



**High Quality Feedback**

Focussing on Task, Subject and Self-Regulation strategies

***Intensive Training and Practice Support Booklet***

This booklet is designed as a companion for establishing the foundations and skills in effective feedback in phase 3b of training.

**PGCE Intensive Training and Practice**

# Aims and intentions of High-Quality Feedback (HQF)

## What is the pivotal/foundational focus?

To understand that the purpose of feedback is to move learning forwards.

## What is the overarching aim of this ITAP?

For student teachers to know that the type of feedback which is most effective focuses on task, subject or self regulation strategies and to apply this knowledge to their teaching.

## What are the intended learning outcomes of this ITAP?

At the end of this ITAP, student teachers will have learned to:

1. Set clear learning intentions for pupils and assess potential learning gaps to ensure feedback is focused

2. Deliver appropriately timed verbal and written feedback

3. Identify effective task, subject and self-regulation feedback and apply this to the classroom

4. Consider how pupils will receive and use feedback related to task, subject and self-regulation when planning lessons

## How will the intended learning outcomes be assessed?

The online day will give students the chance to become familiar with the central messages from the EEF guidance, through reading the guidance, watching complementary videos and adding to discussion boards on Canvas. They will annotate plans based on these principles and with the intention of improving future practice. These plans will then be shared with peers during the face-to-face centre-based day.

During the face-to-face day, students will identify and discuss what high quality feedback could look like by engaging with a scenario based on their identified ‘weak’ subject from their audit (Feb 2024). They will then choose a strategy to focus on for feedback, (task, subject or self-regulation). They then act out the scenario and film it, uploading to Canvas. They will peer-assess each other’s videos, using task, subject and self-regulation strategies to offer quality feedback.

The school-based tasks will assess the Learning Outcomes 1-4 through a discussion with staff for task 1 (Range of feedback strategies, EYFS – Year 6) and observing a class teacher delivering feedback alongside a mentor/class teacher. Student teachers will then have 2 opportunities to apply what they have learned during this ITAP via a reflective cycle of: assessment, co-planning, mentor observation, and review after a LAF has been completed as well as reflection on their learning during their weekly meeting.

# Introduction

## What is Intensive Training and Practice (ITAP)?

Intensive Training and Practice is designed to give student teachers feedback on foundational aspects of the curriculum, where close attention and control of content, critical analysis, application and feedback are required. It provides an opportunity to intensify the focus on specific, pivotal areas. Intensive training and practice should also build a powerful link between evidence-based theory and practice. This means that an ITAP will need to be led and supported by an appropriate range of experts. Because the main aim is to strengthen the link between evidence and classroom practice, some elements of ITAPs **must** take place in a school environment.

For further information please read: [ITT Market Review](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999621/ITT_market_review_report.pdf)

## Why is Intensive Training and Practice part of the programme?

There is a growing collection of evidence to support the value of practice-based teacher training; an approach to teacher training that emphasises the importance of neither knowledge nor practice alone, but the use of knowledge in practice. This underpins the ITAP model. Although there *are* opportunities to link theory and practice together during general teaching placements, the specific focus of an ITAP makes this link more obvious and gives greater opportunities for practice. The intention is to consolidate student teachers’ understanding of how the evidence base should shape their teaching practice, which is a concept that could be applied to any subject, phase or age range. Use of this model should also increase coherence between the theory that is taught and its practice in schools.

For further information please read: [Government Response to the ITT Market Review](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1059746/FOR_PUBLICATION_Government_response_to_the_initial_teacher_training__ITT__market_review_report.pdf)

## Why is High-Quality Feedback an ITAP focus?

Part of the LJMU ITE vision is to develop reflective teachers who want to have an impact on our local schools and who are committed to social justice. As such, we aim to close the attainment gap so that all pupils have more opportunities to succeed. By choosing high quality feedback as the focus for this ITAP, we are highlighting the importance of providing meaningful feedback to pupils. Done well, high quality feedback supports pupil progress, builds learning and addresses misconceptions. However, not all feedback has a positive impact, and can sometimes harm progress if not done well. It can take a lot of time, and this is not always productive, so it is important that student teachers have the time to examine what effective feedback looks like. This ITAP is based on the EEF research findings, which focuses on what really matters: the principles of good feedback. It is based on the best available international evidence, current practice and consultation with teachers and other experts.

