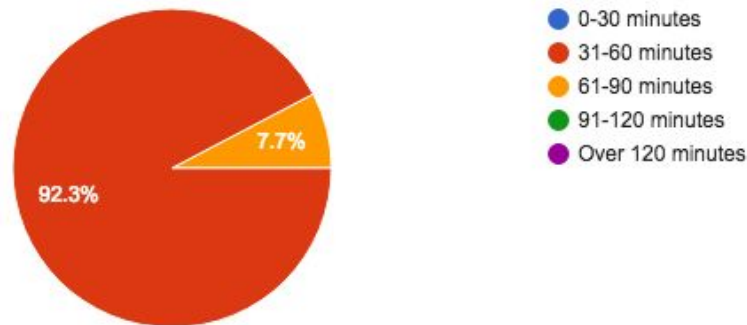# Whole Class Feedback Feedings

(via Google Forms)

On average, how long did it take you to complete the review of books and write up the feedback sheet for pupils?

26 responses

- 0-30 minutes
- 31-60 minutes
- 61-90 minutes
- 91-120 minutes
- Over 120 minutes

7.7%
92.3%

On average, how long does it take you to mark a set of books with a similar amount of pupil work, using the existing marking policy?

26 responses

- 0-30 minutes
- 31-60 minutes
- 61-90 minutes
- 91-120 minutes
- Over 120 minutes

34.6%
30.8%
30.8%
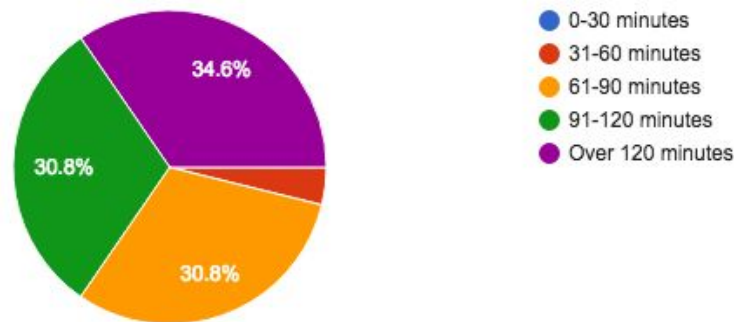
What did you like about the 'Whole Class Feedback' approach?

Staff responses:

- Speed and effectiveness - especially for KS3.
- Gets pupils to review their work. Allows for the teacher to identify common themes for reteaching. Over time builds up a picture of similar areas for development.
- Allows for pupils to access good work and fully understand the achievements/draw backs of their work.
- Saved a lot of time not having to circle every misspelt word/accent etc. as there are lots of these in Spanish books. Pupils tend to recognise their mistakes more when we feedback as a class on these words and then have a task to spell them correctly. It also helps to go over

grammar issues as a class as they are lots of common errors. Pupils tended to pick up on mistakes more this way than through simply highlighting them in their book.

- More time to reflect leading to better feedback. We are giving the responsibility back to the pupils.
- Avoids students not being able to read my poor handwriting. Students are much more self sufficient in what they need to do to improve. You become less frustrated about writing the same thing over and over again and therefore the targeted tasks in the follow up lesson were much more appropriate.
- The simplicity of it and the fact the pupils are encouraged to take ownership of making their own improvements. Further progress was made with purple pen.
- Students now understand that I am checking all areas of their work in their books and they are then responsible for fixing their mistakes. Students now spend time responding to feedback where they wouldn't have before.
- It saves time as you're not making the same comment over and over. It forces pupils to be more reflective and independent in their learning. It means I can spend time doing more in-depth feedback with those who need a bit of extra help. It helps me to focus more clearly on the feedback I am giving because I am not so tired by the time I have completed the marking. I can give feedback in amore timely fashion because I have time to do it more regularly.
- Takes the pressure of my workload.
- Time is saved. More thorough written feedback has been incorporated in the WCF sheets. Once the WCF sheets are given out, I have been able to go through them to ensure misconceptions are clarified. Names of pupils who are doing things as expected are made public and praised, giving me a chance to revisit the expectations regarding presentation and use of purple pen.
- Can see it being tailored for every topic in science, so that students in all groups in a year get some consistent feedback across the subject, while still catering to individual needs.
- Time saving, still allows students to reflect on their learning.
- Opportunity for pupils to benefit from others' mistakes and celebrate success. Good for signposting pupils to others who can help. Structured preparation for feedback lesson/purple pen time.
- This was a huge time saver and allowed me to focus more on the main issues which were common in all students' work. It also allowed me to name the students that have excellent work which was great because they get the recognition they deserve as well as students who are really improving.
- The quickness!
- Quick and easy.
- Fantastic idea, really easy to use and allowed me to get through books a lot quicker. It also allowed a feedback lesson to be easier to plan yet still effective.
- Speed and forces pupils to think for themselves/pay attention to what they have written
- I could identify and share common misconceptions with the class. I could build in a more general approach to purple pen that allowed pupils to improve their work through others' strengths and weaknesses. It was quicker and I avoided repeating myself.
- I like how the feedback lessons can be structured around these marking sheets. I like showing the children the examples of good work on the board, and the two classes I have done that with have really engaged with it. They seem to really notice what makes the work good, and it seems to help them to know what they are aiming for with their own (as well as hopefully making those whose work is shown proud of their achievements). I also like giving the children responsibility to assess their own work and decide which of the follow up tasks they

need to complete. It feels like this encourages them to reflect on which of the mistakes they are making and how confident or not they feel about the work so far.

