

John Catt Educational

TEACHING
WALKTHRUs 2
PRESENTATION
SLIDES

TOM SHERRINGTON & OLIVER CAVIGLIOLI

NO OPT OUT

HANDS UP FOR ASKING OR IDEAS

RANDOMISED QUESTIONING

NORMALISE ERROR & UNCERTAINTY

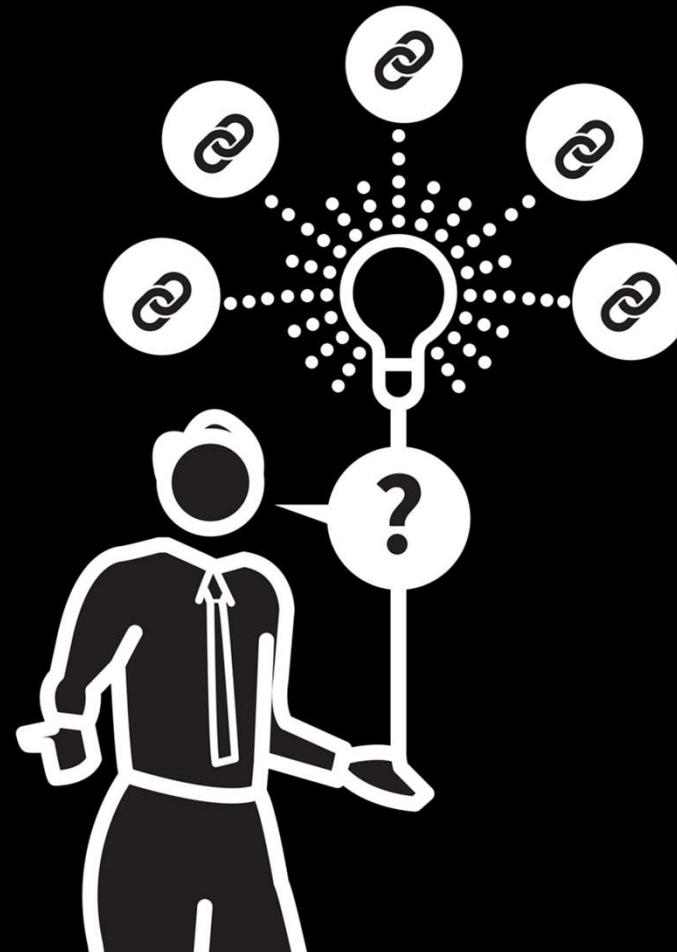
REDRAFTING

SELECTIVE MARKING

SPOT YOUR MISTAKES

SUCCESS CRITERIA

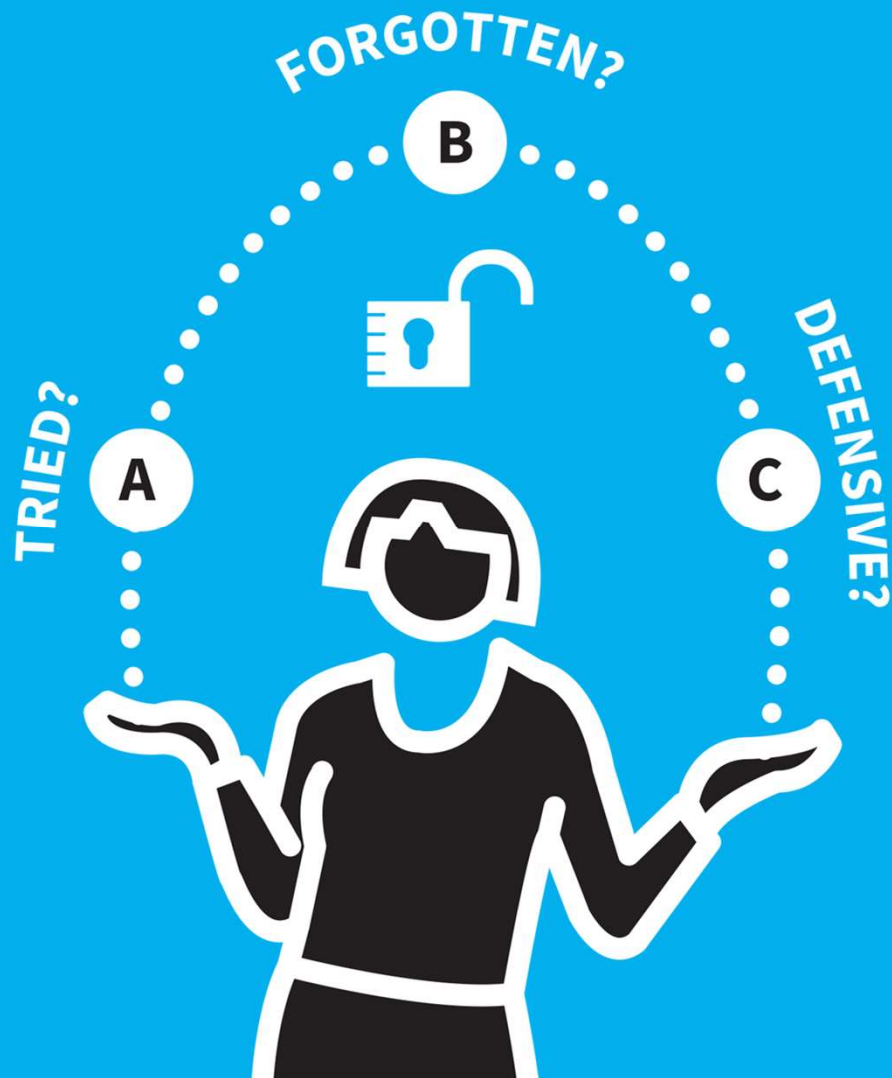
QUESTIONING & FEEDBACK



NO OPT OUT

SERIES QUESTIONING & FEEDBACK

- 1 ASK A QUESTION AND COLD CALL
- 2 EXPLORE '*DON'T KNOW*' RESPONSES
- 3 PROVIDE THE CORRECT ANSWER
- 4 GO BACK AND CHECK FOR UNDERSTANDING
- 5 BREAK THE '*DON'T KNOW*' DEFENSIVE HABIT



TEACHING
WALKTHRUS

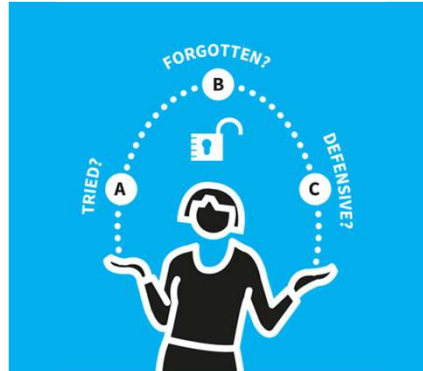
A|D|A|P|T

NO OPT OUT

1 2 3 4 5



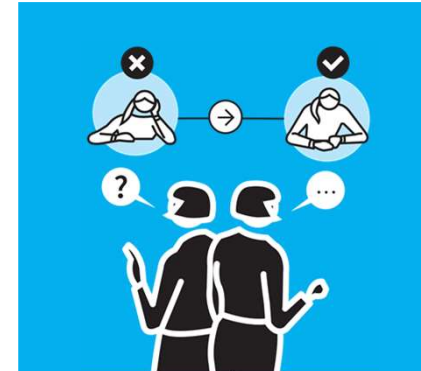
ASK A QUESTION AND COLD CALL



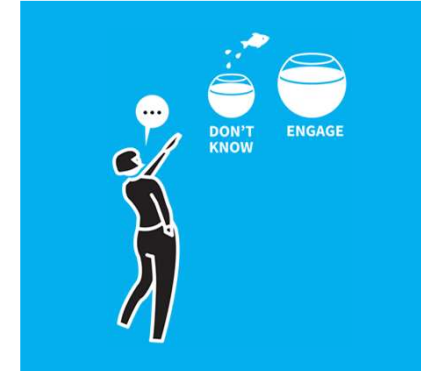
EXPLORE 'DON'T KNOW' RESPONSES



PROVIDE THE CORRECT ANSWER



GO BACK AND CHECK FOR UNDERSTANDING



BREAK THE 'DON'T KNOW' DEFENSIVE HABIT



- No Opt Out is defined by Doug Lemov in *Teach Like a Champion*: a routine for when students don't know an answer or offer 'I don't know' as a kind of defence.
- In the right spirit, No Opt Out supports students to build confidence, increasing their knowledge and overriding unhelpful defence mechanisms.
- It conveys a belief that 'I know you can do this' and reinforces high expectations of engagement and thinking.