## What constitutes ‘best practice’ in high quality feedback?

‘Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Specifically, high quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task), the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work).’ (EEF, 2019, p.21)

We will focus on task, subject and self-regulation strategies to focus on moving learning forward. In order for this to be effective, student teachers will need to know the starting point of pupils in the class, and the end point, which is where they need to be by the end of each lesson or unit of work. Student teachers need to be reflective, considering the impact they can have on the pupils’ progress, and the best strategy to use to motivate pupils, thus moving learning forward.

## Where does this ITAP fit into the student teachers’ ITE Curriculum?

During Phase 1, student teachers have learned how to assess pupils’ prior knowledge and how this affects their planning, including how they group pupils. They learn about pupils’ common misconceptions and develop their own knowledge here. The role of questioning is explored and further developed on placement where they focus on the range of questions asked by staff and how pupils are asked to respond.

During Phase 2, student teachers develop their knowledge of Assessment for Learning and how it impacts upon planning. They are supported in finding formative assessment strategies that address misconceptions immediately, e.g., group marking, verbal assessment, to maximise the impact of feedback and also support their workload and will learn how summative assessment can inform lesson planning.

In Phase 3, prior to the school-based ITAP days, student teachers will have looked at pupils’ work across a range of subjects and discussed feedback given with their mentor. They will also have discussed statutory assessments used in their placement school and how this information is used.

## What does this mean for the university and school-based partners?

Universities and school partners will work together to deliver the ITAP elements and ensure that all student teachers make progress with respect to their knowledge of and application into practice in key areas. This will mean that student teachers will benefit from focussed days in university/centre-based training. These will be progressive and prepare students to enact high-quality feedback. School partners will support student teachers by facilitating them to have discussions with teachers from EYFS – Year 6 about effective feedback. They will observe experienced teachers and plan opportunities to elicit learning and provide high quality feedback, focusing on task, subject and self-regulation. They will then go on to have professional conversations about how to improve and support learner progression.

## Key Reading

Adarkwah, M. (2021) *The power of assessment feedback in teaching and learning: a narrative review and synthesis of the literature*. [Link to article](https://www.researchgate.net/publication/349915536_The_power_of_assessment_feedback_in_teaching_and_learning_a_narrative_review_and_synthesis_of_the_literature)

Education Endowment Foundation (2019) *Teacher Feedback to Improve pupil learning*, Guidance Report. [Link to report](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1709311239)

Education Endowment Fund (2018), *Metacognition and self-regulation*, available at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/>

Feely, M. and Karlin, B. (2023) The Teaching and Learning Handbook, Routledge, London. <https://www.bing.com/search?q=teaching+and+learning+playbookbook&qs=n&form=QBRE&sp=-1&lq=0&pq=teaching+and+learning+playbookbook&sc=11-34&sk=&cvid=A3883C2F12A54EE3A02C6FBB88BA9EF5&ghsh=0&ghacc=0&ghpl=>

Hattie, J. (2012) Chapter 4 ‘*Preparing the lesson’* in Visible Learning for teachers: maximising impact on learning, London, Routledge. <https://ljmu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma990010290270303826&context=L&vid=44JMU_INST:44JMU_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,john%20hattie> (link to LJMU library, full book available online).

Tyson, C. Brown, W. (2021)*Changing our use of feedback and becoming a trauma-informed school: A case study*, Impact Magazine, Issue 12, ‘Assessment and Feedback’, Chartered College. [Changing our use of feedback and becoming a trauma-informed school: A case study (chartered.college)](https://my.chartered.college/impact_article/changing-our-use-of-feedback-and-becoming-a-trauma-informed-school-a-case-study/)

## Further Reading

Branigan, H.E. and Donaldson, D.I. (2019) “Learning from learning logs: A case study of metacognition in the primary school classroom,” *British educational research journal*, 45(4), pp. 791–820. Available at: <https://doi.org/10.1002/berj.3526>

Brooks, R. (2019) The Trauma and Attachment-Aware Classroom: A Practical Guide to Supporting Children Who Have Encountered Trauma and Adverse Childhood Experiences, Jessica Kingsley Publishers.

