

January 2022

# T&L UPDATE



**WORTHING HIGH SCHOOL**  
Teaching & Learning

## Blog of the month - Feedback, by James Oram

This year I posed a question to my department; is it possible to embrace feedback? Can we come up with strategies that make feedback meaningful, manageable and motivating for the students and us?

This week has probably been one of the toughest of my career with no department and no internet. Despite this, students' still need meaningful feedback. The point being - the expectations of us as teachers remain regardless of events.

### What is effective feedback?

Effective feedback is goal orientated and it is tied to specific measurable learning goals, objectives, and standards. When giving feedback, we need to explicitly link our comments to the expectations we laid out in the lesson prompts, otherwise the goal does not seem reachable for our students. Effective feedback is concise, student-friendly and actionable. To make it actionable, effective feedback means a pedagogical shift away from student's receiving their grades straightaway to a specified activity that enables students to focus on improving their learning in green pen. Lastly, effective feedback is ongoing, consistent and timely. From experience, when students don't receive timely feedback they become disengaged and demotivated.

### So what practical strategies have the History department tried to implement in order to enable effective feedback:

**Delayed marking** – students do not receive grades straight away but instead act on the feedback given. Teacher then tells students their grade a later date after students have responded to feedback in green pen.

**Live marking** – Teacher designs a purple sheet which has feedback phrased as numbered questions; e.g 1. Could you link your knowledge to interpretation 1 by using a quotation? 2. Could you write another consequence of ...? Student then responds immediately to feedback using writing frames that correspond with the feedback sheet on the board. Teacher offers further verbal feedback to SEND if it is needed. While students are waiting for feedback they carry out a revision activity using a knowledge organiser.

**Exemplar feedback** - students identify improvement by comparing their work to examiner exemplars – we use the Edexcel examiner reports. The teacher then circulates the room and helps the students set themselves higher standards.

**The purple box** – Teacher highlights something students need to improve. Students using a help sheet determine what needs to be improved and act on feedback in green pen.

**Train the students** – Get students to mark their own work, using student friendly improvement criteria on a purple sheet. Use writing frame prompts to get students to respond to feedback.

**Visualizer** – read student books to see what mistakes they have made as a group. Show a model answer which addresses improvement criteria (could be perfect or with faults – based on previous student work). Use the visualizer to model how you would improve using the mark sheet to the students. Then get students do the same for their own work.

**Turn them back** – Teacher stands at the front by the book box at the end of the lesson. Students have to show that a) They have stuck in their purple sheet for marking or B) They have responded to feedback in green pen. If they have not done this then they are turned back to complete. Saves a lot of time not having to find the page for marking and sticking in purple sheets!

### How this helps us:

Mrs Boyce "My students have improved their use of green pen and actioned their feedback more frequently as a result of using the visualizer. Student understand how to improve their work and the immediacy of feedback means it is more meaningful".

### T and L Focus for the Fortnight

31/01/22 - 04/02/22

Visible consistencies for SEND:

- pastel coloured background
- Comic sans or open dyslexia fonts
- use of visual supports and checklists
- work is accessible for all

07/02/22 - 19/02/22

Literacy marking

## **SEND Focus - Trauma, by Krystyna Daley**

For students that have suffered from Adverse Childhood Experiences (ACEs) or have an Attachment Trauma, school can be an environment that can 'trigger' a trauma response. As we develop into a trauma sensitive school, it is important that as staff we recognise and reduce potentially triggering situation for our students.

Triggers are reminders of past traumatic events that can cause the student to 're-live' the past event and have both an emotional and physical response to the trigger. To make things even more difficult is that the student may not understand that they are triggered, just that they feel deeply uncomfortable and may demonstrate a flight, fight or freeze response. Triggers could include loud environments, feeling confined, witnessing an argument between peers, receiving negative feedback or a perceived injustice.

It is important to look for changes in mood and behaviour in these students. Tearfulness, withdrawal, angry outbursts can all indicate a triggering response. As staff, we need to try to support the student to regulate their emotional response and also help them to feel safe.

### **Key Strategies –**

1. **Validate feelings (even if the feelings do not appear rational) Eg. I can see that you feel angry/sad/upset.**
2. **Listen to what the student is saying.**
3. **Provide choices in the moment Eg. Would you like to use your time out card? Would it be helpful to talk about this after the lesson?**
4. **Use encouraging statements and positive reinforcement Eg. You tried your best, I can help you understand those difficult questions.**
5. **Provide a space for the student to calm down Eg. Would you like a couple of minutes just outside?**
6. **Avoid arguing with the student.**
7. **Minimise public confrontation, avoiding threatening consequences in the moment.**

### **Upcoming CPD**

2nd February - Twilight 3 - Department implementation time

10th February - Teaching and Learning forum (Utilising Google Classroom)

### **SEND CPD**

A range of FREE Autism workshops are available. Please [click here](#) to find out more.

Effective SEN Support Provision - Middle Leaders Course

<https://realtraining.co.uk/effective-sen-support-provision-middle-leaders>

Lots of SEN training sessions provided by West Sussex can be found [here](#). These include routes to training as a SENCo.

### **Current or aspiring leader CPD**

Are you currently or aspiring to be a middle or senior leader?

Are you interested in pursuing CPD opportunities that relate to these posts?

If so, please complete this Google Form to identify what sessions you would find useful, and any other training you would benefit from.

### **Blue Sky Education**

You can find information and links to a range of online CPD opportunities [here](#).

If you complete any CPD please ensure that it is logged on [BlueSky](#).

## **Recommended Reads**

The Impact Cycle - Jim Knight

Walk Thrus - Tom Sherrington & Olivier Caviglioli

## **Useful links**

[Worthing High School Teaching and Learning Toolkit](#)

[Teacher Toolkit](#)

[Education Endowment Foundation](#)

[DFE Guidance regarding Coronavirus](#)

[Andrew Hall Safeguarding](#)

[Teacher Head](#)

