

ITaP3 Practicable Strategies – Assessment for Impact - Teacher feedback to Improve Pupil Learning- (Phase 3)

Educator Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report. [Online]. Available at: [EEF_TeacherFeedbackToImproveLearning.pdf](https://educatorendowmentfoundation.org.uk/educator-evidence/teaching-learningtoolkit). Educator Endowment Foundation (2021) Educator Endowment Foundation Teaching and Learning Toolkit: Available at: <https://educatorendowmentfoundation.org.uk/educator-evidence/teaching-learningtoolkit>.

Implementation	<i>Practicable strategies for ITAP 3 to support assessment for impact</i>			
Lay the foundations for effective feedback. Sharing learning intentions 1. Clarifying, sharing and understanding learning intentions. 2. Eliciting evidence of learning intentions.	1. Strengths and weaknesses discussion (6f)	share with pupils anonymised examples of other children's work, without informing them which you think is high or low quality; discuss the strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area.	Educator Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report.	William, D (2018), Embedded Formative Assessment (Second Edition), Sutton Trust Press, Chapter 3.
	2. Model work (6k)	share excellent examples of previous pupils' work; discuss with the class what makes this work high quality. You may wish to focus on particular elements of the model answers.	Educator Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative Assessment (Second Edition), Sutton Trust Press, Chapter 3.
	3. What is...			

	examples) (6k)	presentation to the class of an incorrect pupil response to a task; these are sometimes referred to as 'non examples'		
	4. Design questions (Test Item Design) (6k)	this could be a strategy for KS2-5 pupils where, closely guided by the teacher, they design a question (and accompanying answer) for a topic they are learning.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press, Chapter 3.
	5. Choose swap choose (6i)	a strategy where a teacher asks pupils to do the same thing multiple times, before working with a partner to identify which attempt was most successful.	Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report	William, D (2018), Embedded Formative

	8. Self regulation keep it positive and specific (6j)	Frame feedback in language that is positive and encouraging. Tell students the things they are succeeding at they should continue to reinforce alongside the things they can do differently. Be specific but specify how the conclusion can be improved. e.g. not 'write a better conclusion'	Teaching WalkThrus page 14	Hattie, J and Timperley, H, (2007), The Power of Feedback, Review of Educational Research, 77 (1), 81-112. Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. Psychological Bulletin, 119(2), 254-284.
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<p>15. Written comments (6p)</p>	<p>Written comments can be effective and may offer an invaluable opportunity to provide task, subject, and self-regulation feedback (see foundations above). Carefully consider 'when', ensure it includes useful information, and carefully monitor the time being spent on the task. Ensure pupils are given ample opportunity to use and act on the feedback.</p>	<p>Education Endowment Foundation (2021) Teacher Feedback to Improve Pupil Learning Guidance Report</p>	<p>Allen, R.; Benhenda, A.; Jerrim, J. and Sims, S. (2019). New evidence on teachers' Use on t</p>
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holistic and completed quickly. Sort into piles and then repeat to rank the work in order.

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