What evidence do you have to support your point?*

**Does everyone understand? v What have you all understood?**



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# Feedback

- Main principles
- Within lesson feedback
- Post lesson feedback



[8.-Using-the-Visualiser.pdf](#)

[9.-Feedback.pdf](#)



# **Feedback**

**The most powerful feedback is verbal feedback, in the moment**

**Pupil to teacher is more important than teacher to learner feedback.** Questioning and use of talk partners is crucial to obtain this

**The purpose and value of written feedback and its impact need to be carefully considered**

# Estyn- guidance for Inspectors

## Inspection Area 2.2: Attitudes to learning

Inspectors should evaluate the extent to which pupils are developing the key attitudes and behaviours that will help them to learn throughout their lives.

Inspectors should consider:

- how well pupils value and respond to **feedback** from adults and their peers
- how effectively pupils **use feedback** to move their learning forward

## FEEDBACK

When evaluating the quality of feedback from teachers and other practitioners, inspectors should consider how well **verbal and written feedback** helps pupils to know **how well they are doing** and **what they need to do to improve**. They should evaluate the effectiveness of the feedback that pupils receive about work they have completed online or digitally. Inspectors should consider:

- the extent to which **teachers** develop pupils' thinking and understanding through **skilful questioning** and **monitoring of pupils' learning**
- how effectively teachers and other practitioners **respond to pupils' learning during lessons** and activities and adapt their approach accordingly
- how successfully **teachers provide relevant, purposeful opportunities for pupils to assess their own and their peers' learning** where appropriate

## John Hattie 2008

*“The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful **when it is from student to teacher.** What they know, what they understand, where they made errors , when they have misconceptions , when they are not engaged – then teaching and learning can be synchronised and powerful. **Feedback to teachers makes learning visible.**”*

# Pupil to teacher feedback

- Climate and working relationship of learners and teacher and learners with each other - confidence to answer questions, celebrate mistakes
- Teachers need to search for this feedback continuously - effective questioning - and adjust according to findings/feedback from the learners
- The power of learning pitstops during a lesson

**‘The first fundamental principle of effective classroom feedback should be more work for the recipient than the donor.’**

