

CLEVELAND ROAD PRIMARY SCHOOL: LESSON STUDY RESEARCH EVALUATION REPORT

Research Question:	What type of feedback impacts most on pupils' progress?
Who was involved? (Include job roles)	L Riches (Assistant Head) T Ratcliffe (Yr 6 teacher) N Ibrahim (Yr 4 teacher)

ABSTRACT

- All teachers, no matter which age they teach, strive to provide effective feedback to all pupils in order to impact on pupils' progress
- The effectiveness of marking is crucial to pupils' learning
- The challenge is to ensure that any marking or feedback given to pupils is personalized and caters for pupils' specific learning needs and styles

AIMS

(a) The reasons for undertaking this lesson study project

It is clear that the effectiveness of marking is crucial to pupils' learning. Teachers feel that they are constantly trying to 'catch up' with marking and rarely find time for pupils to actually feedback on this in order for them to address misconceptions. It is clear that, crucially, marking and feedback should enhance pupils' learning.

(b) The identified target learners

We selected three pupils from each class/set in English: one pupil working at greater depth within the end-of-year expectations, one pupil working at end-of-year expectations, and one pupil working towards end-of-year expectations.

(c) How we intended to improve children's learning

During the lessons, the three pupils from each class/set were observed to ascertain how each type of feedback affected their learning. As well as this, conversations with the pupils after the delivery of the lessons provided critical research as to how they felt about the feedback given and how this impacted on their learning.

(d) The success criteria for the research lessons

- Feedback to pupils in different ways
- Note impact of feedback given
- Adapt feedback to the needs of the child

METHODOLOGY

(a) The teaching approaches we tried

Child A (Greater Depth) - writing marked with open-questions in order to independently address the feedback given; Child B (At) - one-to-one conferencing to establish a conversation so that the pupil can identify how to move their own learning on; Child C (Towards) - on-the-spot marking as they write in order to address misconceptions immediately.

(b) Specific resources we tried
• <i>Interim Framework for Year 6 pupils to refer to</i> • <i>Year 4 IPE for pupils to refer to</i>

OUTCOMES AND IMPACT
(a) The impact on pupil learning
• <i>Pupils who received on-the-spot marking could address grammar and punctuation errors immediately, but lacked the independent ability to progress their writing further by adapting sentence structure and improving cohesion</i> • <i>Pupils who had their writing marked in-depth, with open questions, were very independent when it came to using ITAF and IPE, but needed more clarification from the teacher when it came to developing their sentence structure</i> • <i>Pupils who received one-to-one conferencing with the teacher were able to develop their sentence structure and cohesion more effectively; they also had a greater understanding of grammar and punctuation errors</i>
(b) Evidence of impact on pupil learning
<i>Pupils who received one-to-one conferencing took more ownership of their writing. They could talk about decisions they had made about their writing and they were beginning to identify their own next steps.</i>
(c) Impact on teaching
Teaching is more of a carousel – conferencing with as many pupils as possible. Conferencing with groups who have the same next steps.
(d) Evidence of impact on teaching
Pupils feel much more like writers. They have a greater understanding of decisions they have made and their writing, therefore, is much more cohesive and purposeful.
(e) Impact upon school culture and leadership
Teachers have a better understanding of how to organize lessons in order to conference with as many children as possible during a session. They have a greater understanding of the purpose of marking – to move children’s learning on, rather than be a paper exercise where the teachers’ marking contains more writing than the pupils’ work.
(d) Evidence of impact upon school culture and leadership
Through conversations with teachers, they now have a better understanding as to the sole purpose. Marking is beginning to be more purposeful.

CONCLUSIONS AND RECOMENDATIONS
(a) Our conclusions
<i>See above</i>
(b) Recommendations for other interested in researching this area

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