Department for Education (2019) Early Career Framework: [Early Career Framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/60795936d3bf7f400b462d74/Early-Career_Framework_April_2021.pdf)

Education Endowment Foundation (2021) *Metacognition and Self-Regulated Learning: Guidance Report*. [Link to report](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1709225897)

Wiliam, D. (2017) The Secret of Effective Feedback, Educational Leadership, 73(7), 10-15. [Link to article](https://www.researchgate.net/publication/306146550_The_secret_of_effective_feedback)

Wiliam, D (2018), Embedded Formative Assessment (Second Edition), Solution Tree Press

# Online day: 12th April 9am – 4pm

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| In the *Introduction* phase of the ITAP, student teachers will learn about how High-Quality Feedback fits into broader principles of pupil progress and the evidence base associated with it |
| **Summary of Content** |
| **9-10am**  **Task**: Read the EEF Guidance Report, Teacher Feedback to Improve Pupil learning, 2019, p.1-11.  Watch video 1: [Dylan Wiliam: What do we Mean by Assessment for Learning? (youtube.com)](https://www.youtube.com/watch?v=q-myBw36_DA&list=PLul64UoqszwUTzUyFcZK1boJspZxjRw-z&index=2) (9 mins)  **Activity:** Add 2 take-aways from the reading and video to the **discussion board 1** - Can you think of two targets to take into class based on this reading and video to enhance your practice?  **10am**  Teams call with Lizzie  **10.30-12pm**  Task: Read Principle 1 from  EEF Guidance Report, Teacher Feedback to Improve Pupil learning, 2019, (p.12-17).  After reading watch: [Strategy 1: Clarifying, Sharing, and Understanding Learning Intentions (youtube.com)](https://www.youtube.com/watch?v=fC29IyqPVr0) (4 mins) and [Strategy 2: Eliciting Evidence of Learning (youtube.com)](https://www.youtube.com/watch?v=MbuIAovNteY&t=1s)  (1 min 56)  **Activity:** Choose a lesson plan from Phase 3a.  1. Annotate it to show which of the High-Quality Instruction principles (p. 13) you are including in your teaching.  2. Consider p.15 again: What might sharing learning intentions look like in the classroom? Reflect on how you share learning intentions. Could you have used any of these strategies to motivate or engage your pupils? Add to the same lesson plan.  3. Upload lesson plan to **padlet** as we will be sharing these on Monday during the face to face session.  Discussion board 2: How do you 'elicit evidence of learning?' (p.16 EEF, 2019).  **12-1pm** – Break for lunch  **1-2pm** **Task:** Read Principle 2 'Deliver appropriately timed feedback that focuses on moving learning forward' EEF Guidance Report, Teacher Feedback to Improve Pupil learning, 2019, p.18 - 25 Watch [Strategy 3 Providing Feedback that Moves Learning Forward (youtube.com)](https://www.youtube.com/watch?v=vdIk9ysWJXQ)(1.20) Read Principle 3 p.26- 32 Watch [Dylan Wiliam: Feedback on learning (youtube.com)](https://www.youtube.com/watch?v=n7Ox5aoZ4ww) (3.17)  **Activity**: Refer to table 2 on p.22/23 – these illustrate the sort of feedback strategies that are effective (Task, subject, and self-regulation). Add some examples of these from practice to **Padlet.**  **2.-3.30pm**  **Task:** Read Principle 3 'Plan for how pupils will receive and use feedback' EEF Guidance Report, Teacher Feedback to Improve Pupil learning, 2019 p. 26 - 32.  Read Tyson, C. Brown, W. (2021)*Changing our use of feedback and becoming a trauma-informed school: A case study*, Impact Magazine, Issue 12, ‘Assessment and Feedback’, Chartered College. [Changing our use of feedback and becoming a trauma-informed school: A case study (chartered.college)](https://my.chartered.college/impact_article/changing-our-use-of-feedback-and-becoming-a-trauma-informed-school-a-case-study/) (6 min read)  Listen to podcast: [How To Create A Trauma And Attachment Aware Classroom with Rebecca Brooks (beaconschoolsupport.co.uk)](https://beaconschoolsupport.co.uk/podcast/how-to-create-a-trauma-and-attachment-aware-classroom-with-rebecca-brooks) (43min) Start at 4.45.  Watch window of tolerance [Window of Tolerance and Emotional Regulation (Dr Dan Siegel) (youtube.com)](https://www.youtube.com/watch?v=TNVlppGz0zM) 4.26  **Activity**: Consider why the following quote is important when adapting practice to meet the needs of all pupils:  “The important point is that the feedback is focused, is more work for the recipient than the donor, and causes thinking rather than an emotional reaction.” Dylan Wiliam (2018) p.75.  How might this be a challenge for pupils who feel that:  "Adults in their life don't give a monkeys about them" (podcast). **Respond on Discussion board 3.**  **3.30-4pm** Reflect on the three principles we have read today:  1. Lay the foundations for effective feedback  2. Deliver appropriately timed feedback that focuses on moving learning forward  3. Plan for how pupils will receive and use feedback  To what extent do these principles reflect your current practice?  What are the challenges that you may face in implementing these principles?  How might you overcome these?  Upload your answers to **Discussion board 4.** Read 2 others and react to the points they make. |
| **At the end of this session, student teachers should be able to…** |
| Articulate the three principles which are central to high quality feedback according to the EEF 2019. These are:  i). lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;  ii). Deliver appropriately timed feedback, that focuses on moving learning forward;  iii). Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered (adapted for pupils’ needs). |
| **Follow up activities** *e.g., for students who were unable to attend or to consolidate learning.* |
| Engage with Canvas materials and complete tasks set below:  Add to discussion board 1  Upload annotated plan to padlet  Add examples of feedback that moves learning forward (subject, task, self regulation strategies) to padlet 2  Respond to discussion board 3  Respond to discussion board 4. |