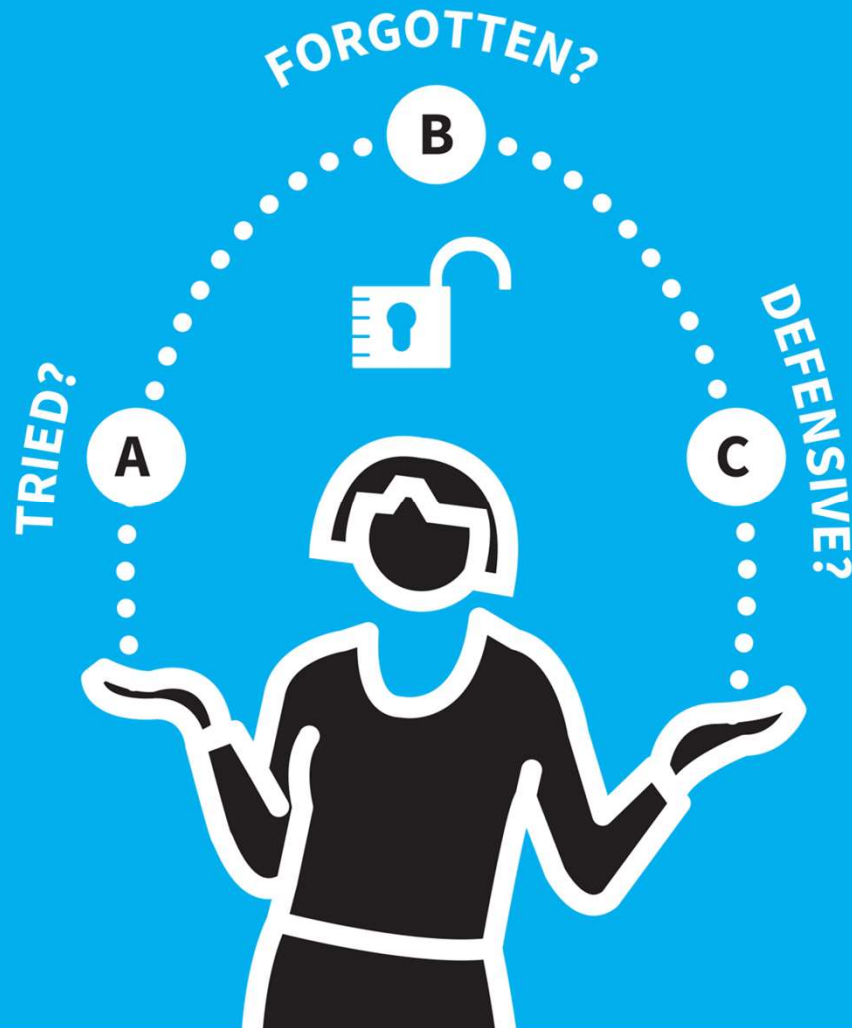
ASK A QUESTION AND COLD CALL

- During a questioning exchange, follow the first **Cold Call** steps, beginning by asking a question that is addressed to the whole class.
- Don't accept hands up or calling out.
- Give some thinking time.
- Select a student to respond, making it feel like a warm invitation to participate – not a *gotcha*, trying to catch them out.



EXPLORE '*DON'T KNOW*' RESPONSES

- Where a student says '*I don't know*', explore the reason by asking follow-up questions and giving prompts.
- Try to establish whether they don't know, having tried to work it out; whether they have forgotten; or whether they are simply putting up a defence.





PROVIDE THE CORRECT ANSWER

- Either:
 - Ask other students to provide an answer or share their ideas.
 - If you get a good answer, move to step 4.
 - If, after asking 3–4 students, nobody you asked knows the answer, ask for a volunteer: does anyone know?
- Or:
 - Simply give the answer yourself. Tell the class directly.





GO BACK AND CHECK FOR UNDERSTANDING

- The key to No Opt Out. Having obtained or given a good answer, check that all students who answered '*I don't know*' now do know and understand.
- Ask them to:
 - Repeat a definition or meaning.
 - Re-explain a concept or procedure.
 - Repeat the instructions.
- This allows them to rehearse their thinking and practise using vocabulary.





BREAK THE '*DON'T KNOW*' DEFENSIVE HABIT

- Once a routine is established, students learn that a '*don't know*' response is never the end of the process; they will be expected to engage further:
- What's 19×9 ? Michael? Don't know.
- OK...John? *I have 10×19 is 190; take away 19, gives me 171.*
- Thanks. So, Michael...what is 19×9 ?
- Michael responds. He can't opt out. He's kept in the fold of '*knowers*'.

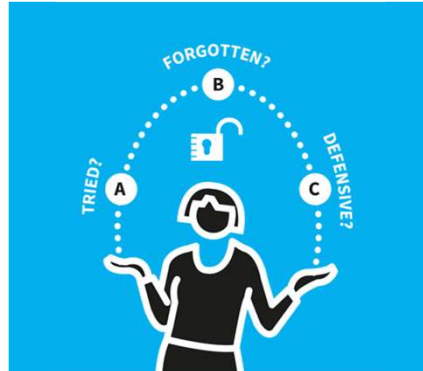


NO OPT OUT

1 2 3 4 5



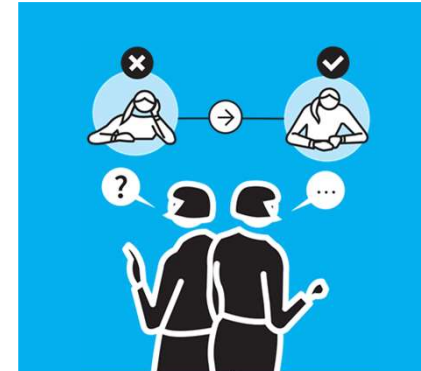
ASK A QUESTION AND COLD CALL



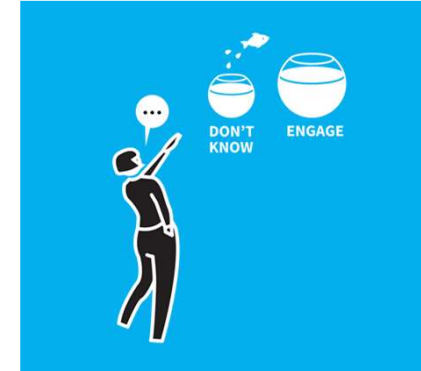
EXPLORE 'DON'T KNOW' RESPONSES



PROVIDE THE CORRECT ANSWER



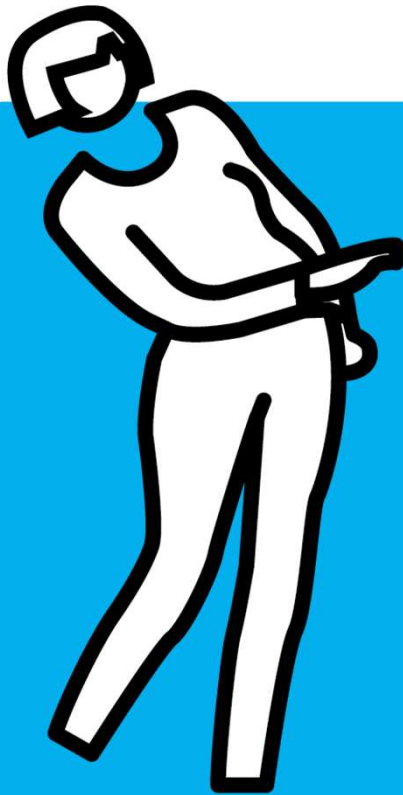
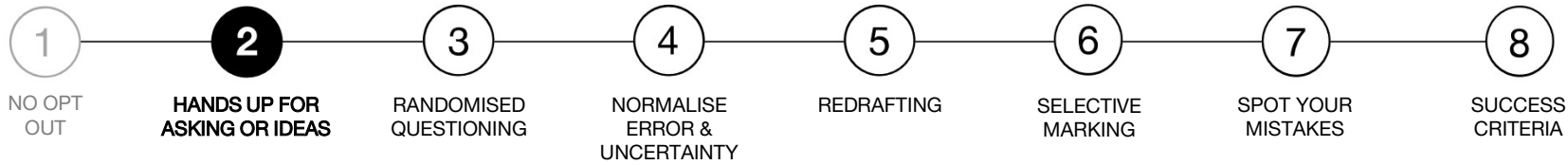
GO BACK AND CHECK FOR UNDERSTANDING



BREAK THE 'DON'T KNOW' DEFENSIVE HABIT



- No Opt Out is defined by Doug Lemov in *Teach Like a Champion*: a routine for when students don't know an answer or offer '*I don't know*' as a kind of defence.
- In the right spirit, No Opt Out supports students to build confidence, increasing their knowledge and overriding unhelpful defence mechanisms.
- It conveys a belief that '*I know you can do this*' and reinforces high expectations of engagement and thinking.



NEXT UP

**HANDS UP FOR ASKING
OR IDEAS**



HANDS UP FOR ASKING OR IDEAS

SERIES QUESTIONING & FEEDBACK

- 1 ESTABLISH THE EXPECTATIONS
- 2 WELCOME THE INPUT AND REINFORCE THE EXPECTATION
- 3 ANSWER THE QUESTION
- 4 OR ENGAGE WITH IDEAS
- 5 ENGAGE OTHERS AND CHECK FOR UNDERSTANDING