**‘Improve the pupil not the work ‘**

Dylan Wiliam

Mae adborth yn beth  
emosiynol

Feedback is emotional

Amgylchedd dysgu saff  
Safe learning environment

**‘Unless feedback is actioned, it is just information, another set of advice floating in the wind’**

**‘Don't increase feedback , improve its effectiveness’**

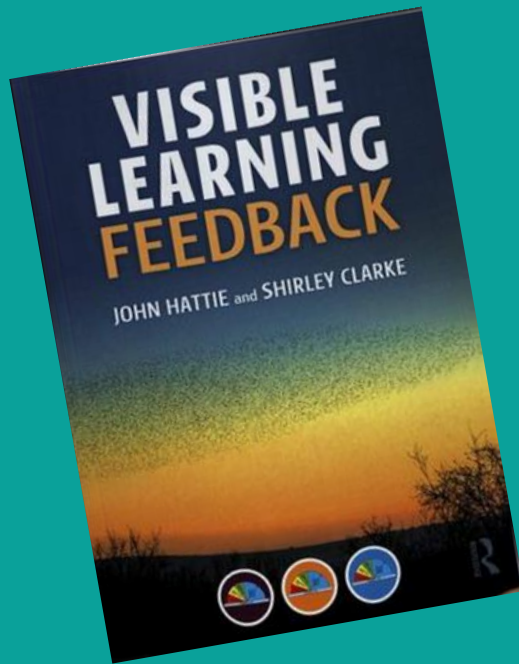
John Hattie



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# The purpose of feedback

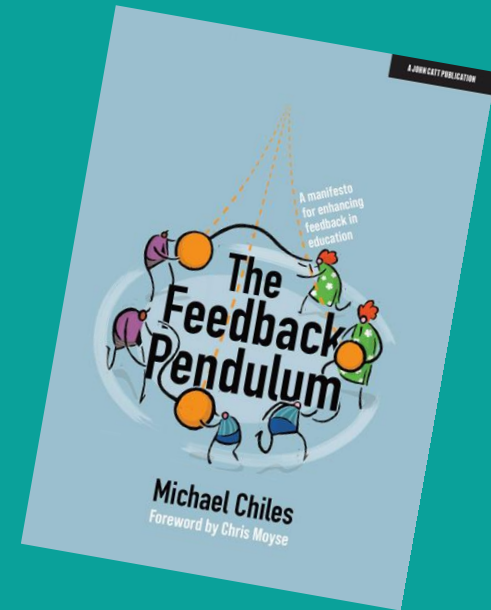
- **Recognise, thank and celebrate** effort, **encourage**.
- **Support** learners in their work and help them to achieve work of good quality which is the best of their ability.
- Provide teacher with a clear picture of learners' **current understanding** / knowledge and how to support the **next steps** in their learning
- **Ensure learners' understanding** of their tasks and respond to any misconceptions / misunderstandings
- **Move the learning forward** and ensure the progress of all learners
- Foster **increased learner independence** in to plan and improve their work



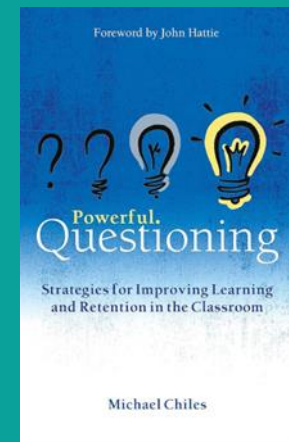

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**EDUCATION WALES**  
cefnhdaeth ein cenedl | our national mission

  
 Llywodraeth Cymru  
 Welsh Government

# Canllawiau Cwricwlwm i Gymru




**Prosiect Ymchwil Gweithredol Asesu  
Ffurfiannol GwE a Shirley Clarke**



# **‘Education Endowment Foundation’ Guidance report**

*‘...the only thing that matters with feedback is **what learners do with it**. If learners have no interest in improvement then no matter how thoughtful and insightful the feedback is, the time that teachers spend on crafting the feedback is likely to be wasted. For feedback to be effective **we need to create classrooms where students welcome and use feedback.**’*

Dylan Wiliam

### Principles

1

Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2

Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual *pupil*, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is

3

Plan for how pupils will receive and use feedback



- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

### Methods

4

Carefully consider how to use purposeful, and time-efficient, written feedback



- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

5

Carefully consider how to use purposeful verbal feedback



- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

### Implementation

6

Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

## FEEDBACK AT LANGFORD PRIMARY SCHOOL



The Sutton Trust EEF toolkit identifies feedback as one of the most powerful tools a teacher has, with research suggesting it can add +8months to a child's learning.

Clear **MODELS OF 'EXCELLENCE'** are shown to learners; left on display and referenced when providing feedback.

**IN THE MOMENT FEEDBACK** is recognised as most powerful. VF in books indicates a learning dialogue has happened.

**CLOSED LI's** which have been achieved are **highlighted in pink**. No need to tick everything or correct careless errors.

**CLOSED LI's** which are not fully achieved are left blank with **green feedback** (If it will make a difference!) and highlighted in pink when achieved.

### CO-OPERATIVE IMPROVEMENT (CI)

Should be used when needed.

Both pupils focus on 1 book at a time.

The author always holds the purple pen and is allowed to disagree with the feedback

**Visualiser Stops (VS)** are used when needed and a child's learning is chosen at random to be discussed against the WMG.

Ks2 pupils can **request feedback** from their teacher in **purple pen** at the end of a lesson

The **WMG** in a **closed learning** intention should start with: '**Remember to...**'

The **WMG** in an **open learning intention** should start with: '**Choose from...**'



**OPEN LI's** will have best bits in **PINK** and improvements in **GREEN**.

Pupils are **ALLOWED TIME** to respond to feedback

Teachers: If it won't make a difference.....don't do it!

