



This Week's L&P Programme

Tuesday 10th
October

2:45-3:00

BRIEFING

Deep

Announcements

Lead: Principal

3:00-4:45

-Learning

Reflection QA

Lead: LCO

DEPARTMENT

TIME

-PM

Lead: Deep

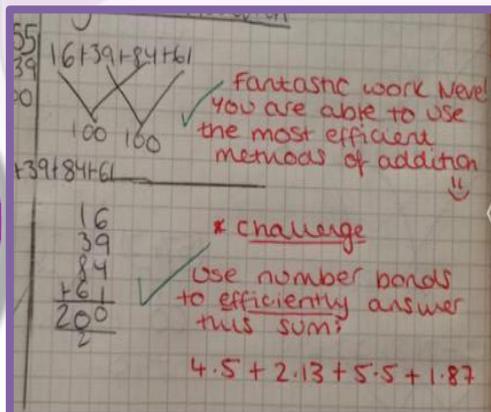
Learning

THIS WEEK'S
LEARNING
WALK
FOCUS:

-Collaborative
Structures

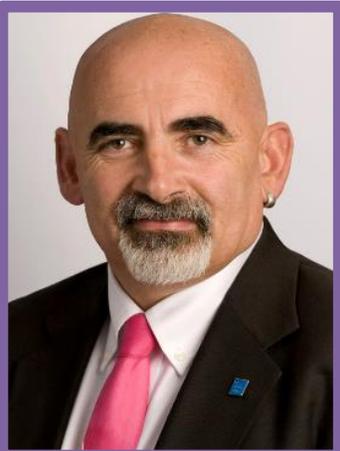
EGO-INVOLVING FEEDBACK **VERSUS** TASK-INVOLVING FEEDBACK

- Research shows that ego involving feedback is rarely effective and can in fact lower achievement. Students given ego-involving feedback do less well than students who are given no feedback at all
- Research also shows that when students are given feedback on what they need to do to improve and then how to go about this (**task-involving**) then you get very large impacts on student achievement.
- **Good feedback causes THINKING**
- The first thing a student should do on receiving feedback is **THINK** and not react emotionally / disengage
- Students make choices - to protect their well-being or engage in a task to help them grow. If students receive feedback and immediately feel they need to protect their well-being then they will not focus on the learning.
- Our feedback needs to be such that it helps students move forward, that stresses **ability is incremental not fixed** this therefore reduces / eradicates the fear of failing.



DISCLAIMER

This is not to say that we should not write praise in students' books, but rather we should ensure the praise is then followed by a suitable task to challenge them further.



“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.” **Dylan Wiliam**