TEACHING
WALKTHRUS

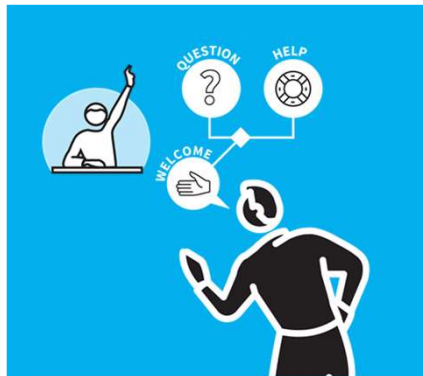
A|D|A|P|T

HANDS UP FOR ASKING OR IDEAS

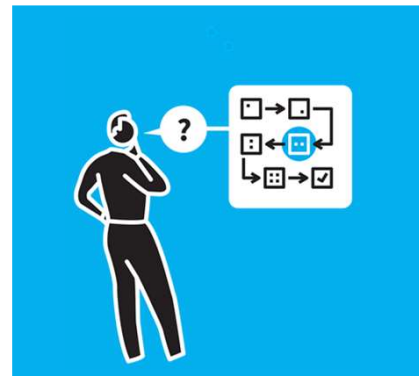
1 2 3 4 5



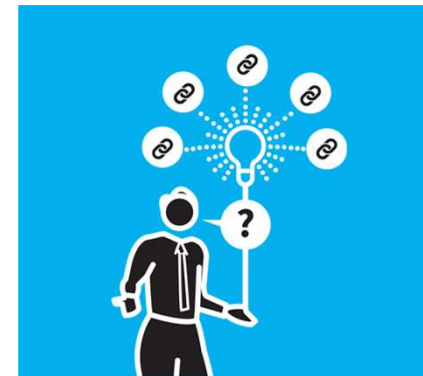
ESTABLISH THE EXPECTATIONS



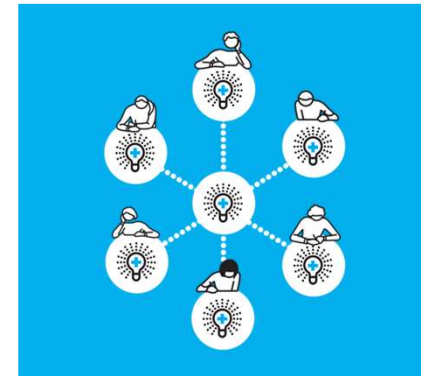
WELCOME THE INPUT AND REINFORCE THE EXPECTATION



ANSWER THE QUESTION



OR ENGAGE WITH IDEAS



ENGAGE OTHERS AND CHECK FOR UNDERSTANDING



- Students need a means of asking questions, offering ideas or making observations.
- Where **Cold Calling** is the norm for teacher questioning, 'hands up' becomes available as a signal for when a student wants to make a contribution of this kind.
- It's a helpful distinction to make, preventing classroom exchanges becoming stifled with students feeling they can't offer ideas or ask for help.

HANDS UP FOR ASKING OR IDEAS

1 2 3 4 5



ESTABLISH THE EXPECTATIONS

- Establish the process explicitly with a two-way meaning:
 - *If you have a question or an idea or want some help, raise your hand.*
 - *If you raise your hand, I will assume that you have a question or an idea or want some help.*
- This is different to when we **Cold Call** questions. *When I ask a question, I will choose who I want to respond.*



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

HANDS UP FOR ASKING OR IDEAS

1 2 3 4 5



WELCOME THE INPUT AND REINFORCE THE EXPECTATION

- During the flow of a lesson, if a student raises a hand, welcome their input while reinforcing expectations:
 - *'Thank you Jason, what's your question? Or do you need help?'*
- If this happens while you are **Cold Calling**, reinforce the opposite:
 - *'Thanks Jason, but we're giving everyone time to think; I'll select someone to answer in a minute.'*



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

HANDS UP FOR ASKING OR IDEAS

① ② ③ ④ ⑤



ANSWER THE QUESTION

- If the question feeds into the material at hand, either answer it directly:
‘Great question Jason. The reason is...’
- Or use **Probing Questioning** to help the student answer their own question:
‘Can you see the connection here? Why was this step needed?’
- If the question is potentially distracting:
‘Great question Jason. I’ll come back to that in just a while.’



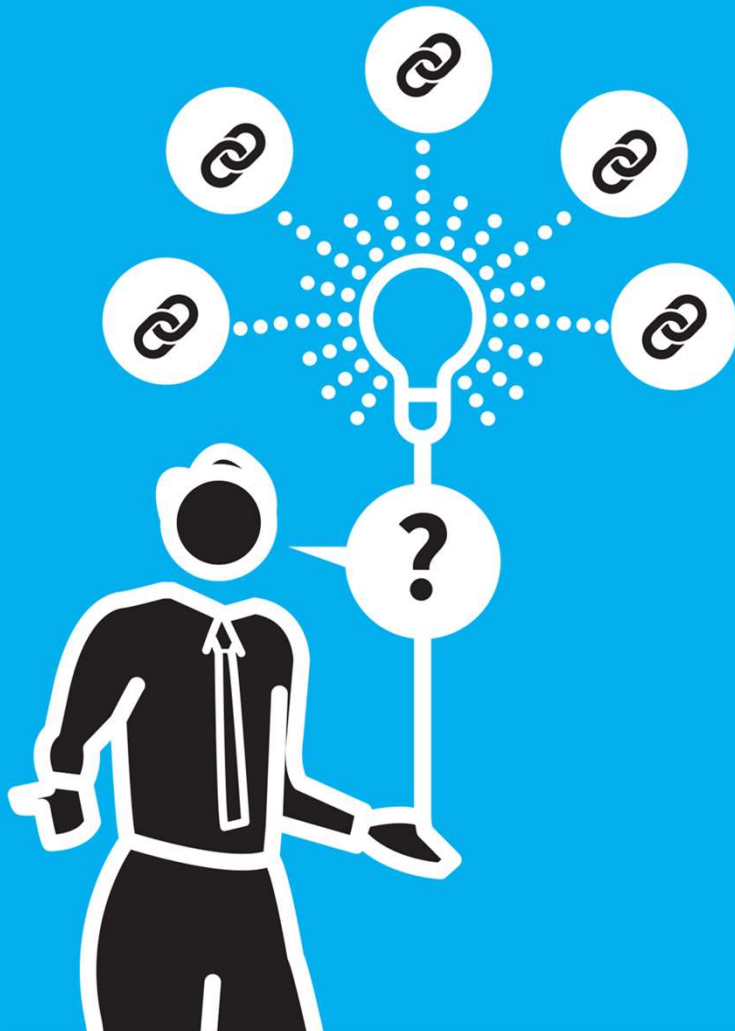
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

HANDS UP FOR ASKING OR IDEAS

① ② ③ ④ ⑤



OR ENGAGE WITH IDEAS

- To support deeper learning, explore ideas, beyond simply airing them.
 - ‘Daisy – a great idea. Why do you think that?’*
 - ‘Sam – that’s really interesting. What effect would that have?’*
 - ‘Chris – nice idea. Do you think that would work in practice?’*
- Even basic dialogue raises expectations in terms of depth of thinking, linking ideas to the concepts under discussion.



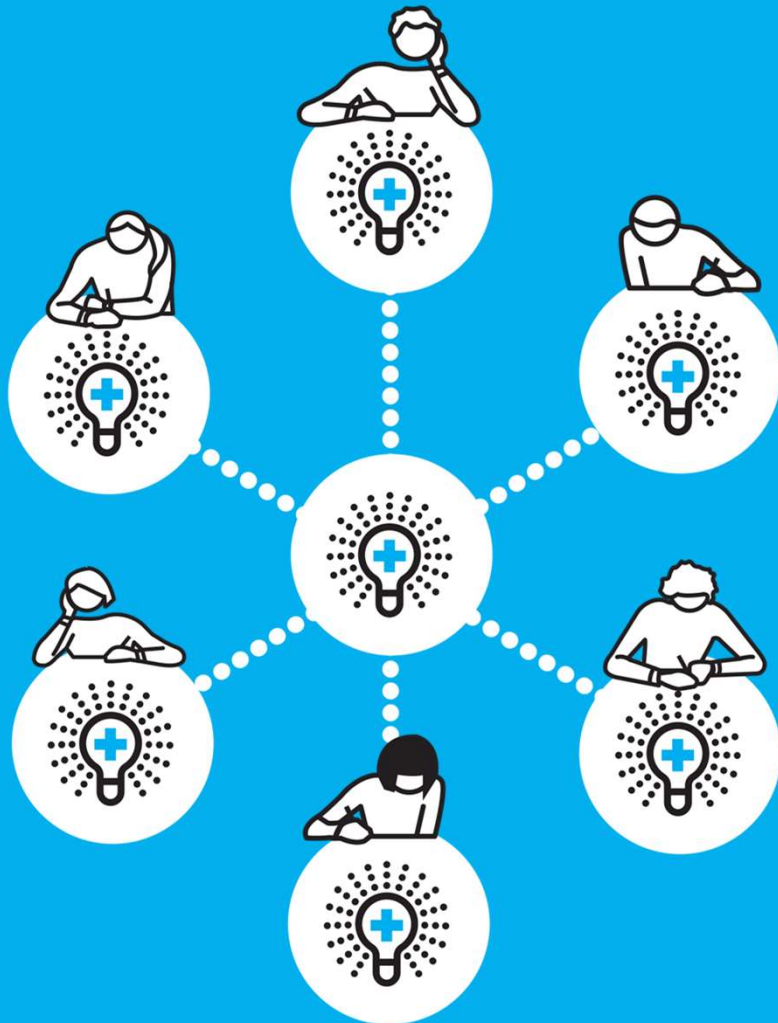
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

HANDS UP FOR ASKING OR IDEAS

1 2 3 4 5



ENGAGE OTHERS AND CHECK FOR UNDERSTANDING

- Ideally, students' questions and ideas benefit everyone in the class. **Check for Understanding**, sampling the room to check others heard and understood.
'Clara – what do you think of Daisy's idea? Would you agree with that?'
- Reinforce the expectation that students' contributions flow from having listened to what other students have already said.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