## University/Centre-Based learning: 15th April 9:30am- 3pm

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| *Analysis* – Student teachers will deconstruct effective examples of high-quality feedback and analyse them, supported by expert practitioners.  *Prepare – S*tudent teachers will work with their peers to rehearse planning and teaching via develop approximations of practice. They will receive feedback that will enable them to develop their knowledge of the ITAP evidence base and effective classroom practice. |
| **Summary of Content** |
| Morning session: Morning lecture (9.30- 11:00)  Introduce the day  Summarise principles 1-3  i). lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;  ii). Deliver appropriately timed feedback, that focuses on moving learning forward;  iii). Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.  Focus on Principle 2 When and how feedback is presented. Discuss findings of Adarkwah (2021) – language and tone are important when delivering feedback – negative feedback can hinder pupils’ progress. The job of the teacher ‘What impact am I having?’ (Hattie, 2008)  Effective strategies for feedback  **Task** – Powerful praise and Live Marking  **Subject** – Feedback for Action and Messy Marking  **Self-regulation** – Growth Mindset and Metacognitive Questions  Refer to videos and podcast from yesterday. Introduce learning journals, growth mindset, metacognitive strategies, concept mapping.  (Bias Isn’t Just A Police Problem, It’s A Preschool Problem | Let’s Talk | NPR (youtube.com ).  Independent task (11- 12)  **Task 1**. In groups, students read recommendations 4 and 5 and make notes on poster paper. Upload to padlet.  **Task 2.** Choose a scenario to enact approximation of practice. Scenarios will be focused on the ‘weakest’ subjects from Feb audit.  Students plan a role play providing feedback (based on scenario) to move learning forward. Focus on the principles 1-3, as these are more important than whether feedback is verbal or written. Choose whether the strategy will focus on task, subject or self-regulation strategies.  **Lunch (1-2)** Afternoon session: **Independent task (1-2pm)**  **Task 3.** Approximation of practice is filmed and uploaded to Canvas.  **Task 4.** Choose another groups video to watch and reflect on – How effective was the feedback in moving learning forwards?  **Session (2-3pm)**  Reflect on videos and feedback given. Discuss with peers- did it focus on Task, subject or self-regulation? (Prizes for groups willing to share video).  Explanation of school-based tasks.  Upload reflection on video forms to sub folder 4 in QTS file. |
| **At the end of this session, student teachers should be able to…** |
| Recall learning from yesterday  Consider feedback from an anti-racist and trauma informed perspective – being/becoming aware of positionality and power, considering issues of self esteem and window of tolerance.  Summarise principles 1-5  Provide effective feedback using strategies (Task/ Subject knowledge/ self-regulation)  Become familiar with expectations for school-based tasks. |
| **Follow up activities** *e.g., for students who were unable to attend or to consolidate learning.* |
| Engage with Canvas materials and complete tasks set below:  Upload notes on recommendations 4-5 to Padlet  Film approximation of practice task and upload to Canvas.  Upload reflection on video forms to subfolder 4 of QTS file. |

