# *YOUR WEBINAR WILL BEGIN SHORTLY!*

# IMPROVING FEEDBACK AND EVALUATION

*WEBINAR 4*

Mr Metacognition

## An Introduction to Metacognition
24 June

Developing your understanding of why metacognition matters and exactly what it is

## Improving Feedback and Evaluation
15 July

Explore approaches to ensure that feedback is effective and is utilised

## Developing Your Modelling
1 July

Understand different approaches to effective modelling in the classroom

## Developing Independent Learners
17 July

Explore ways that we can develop more resilient and independent learners


## Getting Questions Right
8 July

Explore exactly what makes effective metacognitive questioning

## Ensuring Effective Revision
22 July

Develop your understanding of what makes effective revision

# A Little Ask...

**Share comments and photos across social media!**

X: @MrMetacognition

BlueSky: mrmetacognition.bsky.social

LinkedIn: Nathan Burns

Pay as you feel/can

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# Contracting Sessions

- Note down questions so that you don't forget them.
- Opportunity to record them on the post-session survey.
- Reach out to me through my SM channels
- Email me: nathan@mrmetacognition.com OR mrmetacognition@gmail.com

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# Session Aims

- Develop an understanding of what poor feedback looks like
- To understand how feedback becomes powerful
- To consider how to improve feedback and evaluation in the classroom, exploring a range of different approaches

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# *Marco Narajos*
# Feedback Not Utilised – Context

- Issues around feedback include:
  - Students do not learn from feedback and repeat errors
  - Feedback can be devalued where it is a 'tick-box' exercise
  - Time spent actioning poor quality feedback could be better spent on alternate activities

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# Feedback Not Utilised - Fixes

- Ensure that:
  - Feedback aims to cause further learning and improved performance
  - Strengths and areas for improvement are given, not just a raw score
  - Feedback focuses on verbal (rather than written)

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# Feedback Not Utilised - Fixes

- Consider the type of feedback being given, and which is likely to be most beneficial:
  - Quality of performance (task level feedback)
  - Strategies used (process level feedback)
  - Planning and monitoring feedback (self-regulatory feedback)

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# Feedback Not Utilised - Fixes

- Provide feedback in relation to:
  - Success criteria
  - Examples
  - Model answers

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# *Elizabeth Mountstevens*
# Poor Study Choices – Context

- Students often:
  - Are unable to identify strengths and weaknesses
  - Are ineffective and spend time on areas of strength
  - Are generally ineffective with revision and have poor study skills
  - Displaying overconfidence will have worse outcomes

NB: study choices a better predictor of student success than prior achievement

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# Poor Study Choices - Fixes

- Look to work on developing a student's knowledge of their cognition
  - Self: awareness of their own knowledge, strengths and weaknesses
  - Task: types of question, how units interact, exam requirements
  - Strategies: effective study approaches

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# Poor Study Choices - Fixes

- Develop feedback opportunities for students to compare their 'Ease of Learning' prediction with their 'Judgement of Learning' (how easy it will be vs how successful they've been)
    - Use of exam wrapper, where questions around preparation and relative confidence are answered immediately after the assessment and questions around a retrospective confidence judgement are made post marking.

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# Poor Study Choices - Fixes

Improve study skills through:

1. Students reflect on the study choices they made (and self-determine the need to be more effective)
2. Teacher led modelling on new strategy, and the rationale for it
3. Guided practice with the new strategy

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# The Problem With Feedback

- We can spend an age developing high-quality and time efficient feedback policies and practices.
- Feedback is *only* effective where it is utilised.
- Need to move from static to active feedback processes, to ensure:
  - Time is used most effectively
  - To help develop self-driven students.

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# Exam Wrappers

What?

- Students forced to make a judgement of success following the completion of a task or assessment
- Students must predict their score, what they may have got correct and incorrect, and why this may have occurred.
- Post marking, students reflect upon how well they actually did do.

Why?

- Students develop an improved judgement of learning
- Hence, students can more accurately identify *what* they need to be working on.
- Allows for reflection on revision activities that have taken place.

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# Example

| Question | Topic | Marks | RAG | Actual Score | Accuracy of Judgement | Notes |
|---|---|---|---|---|---|---|
| 1 | Troubles in Northern Ireland | 16/25 | G | 9/25 | N | |
| 2 | Britain's 'Special Relationship' with the US | 17/25 | G | 12/25 | N | |

# Answering Directed Questions

What?

- Provide structured (metacognitive) questions to students to support their (self) evaluation

Why?

- Place a metacognitive focus on evaluation
- Provide a clear structure to evaluation

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## Comprehension

- What are the key words in the question? How do you know?
- What must be included within my answer? How do you know?
- If I have been provided with a table or graph, why may this be significant?
- Why have I been provided with an image?
- How does the number of marks available for this question link to the structure of answer that I need to provide?

## Connection

- When have you seen a question or task like this before?
- What did you do well on when we had the similar task? Why did it go well?
- What did you struggle with when we had a similar task? Why do you think you struggled?
- What support may you need to be more successful this time around? Why will that help?
- What strategies did you use last time, and how well did they work? How do you know?

