RADIANT INDIAN SCHOOL-SHARJAH

Culture of feedback

Foster a culture of feedback where teachers, students and leaders seek, give, receive and act on feedback.

In order to do this well, we must first know **what works.**

Feedback requires two-way channels designed to guide **learners**, whether they are **students**, **teachers** or **leaders** as they progress towards their goals.

Multidirectional feedback works and should include:

1. Feedback from Teachers to Students

2. Feedback from Students to Teachers

3. Feedback from Leaders to Teachers

4. Feedback from Teachers to Leaders

5. Feedback from Teachers to Teachers

6. Student to Student Feedback

7. Student self assessment

How do we create a feedback culture in our school through a shared understanding of what it is?

By clearly communicating six key points that Hattie and Yates (2014) offer through research findings

Key 1:

Feedback is not an isolated process

- Feedback is embedded within a sequence of **instructional moves** – teachers convey a message to students that specific outcomes are attainable – they can achieve!
- Instructional moves include – **modeling and direct instruction, collaborative learning**,

cooperative learning etc.

Example:

- Learners can seek and receive feedback as they work collaboratively or as they observe the teacher demonstrate a task
- Each instructional move is guided by the learning intentions and success criteria, with feedback anchored to the criteria
- This encourage students to assess where they are and where they are going
  KEY 2:

Feedback works best when criteria for success are known to the learner in advance

- Feedback based on the criteria for success for a learning intention makes sense to students and provides them with *clarity of direction and destination*
- Students can *react to feedback based on the success criteria* in ways that move them along a learning pathway

This kind of feedback allows students to respond to the three key feedback questions:

1. Where am I going?

2. What am I doing?

3. Where to next?

KEY 3:

Feedback can cue attention to a task when there is a known goal

- Learning intentions and success criteria **provide the goals for the learning journey**
- They help to **ensure that learning tasks have purpose**
- When students have **clarity about the learning intentions** and **success criteria**, they **see purpose in the task**
- Only **then will they respond to feedback that directs their attention to the task**

KEY 4:

Feedback must engage learners at, or just above their current level of functioning

- Hattie calls this the **Goldilocks principal** – feedback that is not too hard or tool boring

- This requires teachers to know their learners well
- They need to know where the sweet spot is between challenging and boring
- The focus here should be on providing feedback that moves them just above their current level of functioning

KEY 5:

Feedback thrives in an environment where errors are welcomed

- Classroom cultures that are built on trust between teachers and students and among students are environments where errors can be seen as opportunities to learn
- In these classrooms - **Teachers explain the learning process** and **the role of productive struggle** when learning
- Teachers reinforce the notion that **if mistakes are not being made**, **nothing new is being learned**
- When students experience this kind of environment, **they can expose their mistakes to peers** and **truly learn from their mistakes**
- **This allows teachers to** provide challenging feedback to students so that they can achieve at a higher level

KEY 6:

Feedback should be evaluated based on what learners receive and interpret

- Teachers think of good feedback as the one that they deliver to students
- What the learner GAIN from the feedback, how they INTERPRET and IMPLEMENT it, is what determines the impact of the feedback

- Feedback is only used and received by students if the teacher ADAPT and ADJUST their methods and set priorities based on student performance data
We must determine whether the feedback is / or is not working for students to improve