# School-Based Session 1:

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| ***Prepare*** *– S*tudent teachers will receive feedback that will enable them develop effective classroom practice with regard to high-quality feedback |
| **Summary of Content** |
| ITT Mentor to facilitate: Initial activities – Identify – reflect- observe  Initial activities   1. **Identify** what forms of feedback are given in the school from EYFS to Year 6 (complete table). Palmerston student teachers should focus on the variety of needs rather than age groups. If possible, observe feedback when given and gather information from books. 2. **Reflect** on the findings from the table and your discussions with school staff. Which is the most common form of feedback? Does it change from year group to year group? If so, why do you think this is? – complete reflection. 3. **Observe** a lesson where feedback is a focus using lesson proforma 2 from Section E of the placement website ([Planning & Learning Activities | LJMU Teacher Training (itt-placement.com)](https://www.itt-placement.com/pgce-primary-5-11/planning-and-learning-activities.php). Identify whether the focus is on task, subject or self-regulation. Evaluate and discuss with the teacher. |
| **At the end of this session, student teachers should be able to…** |
| Understand how and why teachers adapt verbal and written feedback according to pupil needs.  To identify whether feedback is related to task, subject or self-regulation. |
| **Follow up activities** *e.g., for students who were unable to attend or to consolidate learning.* |
| In the event of absence, student teachers to be given the opportunity to undertake the above activities |

# School-Based Session 2:

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| *In the* ***Enact and Assess*** *phase of the ITAP, student teachers will have multiple opportunities to apply their learning to the classroom. Mentors will support students’ planning and teaching and their assessments will support students’ developing knowledge. Students will apply this feedback to their next classroom enactment.* |
| **Summary of Content** |
| ITT Mentor to facilitate: Reflective cycle **–assess –plan – review** (LAF meeting) – **reflect** (reflection, weekly meeting)- **assess –plan – review** (LAF meeting) – **reflect** (reflection, weekly meeting).  See appendix 1,2 and 3.  Reflective Cycle:   1. Choose a subject to **formatively assess**, so that lesson can be planned based on pupils’ need. 2. **Co- plan** with mentor a lesson with a clear learning intention (decide whether this will be shared at the start or if you will be teaching a more enquiry-based lesson) and opportunities to **elicit evidence** of learning from pupils. Plan to focus on a specific group of learners and how you will know if they have achieved the LO. Discuss what type of feedback would be best with mentor (**task/ subject or self-regulation**). Be aware that this may change during the lesson. Consider when the feedback will be given, will you plan to do it during the lesson or in the next lesson? 3. Mentor to observe and complete a LAF of the planned lesson. 4. **Review.** Evaluation from mentor (use **adapted** **LAF in the Appendix with feedback** as the focus). Consider; Was lesson based on formative assessments of pupils? Was the learning intention shared at the start of the lesson or revealed later? Did a specific group of learners achieve the LO? How do you know? Did you give feedback to move learning forwards? If not, why not? 5. Write a **reflection.** Refer to the EEFs *Teacher feedback to improve pupil learning* report to support your reflection. 6. Discussion and assessment of the ITAP learning outcomes as part of the scheduled weekly meeting. |
| **At the end of this session, student teachers should be developing their understanding of…** |
| Setting clear learning intentions for pupils and assess potential learning gaps to ensure feedback is focused  Delivering appropriately timed verbal and written feedback  Identifying effective task, subject and self-regulation feedback and apply this to the classroom  Considering how pupils will receive and use feedback related to task, subject and self-regulation when planning lessons |
| **Follow up activities** *e.g., for students who were unable to attend or to consolidate learning.* |
| In the event of absence, student teachers to be given the opportunity to undertake the above activities |