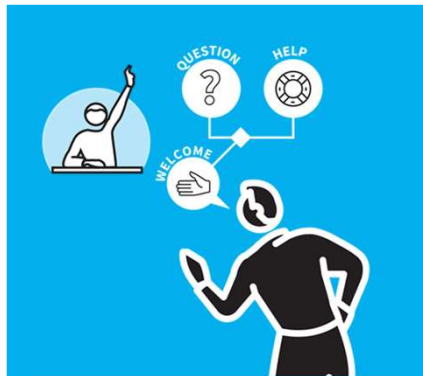
A|D|A|P|T

HANDS UP FOR ASKING OR IDEAS

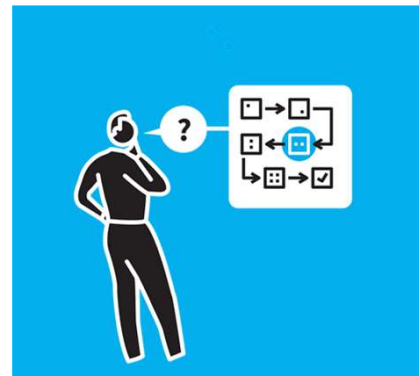
1 2 3 4 5



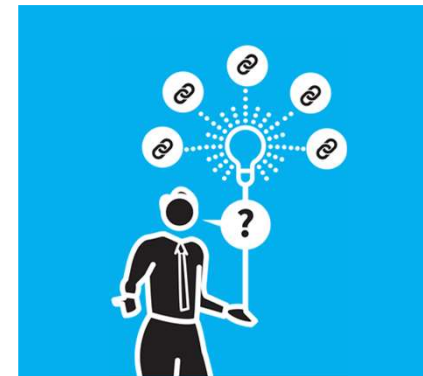
ESTABLISH THE EXPECTATIONS



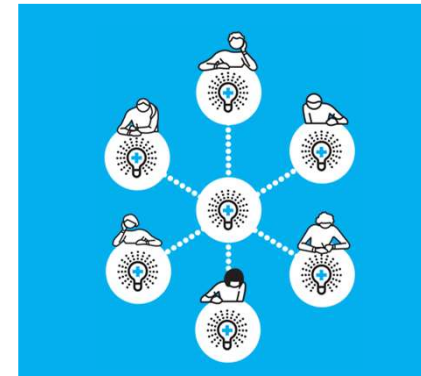
WELCOME THE INPUT AND REINFORCE THE EXPECTATION



ANSWER THE QUESTION



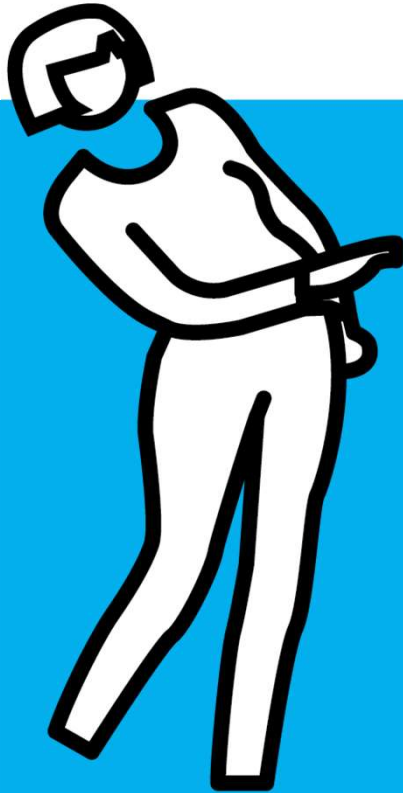
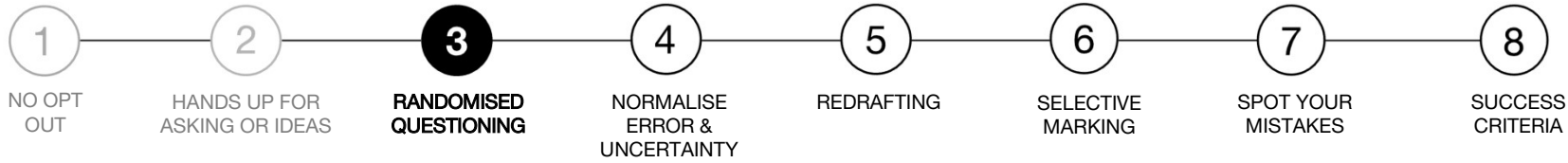
OR ENGAGE WITH IDEAS



ENGAGE OTHERS AND CHECK FOR UNDERSTANDING



- Students need a means of asking questions, offering ideas or making observations.
- Where **Cold Calling** is the norm for teacher questioning, 'hands up' becomes available as a signal for when a student wants to make a contribution of this kind.
- It's a helpful distinction to make, preventing classroom exchanges becoming stifled with students feeling they can't offer ideas or ask for help.



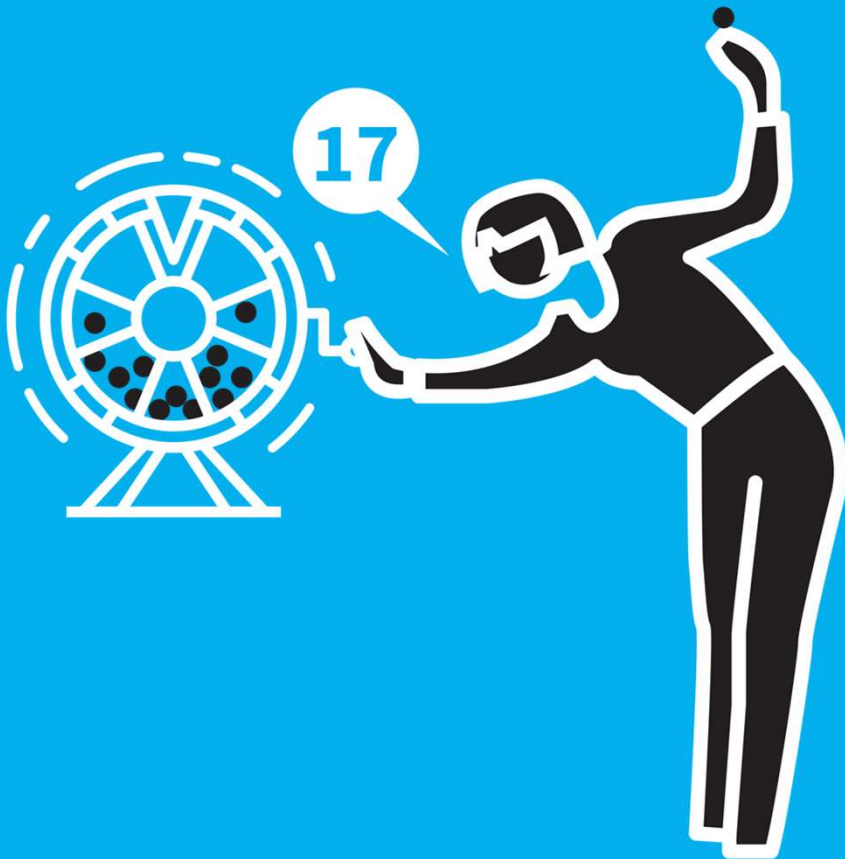
NEXT UP

RANDOMISED
QUESTIONING

RANDOMISED QUESTIONING

SERIES QUESTIONING & FEEDBACK

- 1 SET-UP A RANDOMISING SYSTEM; ESTABLISH THE ROUTINE
- 2 ASK THE CLASS THE QUESTION AND GIVE THINKING TIME
- 3 INITIATE THE RANDOM SELECTION
- 4 ASK THE SELECTED STUDENT AND PROBE
- 5 REPEAT THE PROCESS



TEACHING
WALKTHRUS

A|D|A|P|T

RANDOMISED QUESTIONING

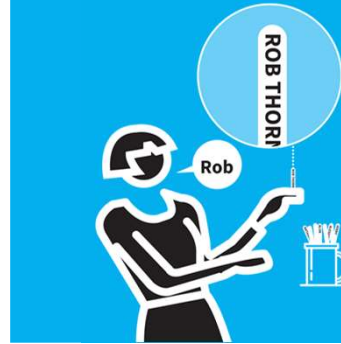
1 2 3 4 5



SET-UP A RANDOMISING SYSTEM; ESTABLISH THE ROUTINE



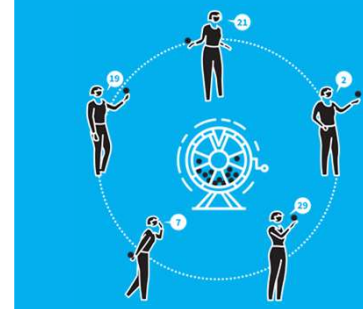
ASK THE CLASS THE QUESTION AND GIVE THINKING TIME



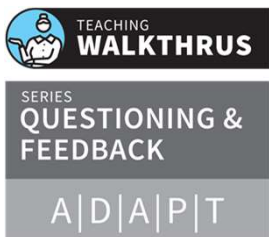
INITIATE THE RANDOM SELECTION



ASK THE SELECTED STUDENT AND PROBE



REPEAT THE PROCESS



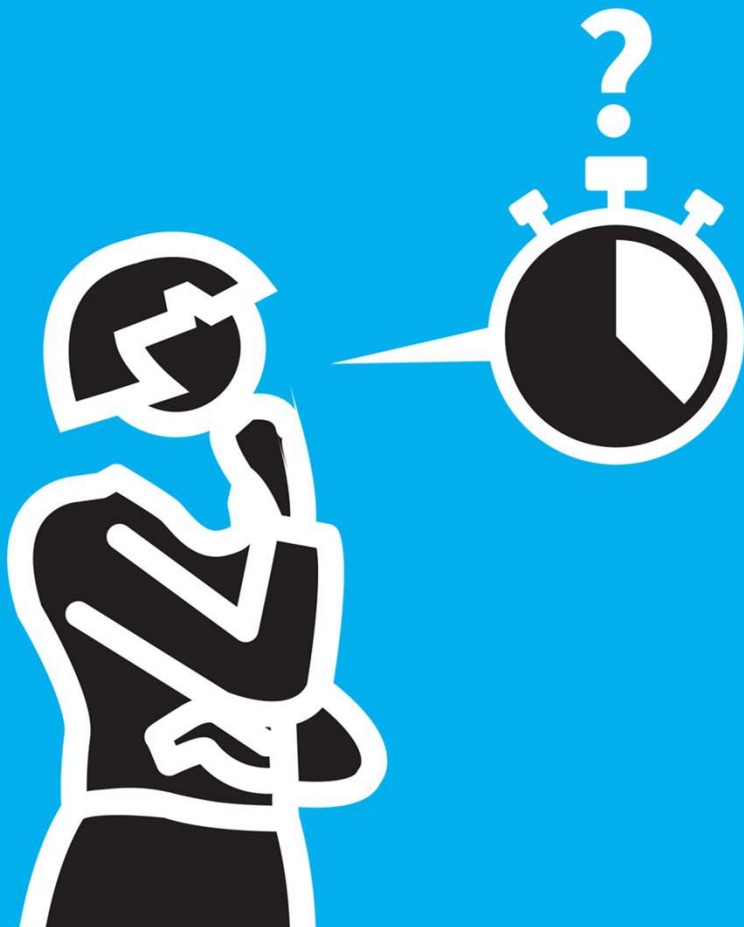
- A pitfall of questioning is our unconscious bias to focus on certain students in a room, while avoiding or neglecting others.
- Even if well intentioned, it's not always possible to be sure that this isn't happening.
- Randomising the questioning takes the choice of who to ask out of your hands and, used judiciously, can be a useful supplement to **Cold Calling**.