## Strategies

- What are the strategies available to us?
- When would we usually use strategy *x*?
- What are the strengths and weaknesses of this strategy?
- Will this strategy always work, or is there a safer option?
- Did you consider how effective that strategy was last time that you used it?

## Evaluation

- How successful were you in that task? How do you know?
- What went well in that task? How do you know?
- Where might you need greater support next time, and how will that help?
- What will you do differently next time?
- What will you do the same next time?

## Plan

- What strategies are you going to use to plan your response? Why are you going to use that strategy?
- What are the key criteria of the task you have been given? How do you know?
- Do you need any additional support before completing the task? How will that help you?

## Monitor

- How will you know that you are moving in a positive direction?
- How are you going to keep yourself within the time limit?
- What are the warning signs that you might be looking out for?

## Evaluate

- How will you know that you have met the task success criteria?
- How are you going to improve next time?
- What support might you need to be more successful next time, and how will this help?

## Knowledge of self

- What content do you know about this area?
- How do you know that content is relevant?
- What gaps do you have in your understanding? How are you going to address those gaps?

## Knowledge of task

- What is the task asking of you? How do you know?
- What are the key criteria for you to include?
- Have you seen a task like this previously, and if so, how did you tackle that task (were you successful, unsuccessful, how, why and so on)

## Knowledge of strategies

- How could you go about approaching this task?
- How confident are you with each strategy?
- Which strategy is probably most suitable for this task? How do you know?

# Informing Future Planning

What?

- Students evaluate or receive feedback in the normal manner
- Make this 'active' by instantly utilising it
- Provide students with a similar/same task and get them to plan their response using the evaluation/feedback

Why?

- Avoids feedback/evaluation being static
  - Less time wasted
  - More effective use of this information
- Reduces (content) load of question (when repeated) so can focus more on the strategy/approach

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# Example

Task 1: produce a new character, thinking about the name, setting, their appearance, job, clothing, likes & dislikes

Task 1 feedback (focusing on techniques, strategies, key words; not the specific character)

Task 2: using the given feedback produce a new character, with the same criteria

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# Example

Task 1: sketch out a frame-structure bridge, considering if it would be strong enough to hold cars and lorries

Task 1 feedback (focusing on sketch technique, accuracy, use of tools etc)

Task 2: using the given feedback produce a new bridge, using improved sketching techniques, greater accuracy and better use of tools

# Do It Again

What?

- Students given a task or problem and allowed to approach and complete it in any way they wish
- Students receive feedback as normal (and determine the 'correct answer')
- Students must repeat the task, utilising a different strategy

Why?

- Forces students to develop their use of a range strategies
- Allows for strategy comparison (strengths, weaknesses, efficiencies, effectiveness)
- Students become more 'flexible'

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# Example

- Solving equations with brackets --> expanding; dividing by the denominator
- Solving quadratics --> factorise; formula; complete the square
- Comparing two characters ---> compare characteristic by characteristic; each character in turn
- Creative writing --> using a thesaurus; not using
- Programming --> Micropython; Python
- Art --> using one medium (paint) and then another (charcoal)

# Other Opportunities

- Learning diaries
- (Immediate) re-testing
- 1-2-1 coaching
- Follow-up homework
- Retrieval, such as a brain dump
- MWBs

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# What's Next?

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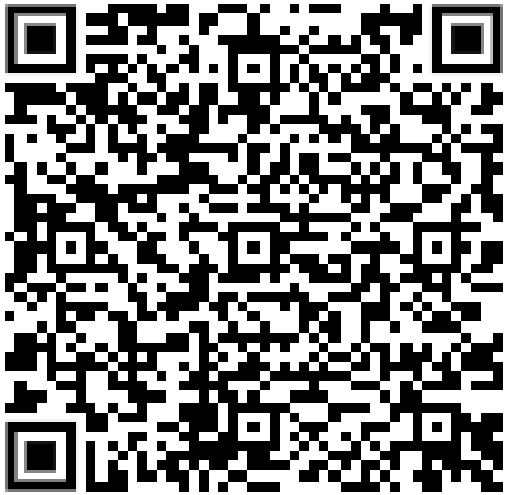

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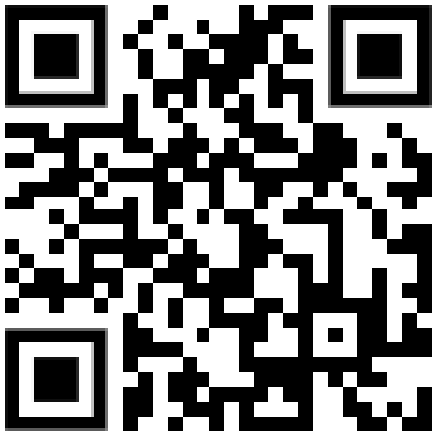

Survey

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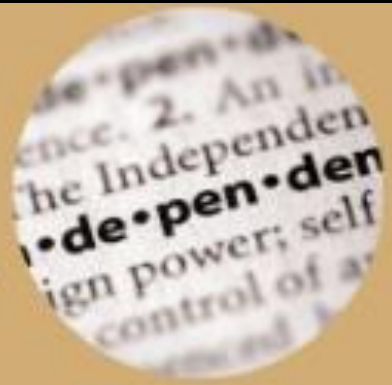


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