- Provides better feedback than individual pupil book marking. It is much easier for pupils to use as it's in one place and they can use as a checklist to complete work.
- Shortens workload, takes a lot less time.
- Time-saving, greater emphasis on pupils to be responsible for their learning, more focus as the teacher focuses on the broader misconceptions of the class rather than getting bogged down in individual mistakes as per the old marking format.
- Time saved - makes a massive difference

What did you dislike about the 'Whole Class Feedback' approach?
Staff responses:

- N/A (x4)
- n/a (x2)
- Nothing (x2)
- Doesn't always work as well with lower current attainers, but this can be made up for with additional personalised feedback.
- For older pupils (KS4) who write more detailed and longer pieces of work, feedback was less personalised to their needs, especially when doing exam style questions.
- Nothing - we are still able to comment in books if we wish.
- I felt that I wasn't marking 'bespokely' but this may just be because I am used to the old system, as the feedback on the sheet was relevant to every child in the class.
- It's all good.
- It is not a dislike, more that I feel for writing tasks in English, it is a little trickier when it comes to SPaG; the mistakes often aren't common and it is difficult for pupils to spot errors with grammar, syntax, etc and I worry that with so much weighting on this now at GCSE that this could become an issue - more time spent using this method will be needed before I can come to a conclusion in this regard.
- I do not dislike anything about this approach. However, I am still giving pupils in KS4 some more personalised feedback based upon their responses to essay questions.
- SPaG is difficult to fully apply in science, but spelling of key terms is more readily monitored as a result.
- NA
- Pupils' response to it was unsure, but I do feel that this could be a "getting used to change period".
- The students' reaction- they were a little annoyed they didn't get personal feedback but I think they will get used to it and when they do extended writing tasks I will mark them individually.
- It was really difficult not to tick work and comment!
- Not personalised, especially SEND pupils.
- I feel like sometimes with maths, describing the mistakes people are making can be a little bit abstract (as opposed to correcting questions in their books). I've tried to use examples when going over the mistakes and misconceptions to make sure the children get which mistakes they are. I have still corrected some mistakes in the books, though, because I worry that they still might not pick up on them in their own work even after we've gone over them.

- The difference between:
  Did you make any of these frequent mistakes or misconceptions?
  Which of these topics, skills, or content do you need to review.
- Finding the best way to support the least able with identifying their mistakes and improving their work (not a problem with the system just something I feel I need to improve upon.)
- N/a

What improvements do you feel we could make to the feedback template sheet?

Staff responses:

- N/A (5)
- I've adjusted a few titles for it to cater for Music but generally it's a very good idea!
- Clarification of difference between two main boxes.
- Take time with year seven to fully embed it into part of their school life. Spend time focussing on what makes good responses to feedback.
- A challenge and support box to direct pupils to where they can revisit materials that they need to learn from/ to challenge themselves further (too much information to put on the tasks slide).
- Make it A5 size.
- The two boxes about common misconceptions and errors are a bit similar and often things over lap.
- I always add "Do these in purple pen" to the header "Follow up tasks". I also just type in the top boxes, removing the extra row as it then gives more space for feedback.
- None
- In Spanish we have simplified the headings and translated them into Spanish.
- Potential to add in a "what went well' section if applicable
- NA
- Tally method of fullstops was useful.
- In Spanish we have translated the headings into spanish so maybe some freedom for each subject to tweak the template slightly might be a good idea?
- I would like the chance to highlight presentation issues.
- Add ACE in the celebratory section. Those highlighted gain 2 RPs.
- Small, SLT approved adaptions to forms to make them subject specific.
- Nothing
- For maths at least, the two misconception boxes are very similar so it can be hard to differentiate which things go in each.
- Not sure.
- Student response on the sheet itself in some form?
- Nature of its use for KS4.

If we were to change the school's marking policy so that the expectation were for 'Whole Class Feedback' to tak...etion, would you support this change?

26 responses

- Yes
- No

100%
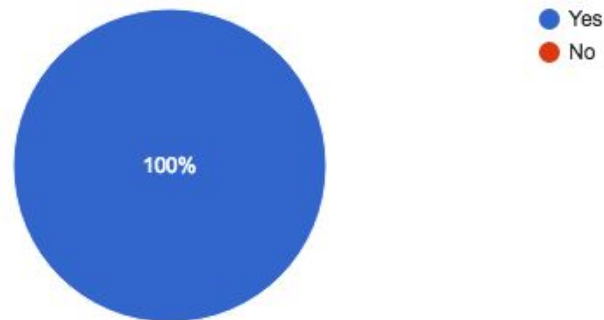
Any further comments or suggestions?

- The pupils make quicker and further progress using the sheet, which I can also refer to in future tasks during lessons and can use as a resource. Marking could totally take over my life at times, this system enables me to spend a reasonable amount of time on it without feeling overwhelmed.
- Many students have told me they dislike it, but I feel this is because they have to do more thinking for themselves and because it is not yet part of their normal routine (much like they initially hate doing peer or self assessment).
- This has revolutionised my marking - I have now managed to mark 2 sets of books in one day, without staying up until very late and I do not feel the pupils have suffered in any way because of it.
- I love Whole-Class Feedback!
- HoDs to discuss KS4 implications.
- None
- So far I hear that the new system is really helpful and saving time when marking. Thanks!
- n/a