SET-UP A RANDOMISING SYSTEM; ESTABLISH THE ROUTINE

- **Lollipop sticks:** students' names on a stick, chosen from a pot, then replaced.
- **A number generator:** students have a number; numbers chosen randomly.
- **Name selection software:** students' names entered into a digital selector.
- Each tool needs to be introduced with explicit rehearsal so the process is time efficient.





ASK THE CLASS THE QUESTION AND GIVE THINKING TIME

- Once the random method has been established, students know that they could be asked to answer.
- Ask a question so everyone can see or hear, including them all in the thinking process. It should be explicit that anyone might be asked.
- Give appropriate thinking time for the difficulty of the question before the random selection.



RANDOMISED QUESTIONING

① ② ③ ④ ⑤



INITIATE THE RANDOM SELECTION

- When ready, start the random selection.
 - Pick out the lollipop stick.
 - Or generate the number.
 - Or run the name selector.
- Remember the purpose: to select a student in an unbiased manner. It's not to create a huge drama out of the anticipation.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

RANDOMISED QUESTIONING

① ② ③ ④ ⑤



ASK THE SELECTED STUDENT AND PROBE

- Invite the student to respond with their answer.
- Try to prevent this being a major '*gotcha*' – as if it's something to avoid. Make it as matter-of-fact as you can to normalise it.
- Listen to the response and probe for further understanding.



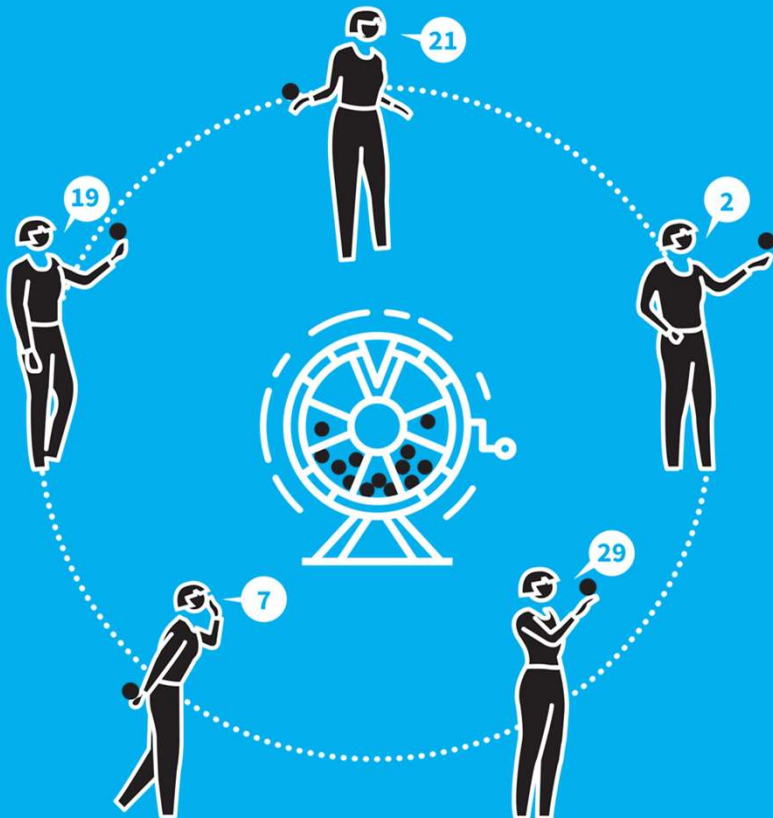
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

RANDOMISED QUESTIONING

1 2 3 4 5



REPEAT THE PROCESS

- Re-run the randomising process to select another student. This could be for the same question – to gain a range of responses.
- Always be sure to ask everyone and give thinking time before you select.
- Blend with **Cold Calling**. Randomising is explicitly impersonal – you did not choose; **Cold Calling** explicitly is your choice – students know you personally wanted to hear from them.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

RANDOMISED QUESTIONING

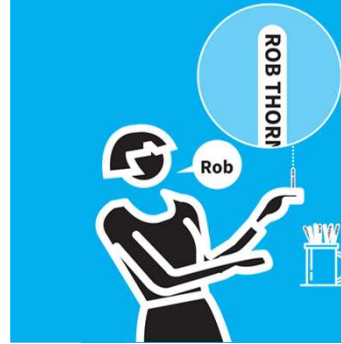
1 2 3 4 5



SET-UP A RANDOMISING SYSTEM; ESTABLISH THE ROUTINE



ASK THE CLASS THE QUESTION AND GIVE THINKING TIME



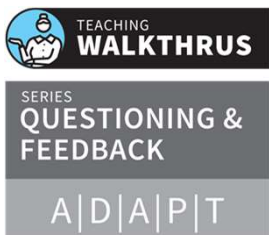
INITIATE THE RANDOM SELECTION



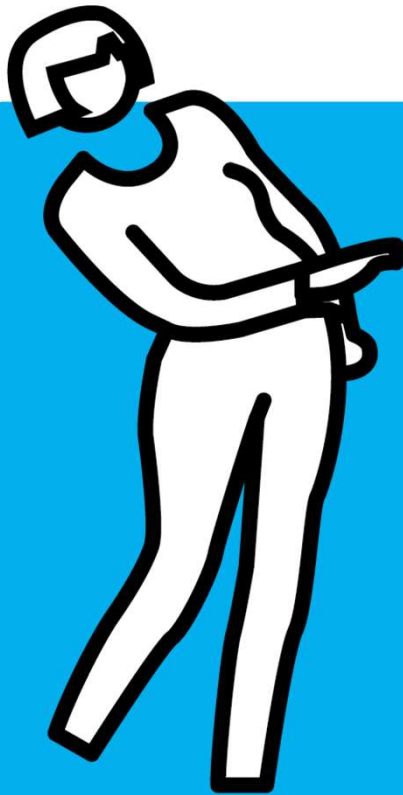
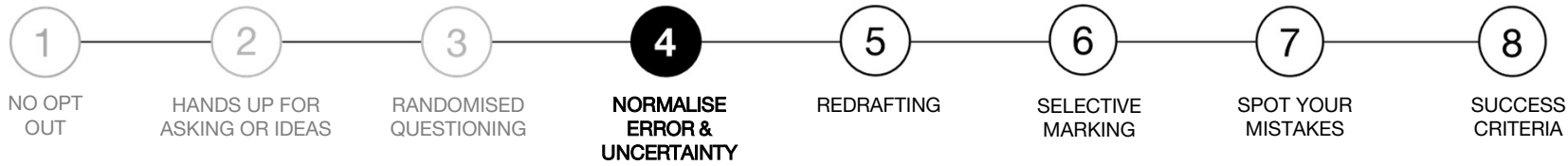
ASK THE SELECTED STUDENT AND PROBE



REPEAT THE PROCESS

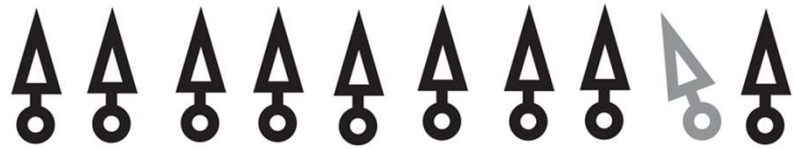


- A pitfall of questioning is our unconscious bias to focus on certain students in a room, while avoiding or neglecting others.
- Even if well intentioned, it's not always possible to be sure that this isn't happening.
- Randomising the questioning takes the choice of who to ask out of your hands and, used judiciously, can be a useful supplement to **Cold Calling**.



