

2 Forward feedback

<p>Learning objectives</p> <ul style="list-style-type: none"> ● To identify what makes successful feedback from the child to the teacher ● To suggest ways in which feedback can be improved 	<p>Resources</p> <ul style="list-style-type: none"> ● Feedback sort cards ● Definition of feedback ● Flipchart ● Feedback statements to improve ● Visualiser or document camera (optional) ● Lollipop sticks with children's names on them
<p>Learning powers</p> <ul style="list-style-type: none"> ● Co-operative learning ● Continuously improving 	<p>Lesson summary</p> <p>This lesson uses the learning power of co-operative learning, working together to improve and develop as a learner. Through exploring the role of feedback in the classroom and by improving it we can all make greater progress. Children reflect on what they say to teachers about their learning and how this can help the teacher support them.</p>

Lesson

If the children are familiar with the characters that represent the different learning powers you will need to revisit them briefly at the start of the lesson. If they are unfamiliar, it would be beneficial to share their story prior to beginning this lesson. Share with the children the image of Sadie the squirrel and briefly discuss her learning power.



- 1 Arrange the children so that they are sitting with their talk partner and can see the board. Reveal the word 'feedback' on the board and ask the children to discuss what it means. Ask the children to stop once they have decided on a definition. Explain to the children that you are just interested in their thoughts. During the discussions you should 'eavesdrop' on the conversations, as this will allow you to observe the different opinions and misconceptions, and you will be able to select children with opinions that differ to share with the class. When you are responding to the children's ideas, ensure that you respond in a neutral way (for example, 'Thank you/OK'), as at this stage you are not trying to change their opinions.

- 2 Once you have shared the children's ideas, present them with three definitions of feedback to discuss further. Read the definitions of feedback to the children and ask them to discuss which they think is right.

Possible definitions of feedback:

It is talking.

It is when teachers tell children how they have done in their work/learning.

It is when children talk to teachers about their learning, explaining what they can do.

Ask the children to discuss which definition they think is correct and why they think that.

Once the discussions are underway you could develop them further by asking the children to think about how they could improve the definition. When you feel it is time to take feedback from the children, reread the three statements and then take each one in turn and ask:

Does anyone think this is what feedback means? Why?

The children could respond by a show of hands and some children can explain why they think this is the correct definition. Once this has been repeated for each statement, explain to the children that feedback is a combination of all three – that it involves talking and can be from teachers to children, and from children to teachers about learning.

Ask the children:

What might your teacher say to you as feedback?

How does feedback help us to develop our learning power of being co-operative?

Should I say ...

- 3 Explain to the children that feedback helps us to improve as learners and that feedback can be both from the teacher to a child and from a child to the teacher. You could use the image on the right to illustrate this.

It is useful to provide some examples of feedback that teachers and children might say.

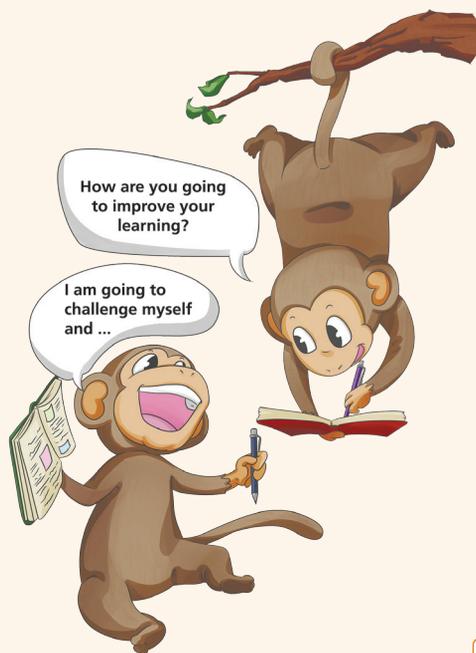
Examples of feedback from teachers:

Well done, you have learned to ...

I need to find you some new challenging learning.

Could you include a sentence here to describe the witch's face?

I am pleased that you have remembered your full stops in your writing.



Examples of feedback from children:

I am finding it difficult to add 10 to 42.

I keep forgetting how to use full stops.

I need some help with this as I am finding it challenging.

- 4 Provide the children with some different statements that could be used to give feedback from a child to a teacher. Ask the children to think about:

Does the feedback help you or the teacher to ensure they get better as a learner?

Ask the children to sort the feedback statements according to whether they think they are effective feedback. Explain to the children that there are no right or wrong answers, just their thoughts.

Allow the children some time to sort the statements and, when they are ready again, take feedback by randomly selecting children using lollipop sticks. Sort the statements on the board or under the visualiser/document camera.

Once you have taken feedback from one pair ask:

Why do you think they have identified this as successful/unsuccessful feedback?

Do you agree with their sorting? Why? Why not?

Bringing it together – what have we learned?

Focus on one of the statements that the children have identified as unsuccessful, such as **I can't do it**.

Ask the children if they have ever said this about something they are learning to do and share that you have said this, giving an example of what you were learning to do. Ask the children to think about things they currently can't do and share some of the examples.

Develop this further by comparing:

I can't do it.

When doing $42 + 10 = 43$, I am adding 1 to 2. Is that right?

Ask the children to discuss with their partner:

Which of these tells your teacher more about your learning?

What does the second piece of feedback tell you?

Which statement helps you to use your learning power of being a co-operative learner? How does it do this?

These statements can be adapted to a different subject depending on which area you want to focus on initially.

You could ask the children to reflect upon and discuss with their partner how they can improve the feedback **I can't do it** so that it helps the teacher to understand how the child is doing in his or her learning.

Share with the children the Learning Jungle image and ask them:

Which learning power have we been using today?

How have we been working co-operatively like Sadie the squirrel?

Have we been using any other of our learning powers?

How has this helped you to develop as a learner?

Challenge

Ask the children to suggest their own feedback statements, which can be included in the classroom as prompts.

Ask the children to make a checklist to help people share effective feedback.

Further developments

- You could adapt the lesson to focus on specific subject-related feedback. For instance, for maths you could share examples of feedback based on a specific calculation and ask the children to reflect on how effective they are. The children could also try to improve the feedback.
- Provide prompts for the children to remind them how to give effective feedback and display these around the classroom.

Downloadable resources

Feedback sort cards

Definitions of feedback video clip

Specific feedback is best video clip

How feedback helps us video clip

Children's responses

What do you think feedback is?

- 6 You go to the shop and get something back.
- 6 Where you say something back.
- 6 You give, you share ideas.
- 6 It means payback, if someone does something to you, you do something back.
- 6 Feedback is talking.
- 6 Because everything is talking but feedback is a special type of talking.

Which do you think is successful feedback?

I copied George's.

- 6 When I looked at "I copied George's" I think it is useful feedback as they are being honest.
- 6 I think "I copied George's" is not good feedback, as it doesn't help your brain grow.
- 6 If you copy you might get it wrong.

I can't do it.

- 6 Is good because you are telling your teacher you can't do it so you won't get trickier work.
- 6 It's wrong, as you can't give up.

Examples of feedback from the children

- 6 I can't do an underwater roll as water goes up my nose.
- 6 I can't always join up my writing as I don't know how to join a d and a.
- 6 I can't do a handstand, as I can't balance very well, my legs wobble.

Comparing 'I can't do it' and 'When doing $42 + 10 = 43$, I am adding 1 to 2. Is that right?'

- 6 The second one tells you exactly what you can't do.
- 6 The second one helps the teacher to help you.