# Within lesson feedback possible strategies



## **Whole class feedback (*Live feedback - Michael Chiles*)**

- Look at one pupil's work digitally or under the visualizer
- Contribute whole class feedback against the Success Criteria
- Give feedback - successes, suggest improvements, correct misconceptions
- Everyone to check and improve his own work

## **Peer feedback**

- Pupils need to be trained to do this successfully
- Discussion in pairs on progress against the Learning Outcomes and the Success Criteria at work
- When necessary to look at work – use the strategy of one book on top of another, the author making changes/improvements. Repeat the process for the other pupil
- Digital strategies e.g. Office 365, Google, SeeSaw, Flipgrid, Mote

# Within lesson feedback more possible strategies



## Individual feedback

- Comments or discussion while individuals are at work
- Set aside a specific period of around 3- 5 minutes to have a one to one discussion between teacher and pupil about a piece of work, as time and class arrangements allow. This should be a face-to-face, caring, personal conversation to discuss a piece of work.



## Specific time to Improve

- Allocate specific times in a working week to improve work, e.g. feedback Friday, clean up time, 'DIRT time'

**Some schools have established research groups among staff or with staff and pupils to regularly review the effectiveness of feedback**

# Within lesson verbal feedback

- Encourage challenge and struggle as a natural part of the learning. Celebrate mistakes
- Learners need to know: a) Where am I going? b) How? and c) Where next/How can this be improved?
- Provide opportunities for learners to give feedback to each other
- Make feedback related to LO and SC
- Provide feedback which is suitable for all learners (not too easy, not too challenging)



# End of lesson feedback...



At the end of a lesson it is important that a teacher knows exactly where the pupils are at in their learning and understanding in order to plan for their next steps.

It is also important that pupils have the opportunity to reflect on their own learning, through an activity such as:

## Partner discussion

- Whole class review and time for self assessment
- Make a note at the end of their own work, write one question they have about the lesson e.g. what if...? next time, shall we....?
- Write a note on a post it to the teacher when leaving the class
- Peer assessment - I'm proud of .... I need to work further on.....



# Post lesson feedback



*“Anything which happens after the lesson has questionable value compared to what happens in the moment”*

- If effective feedback has taken place in the class and improvements have been made during the lesson, consideration needs to be given to the amount and value of any comments at the end of work at times.
- If you mark or give feedback on work from the pupil, you need to ensure sufficient time in a subsequent lesson to study the feedback and act on it.

# Written feedback- ideas



- Use different colored highlighters such as pleasing pink and green for growth, Yellow for thinking
- Pupils write in one color and improve work in another colour
- Pupils write only on the right side of the workbook - leave the left blank for improvement activity, feedback
- Pupils write every other line when working on a first draft, so that there is room for teacher/peers/self comments in a different colored pen above the line
- Look at sample books of learners in order to find out previous knowledge and further planning possibilities
- Write 'whole class' feedback. This has proven to be a successful tool, especially in Secondary
- Use agreed codes and symbols, in accordance with school policy. Ensure pupils' full understanding of the symbols/codes.

# Côd Cywiro Cefni

## Cefni Correction Code

<b>Sillafu</b> <i>Spelling</i>	<b>S</b>	—
<b>Prif Lythyren</b> <i>Capital Letter</i>	<b>P</b>	○
<b>Atalnodi</b> <i>Punctuation</i>	<b>Ø</b>	□
<b>Paragraffu</b> <i>Paragraphing</i>	<b>P/N</b> <b>N/P</b>	//
<b>Treiglo</b> <i>Mutation</i>	<b>tr</b>	—