NEXT UP

NORMALISE ERROR & UNCERTAINTY



NORMALISE ERROR & UNCERTAINTY

SERIES QUESTIONING & FEEDBACK

- 1 ASSUME AND EMBRACE UNCERTAINTY
- 2 EXPLORE MISCONCEPTIONS AND ERRORS WHILE EXPLAINING
- 3 EMBRACE ERROR DURING QUESTIONING
- 4 EMPHASISE UNCERTAINTY WITHIN METACOGNITIVE TALK
- 5 EXPLORE ERRORS IN TEST FEEDBACK

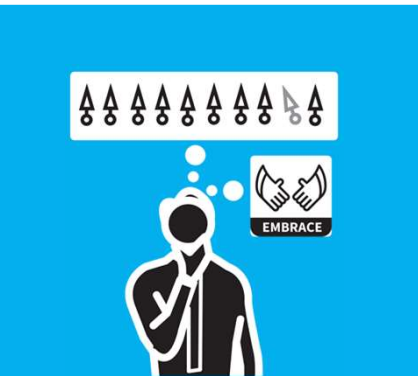


TEACHING
WALKTHRUS

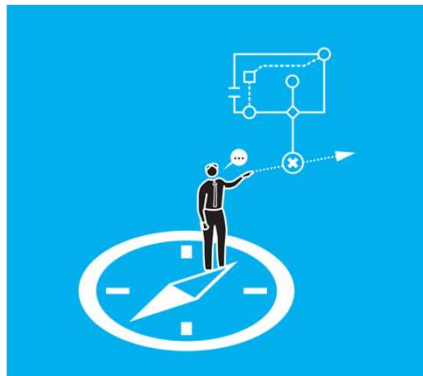
A|D|A|P|T

NORMALISE ERROR & UNCERTAINTY

1 2 3 4 5



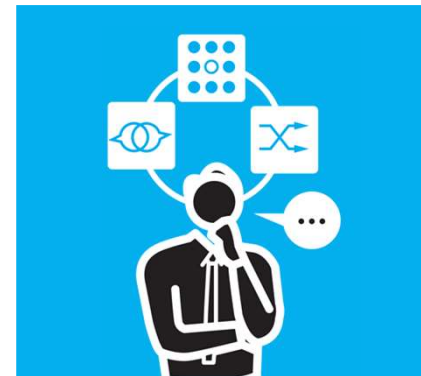
ASSUME AND EMBRACE
UNCERTAINTY



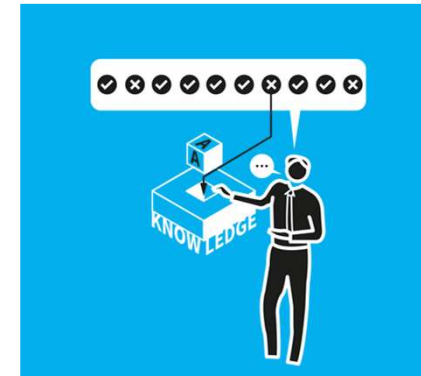
EXPLORE MISCONCEPTIONS
AND ERRORS WHILE
EXPLAINING



EMBRACE ERROR DURING
QUESTIONING



EMPHASISE UNCERTAINTY
WITHIN METACOGNITIVE TALK



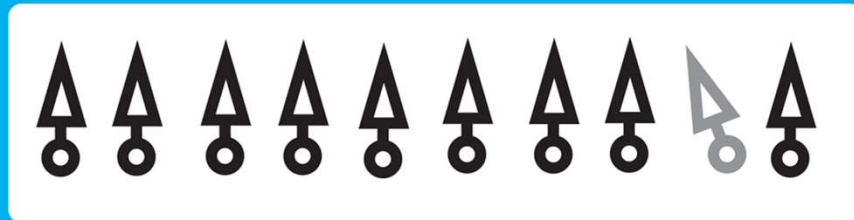
EXPLORE ERRORS IN TEST
FEEDBACK



- If a student is struggling with the work, how do you want them to feel? Ideally you want a climate where they could express doubts, uncertainties, confusion.
- If that climate is not present, this makes them anxious; it also leads them to engage in masking behaviours, pretending to know; borrowing answers from others.
- Normalise uncertainty and make tackling errors and misunderstandings an everyday low-threat part of classroom life.

NORMALISE ERROR & UNCERTAINTY

1 2 3 4 5



ASSUME AND EMBRACE UNCERTAINTY

- Adopt a mindset always assuming some students in your class are harbouring uncertainties – it's just a case of allowing them to surface.
- It's easy to slip into a pattern of continually emphasising correctness or taking a few strong responses to represent the class.
- Assume uncertainty is present and that errors have been made and try to seek them out. Anticipate and welcome it.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

EXPLORE MISCONCEPTIONS AND ERRORS WHILE EXPLAINING

- During instructional phases, use errors and common misconceptions as teaching points. Explore the reasons behind them.
 - *'What mistake has this student made in this example?'*
 - *'What could the student have done to make this more accurate?'*
 - *'Some people believe this is true. Why is that actually a false interpretation?'*





EMBRACE ERROR DURING QUESTIONING

- During questioning, help students explore their understanding, improving responses. Avoid making incomplete or incorrect answers something to hide.
- Anticipate what to say if students make mistakes. Help them turn it around, re-teaching as needed, without making them feel foolish:
 - *'That's not quite right; I see what you've done but let's have another think.'*



NORMALISE ERROR & UNCERTAINTY

1 2 3 4 5



EMPHASISE UNCERTAINTY WITHIN METACOGNITIVE TALK

- When modelling writing or problem-solving, as you narrate your thinking, emphasise the points where decisions are intrinsically uncertain or arbitrary.
- *'My instinct might be to think the car must be accelerating – it's going so fast – but then I remember at steady speed, the acceleration must be zero; so the total force must also be zero.'*
- *'I tried "gloomy sky" but then felt "grey monotonous sky" was more interesting.'*



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

NORMALISE ERROR & UNCERTAINTY

① ② ③ ④ ⑤

EXPLORE ERRORS IN TEST FEEDBACK

- When going over a test, emphasise where students make mistakes alongside celebrating correct answers.
- e.g. rather than focusing on full marks, find students with 7 out of 10. They will be reasonably pleased and will comfortably volunteer the questions they got wrong.
- This models that going over incorrect answers is unthreatening. A test identifies gaps in our knowledge; reward students for volunteering errors.



TEACHING
WALKTHRUS

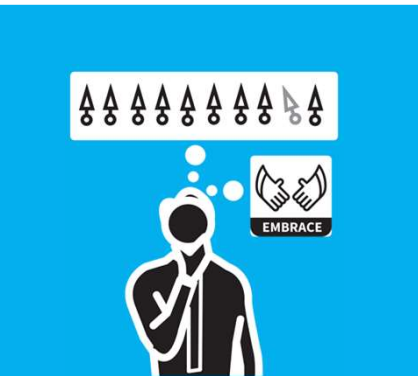
SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

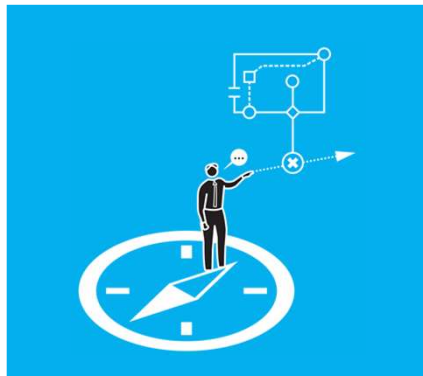


NORMALISE ERROR & UNCERTAINTY

①—②—③—④—⑤



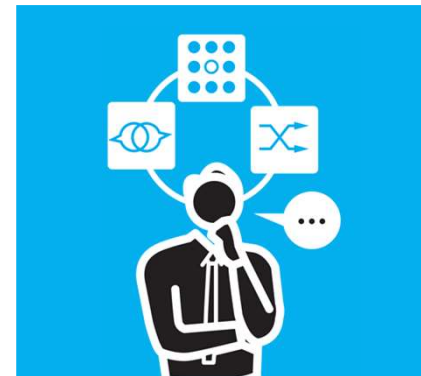
ASSUME AND EMBRACE
UNCERTAINTY



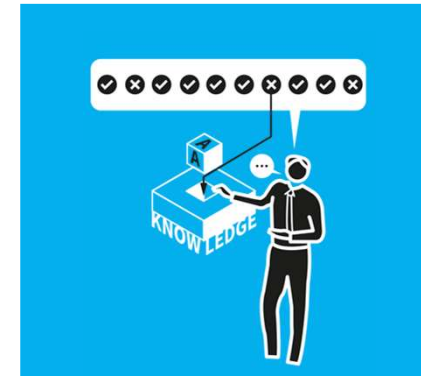
EXPLORE MISCONCEPTIONS
AND ERRORS WHILE
EXPLAINING



EMBRACE ERROR DURING
QUESTIONING



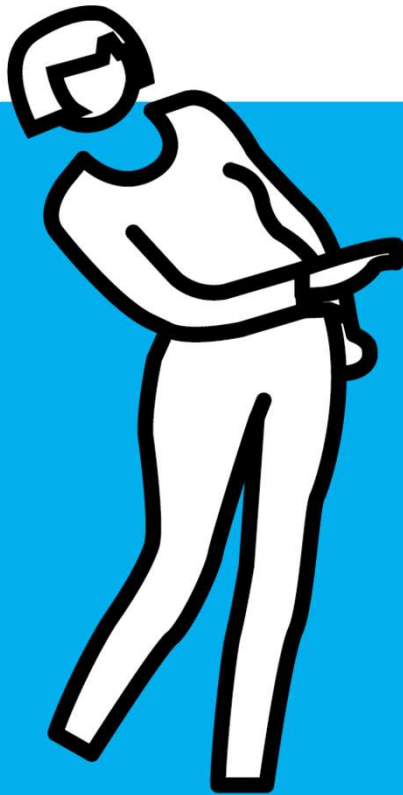
EMPHASISE UNCERTAINTY
WITHIN METACOGNITIVE TALK



EXPLORE ERRORS IN TEST
FEEDBACK



- If a student is struggling with the work, how do you want them to feel? Ideally you want a climate where they could express doubts, uncertainties, confusion.
- If that climate is not present, this makes them anxious; it also leads them to engage in masking behaviours, pretending to know; borrowing answers from others.
- Normalise uncertainty and make tackling errors and misunderstandings an everyday low-threat part of classroom life.