# School-Based Session 3:

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| *In the* ***Enact and Assess*** *phase of the ITAP, student teachers will have multiple opportunities to apply their learning to the classroom. Mentors will support students’ planning and teaching and their assessments will support students’ developing knowledge. Students will apply this feedback to their next classroom enactment.* |
| **Summary of Content** |
| ITT Mentor to facilitate: Reflective cycle **–assess –plan – review** (LAF meeting) – **reflect** (reflection, weekly meeting)- **assess –plan – review** (LAF meeting) – **reflect** (reflection, weekly meeting).  See appendix 1,2 and 3.  Reflective Cycle:   1. Choose a subject to **formatively assess**, so that lesson can be planned based on pupils’ need. 2. **Co- plan** with mentor a lesson with a clear learning intention (decide whether this will be shared at the start or if you will be teaching a more enquiry-based lesson) and opportunities to **elicit evidence** of learning from pupils. **Discuss feedback** from the previous lesson with the ITAP focus and how this will be incorporated into the planning for this lesson. Plan to focus on a specific group of learners and how you will know if they have achieved the LO. Discuss what type of feedback would be best with mentor (**task/ subject or self-regulation**). Be aware that this may change during the lesson. Consider when the feedback will be given, will you plan to do it during the lesson or in the next lesson? 3. Mentor to observe and complete a LAF of the planned lesson. 4. **Review.** Evaluation from mentor (use **adapted** **LAF in the Appendix with feedback** as the focus). Consider; Was lesson based on formative assessments of pupils? Was the learning intention shared at the start of the lesson or revealed later? Did a specific group of learners achieve the LO? How do you know? Did you give feedback to move learning forwards? If not, why not? 5. Write a **reflection.** Refer to the EEFs *Teacher feedback to improve pupil learning* report to support your reflection. 6. Discussion and assessment of the ITAP learning outcomes as part of the scheduled weekly meeting. |
| **At the end of this session, student teachers should be able to…** |
| Set clear learning intentions for pupils and assess potential learning gaps to ensure feedback is focused  Deliver appropriately timed verbal and written feedback  Identify effective task, subject and self-regulation feedback and apply this to the classroom  Consider how pupils will receive and use feedback related to task, subject and self-regulation when planning lessons |
| **Follow up activities** *e.g., for students who were unable to attend or to consolidate learning.* |
| In the event of absence, student teachers to be given the opportunity to undertake the above activities |

## Appendix 1:

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| Prompts for planning and observing student teachers (EEF, 2019): | | |
| **Where the learner is going:** | Is there a clear learning intention for the lesson (do pupils know where they are ‘going’)? |  |
| **Where the learner is right now:** | Are there clear ways to elicit evidence for learning (are the pupils given ways to achieve the learning intention)? |  |
| **How to get there:** | Does the feedback given assist learners in choosing different strategies (see below) to work on the task, support in subject knowledge or enabling more self-regulation over the learning process? |  |
| **Effective strategies for feedback**   * Task – Powerful praise and Live Marking * Subject – Feedback for Action and Messy Marking * Self-regulation – Growth Mindset and Metacognitive Questions | | |

**Appendix 2**: Specific strategies for high quality feedback

A chart of a survey

Description automatically generated with medium confidence

# Appendix 3: Summary Assessment Log

**When completed and signed off, this document should be uploaded to Folder 4 of the student teachers’ QTS file.**



## Intended Learning Outcomes

At the end of this ITAP, student teachers will have learned to:

1. Set clear learning intentions for pupils and assess potential learning gaps to ensure feedback is focused

2. Deliver appropriately timed verbal and written feedback

3. Identify effective task, subject and self-regulation feedback and apply this to the classroom

4. Consider how pupils will receive and use feedback related to task, subject and self-regulation when planning lessons

## Selected Reading

Education Endowment Foundation (2019) *Teacher Feedback to Improve pupil learning*, Guidance Report. [Link to report](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1709311239)

Tyson, C. Brown, W. (2021)*Changing our use of feedback and becoming a trauma-informed school: A case study*, Impact Magazine, Issue 12, ‘Assessment and Feedback’, Chartered College. [Changing our use of feedback and becoming a trauma-informed school: A case study (chartered.college)](https://my.chartered.college/impact_article/changing-our-use-of-feedback-and-becoming-a-trauma-informed-school-a-case-study/)

Hattie, J. (2012) Chapter 4 ‘*Preparing the lesson’* in Visible Learning for teachers: maximising impact on learning, London, Routledge. <https://ljmu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma990010290270303826&context=L&vid=44JMU_INST:44JMU_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,john%20hattie> (link to LJMU library, full book available online).