Athrawon i ysgrifennu mewn **GWYRDD**  
Teachers to write in **GREEN**

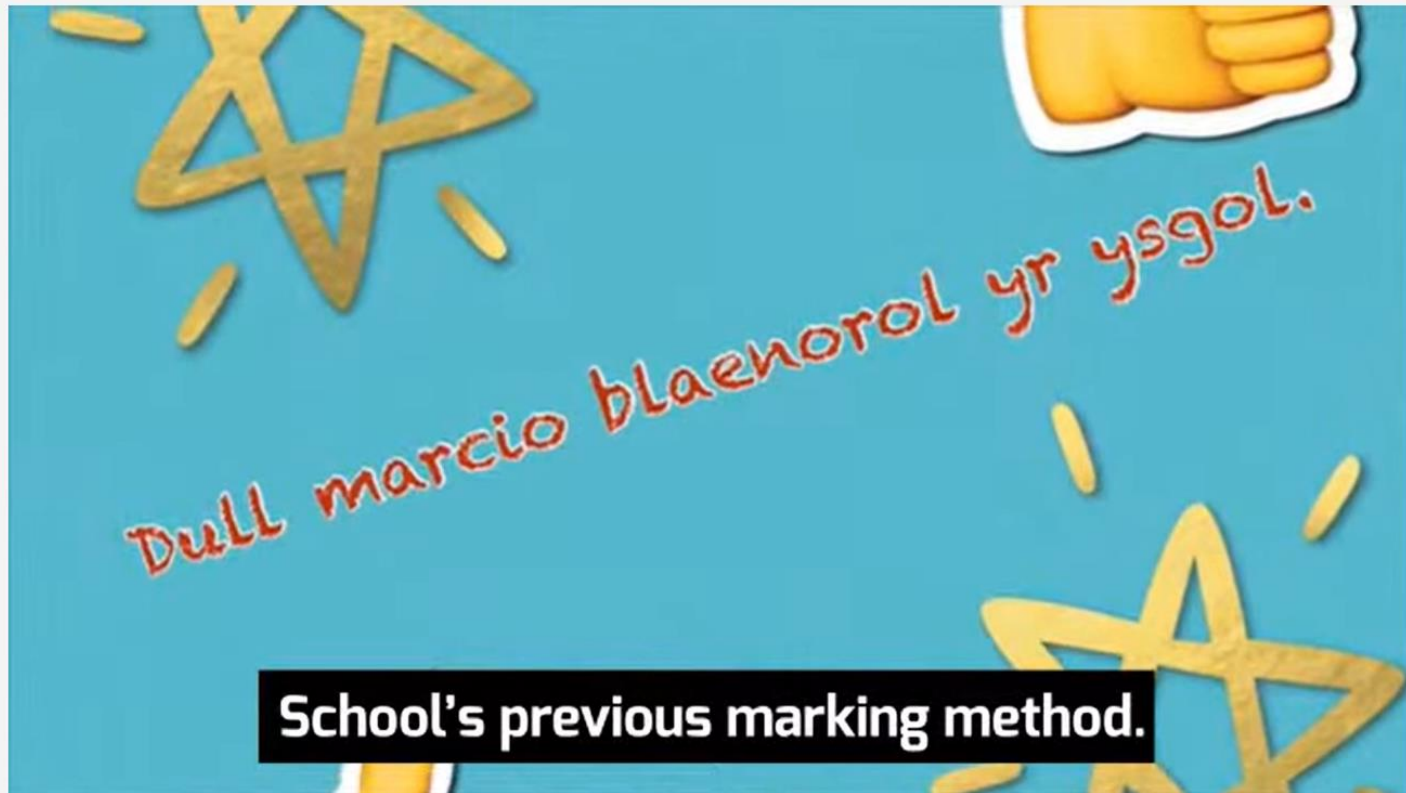
Disgyblion i ymateb mewn **PIWS**  
Pupils to respond in **PURPLE**