NEXT UP

REDRAFTING



REDRAFTING

SERIES QUESTIONING & FEEDBACK

- 1 ESTABLISH THE STANDARDS WITH EXEMPLARS
- 2 SET THE TASK, WITH SUCCESS CRITERIA
- 3 PROVIDE OR GENERATE FEEDBACK
- 4 GIVE TIME TO REPEAT THE TASK
- 5 REPEAT MULTIPLE FEEDBACK AND IMPROVEMENT CYCLES



TEACHING
WALKTHRUS

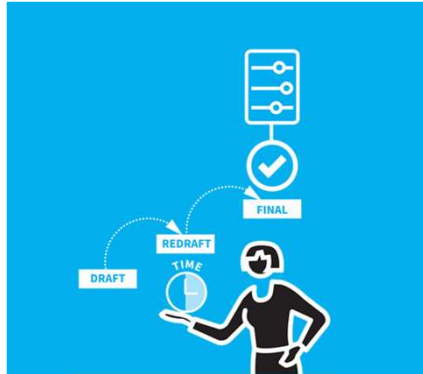
A|D|A|P|T

REDRAFTING

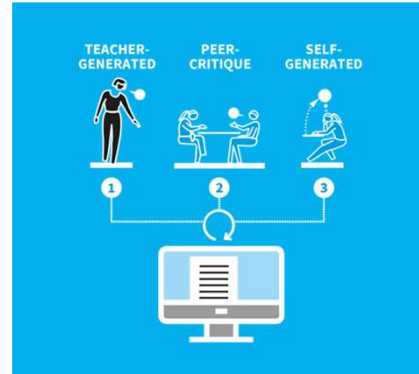
1 2 3 4 5



ESTABLISH THE STANDARDS
WITH EXEMPLARS



SET THE TASK, WITH
SUCCESS CRITERIA



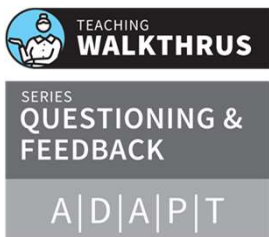
PROVIDE OR GENERATE
FEEDBACK



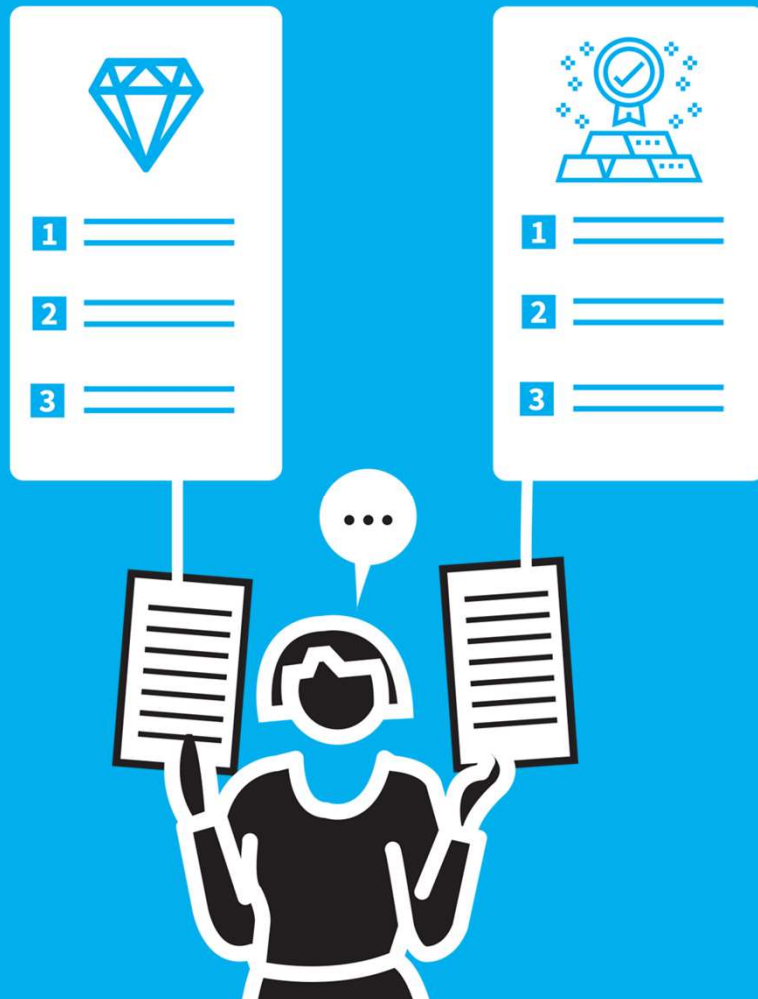
GIVE TIME TO REPEAT THE
TASK



REPEAT MULTIPLE FEEDBACK
AND IMPROVEMENT CYCLES



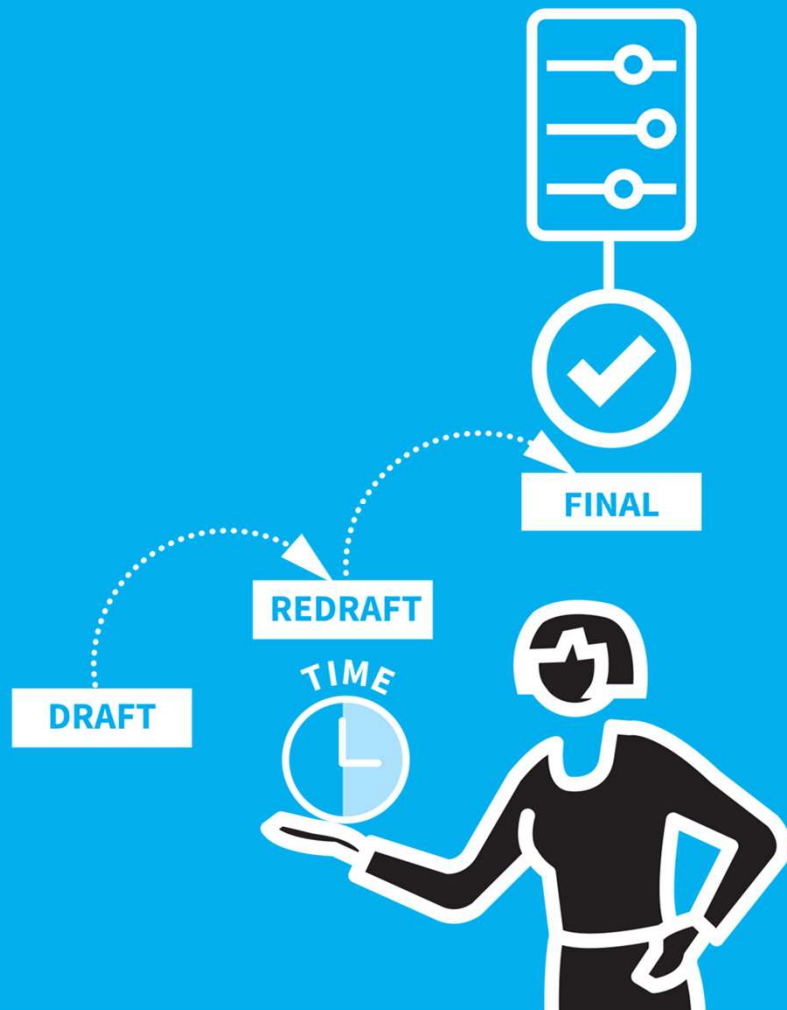
- In Ron Berger's *An Ethic of Excellence*, he asks: 'What could you produce of quality in a single draft?'
- Giving students opportunities to produce multiple drafts of some pieces of work supports them to gain experience of producing excellent work.
- This builds their esteem through accomplishments, setting standards and teaching them the process of self-directed improvement.



ESTABLISH THE STANDARDS WITH EXEMPLARS

- Invest time to **Set the Standards**. You might want to see what students do independently from the beginning, but with new learning, if they can see what excellence might look like in advance, they will be better able to pitch high.
- Use **Exemplars** showing a variety of outcomes to encourage diverse responses. Compare exemplars of middle and high standard so students see the differences themselves.





SET THE TASK, WITH SUCCESS CRITERIA

- Decide if students should know in advance that they'll get opportunities for redrafting: will it stimulate a more experimental approach or, perhaps, lead to under-pitching in the first instance?
- Success criteria can help to provide a structure for the task ahead. Agreeing *what excellence will look like* through discussion is often very fruitful.



TEACHER-GENERATED



1

PEER-CRITIQUE



2

SELF-GENERATED



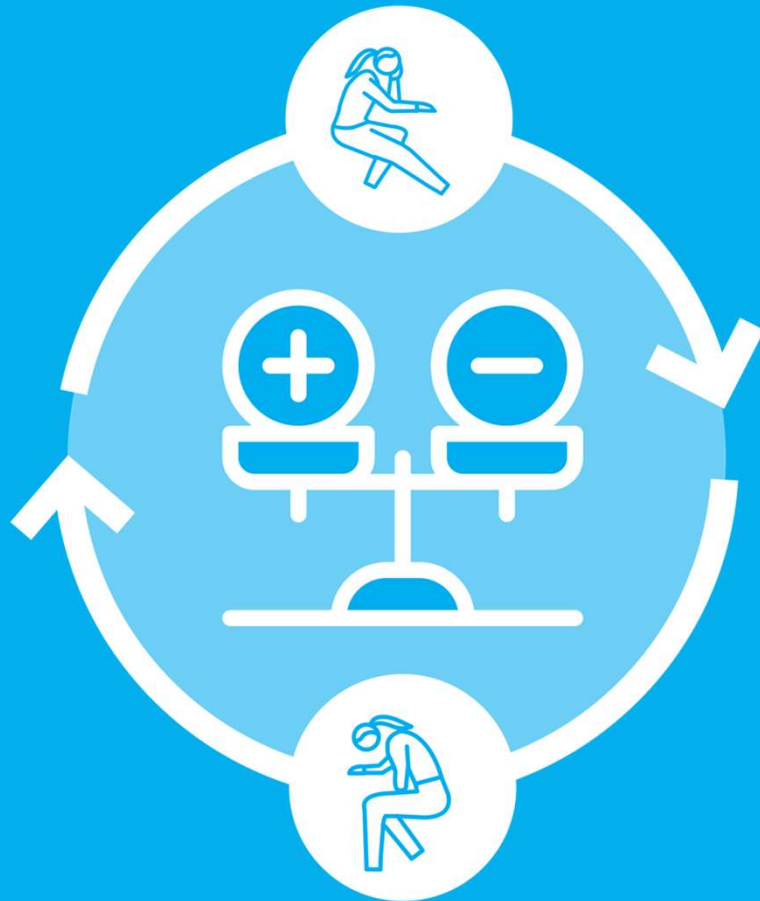
3



PROVIDE OR GENERATE FEEDBACK

- After the first draft, generate feedback through one or more processes:
 - **Teacher-generated:** verbal or written feedback, suggesting improvements or just some prompts and clues.
 - **Peer-critique:** students using success criteria to provide positive, specific feedback for each other.
 - **Self-generated:** students review their work and identify possible improvements for themselves.