# Feedback- Ysgol Bethel

Video

Adaptin feedback – video from Ysgol Bethel, Gwynedd



# Ysgol Rhosneigr

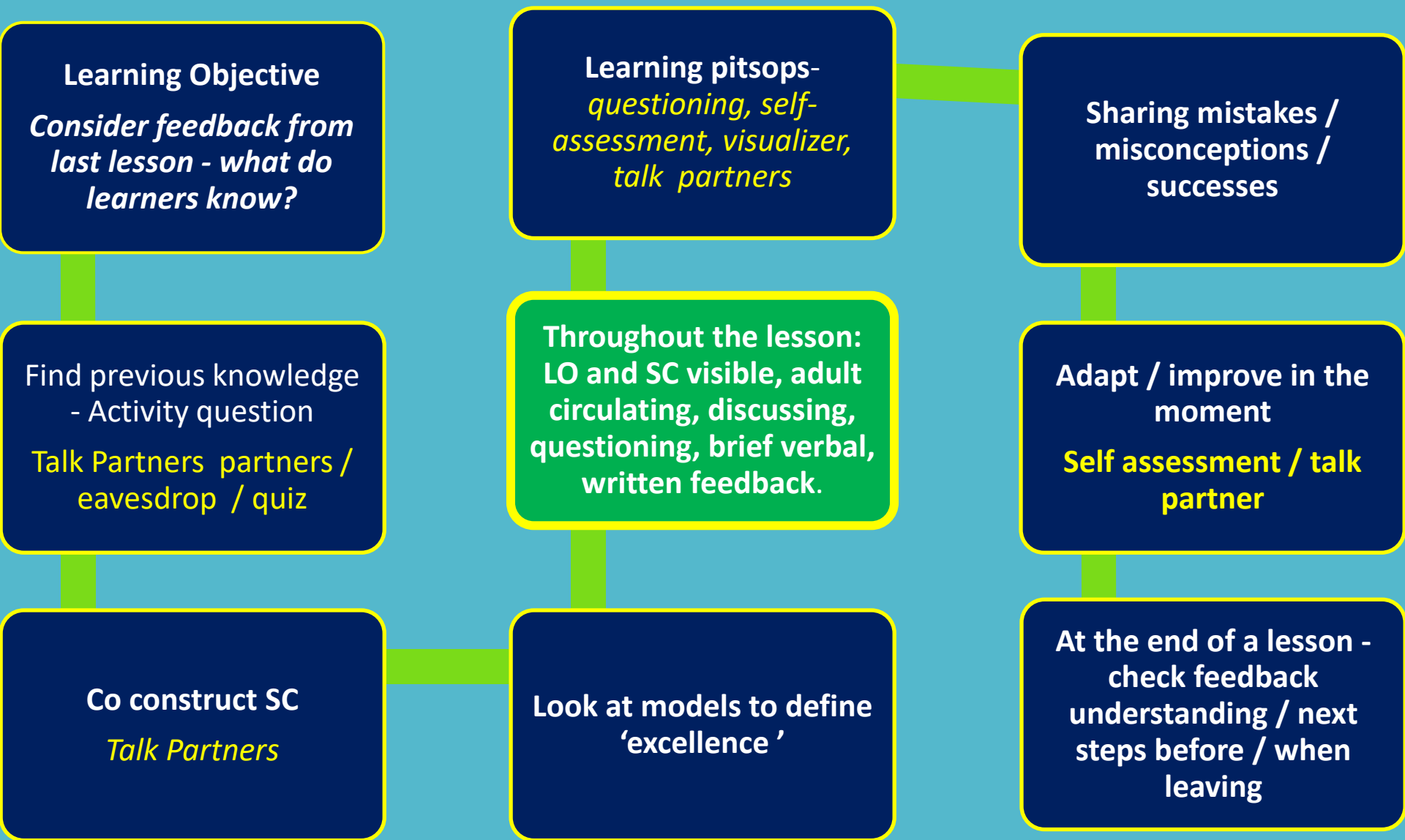


[View - Hwb \(gov.wales\)](http://gov.wales)

Case Study for Welsh Government:

Social, Emotional and positive Relationships- Promoting a safe culture of peer assessment and feedback







**WHEN THE ROOT IS DEEP  
THERE IS NO REASON TO  
FEAR THE WIND**