GIVE TIME TO REPEAT THE TASK

- Re-run the task, with the full amount of time needed to produce an improved draft, with students acting on the feedback.





REPEAT MULTIPLE FEEDBACK AND IMPROVEMENT CYCLES

- Review each draft in the same way as before, generating feedback for students to act on, feeding into another full cycle.
- Keep feedback specific and actionable, referencing the exemplars and the success criteria.
- Feedback on the final draft is valuable but will only serve as an end-point evaluation to inform future work, rather than another draft.

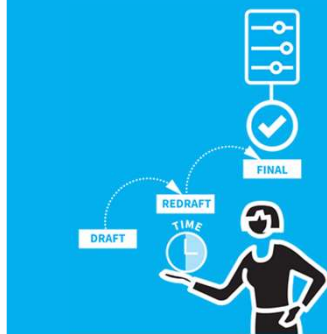


REDRAFTING

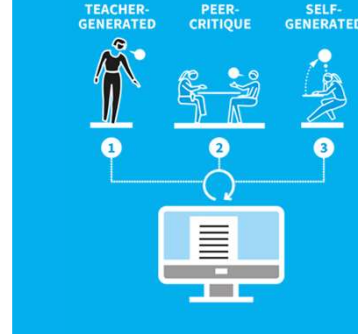
① ② ③ ④ ⑤



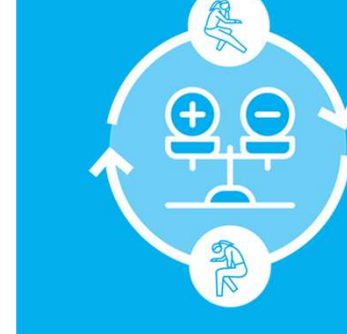
ESTABLISH THE STANDARDS
WITH EXEMPLARS



SET THE TASK, WITH
SUCCESS CRITERIA



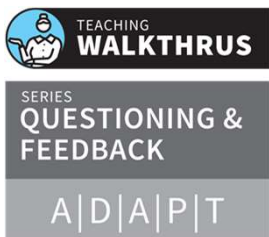
PROVIDE OR GENERATE
FEEDBACK



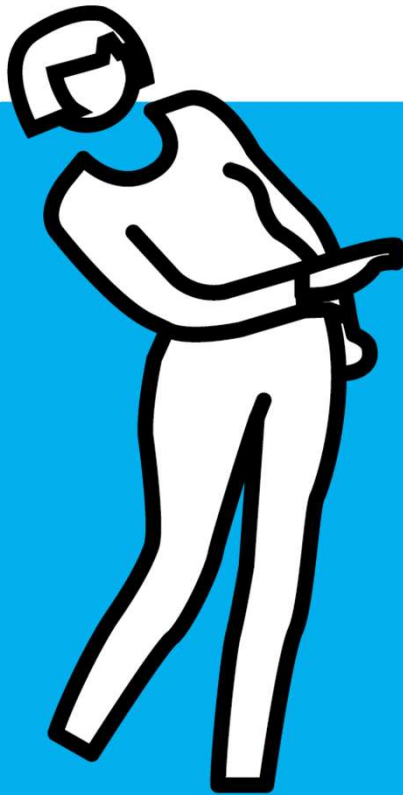
GIVE TIME TO REPEAT THE
TASK



REPEAT MULTIPLE FEEDBACK
AND IMPROVEMENT CYCLES

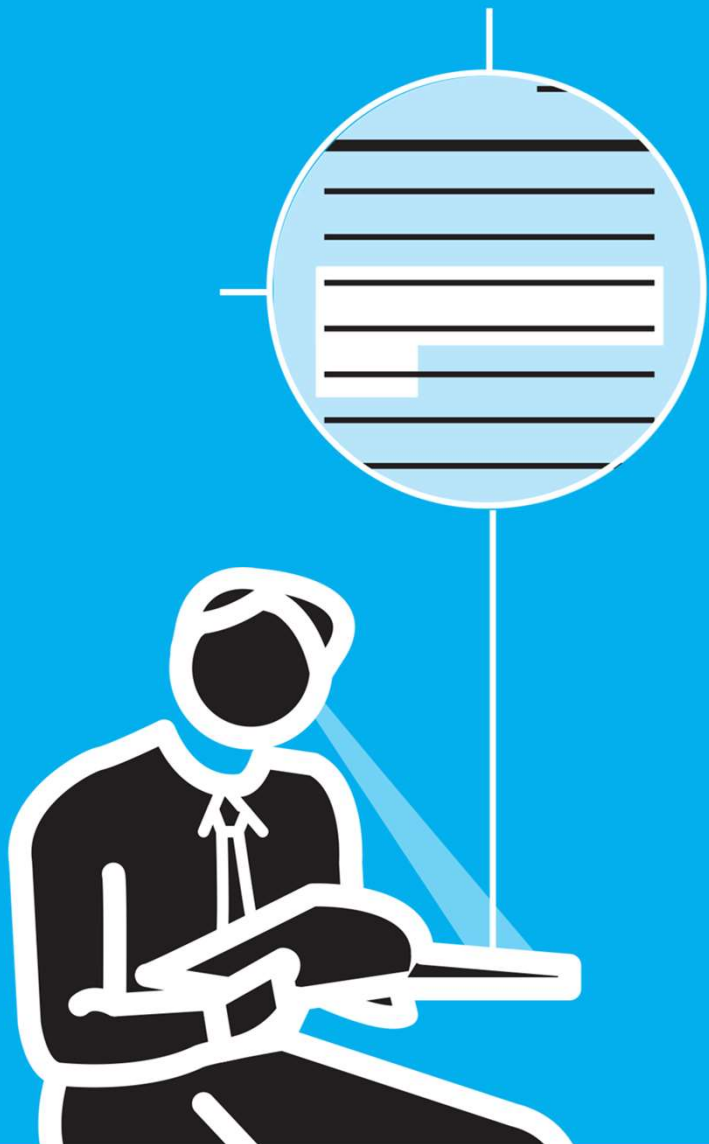


- In Ron Berger's *An Ethic of Excellence*, he asks: 'What could you produce of quality in a single draft?'
- Giving students opportunities to produce multiple drafts of some pieces of work supports them to gain experience of producing excellent work.
- This builds their esteem through accomplishments, setting standards and teaching them the process of self-directed improvement.



NEXT UP

SELECTIVE
MARKING



SELECTIVE MARKING

SERIES QUESTIONING & FEEDBACK

- 1 SET AN EXTENDED TASK AND COLLECT THE WORK
- 2 SELECT A SPECIFIC SECTION TO FOCUS ON
- 3 PROVIDE ACTIONABLE FEEDBACK
- 4 INITIATE REDRAFTING OF SELECTED SECTION
- 5 TRANSLATE IDEAS TO REMAINDER OF THE TASK



TEACHING
WALKTHRUS

A|D|A|P|T

SELECTIVE MARKING

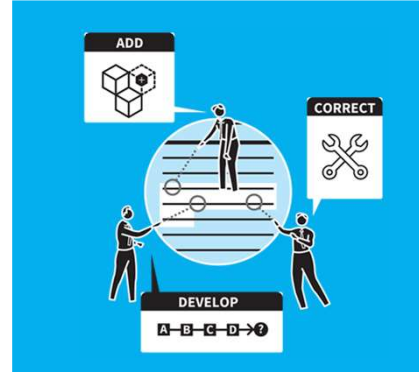
① ② ③ ④ ⑤



SET AN EXTENDED TASK
AND COLLECT THE WORK



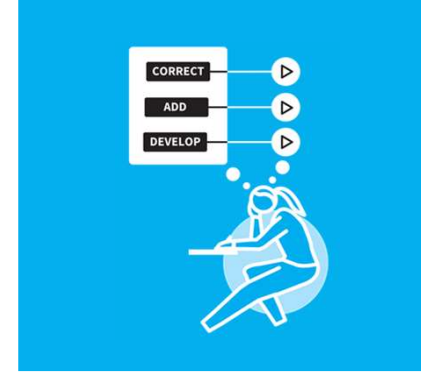
SELECT A SPECIFIC SECTION
TO FOCUS ON



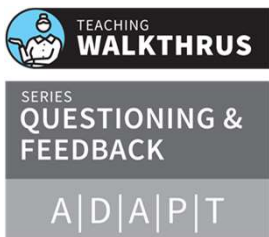
PROVIDE ACTIONABLE
FEEDBACK



INITIATE REDRAFTING OF
SELECTED SECTION



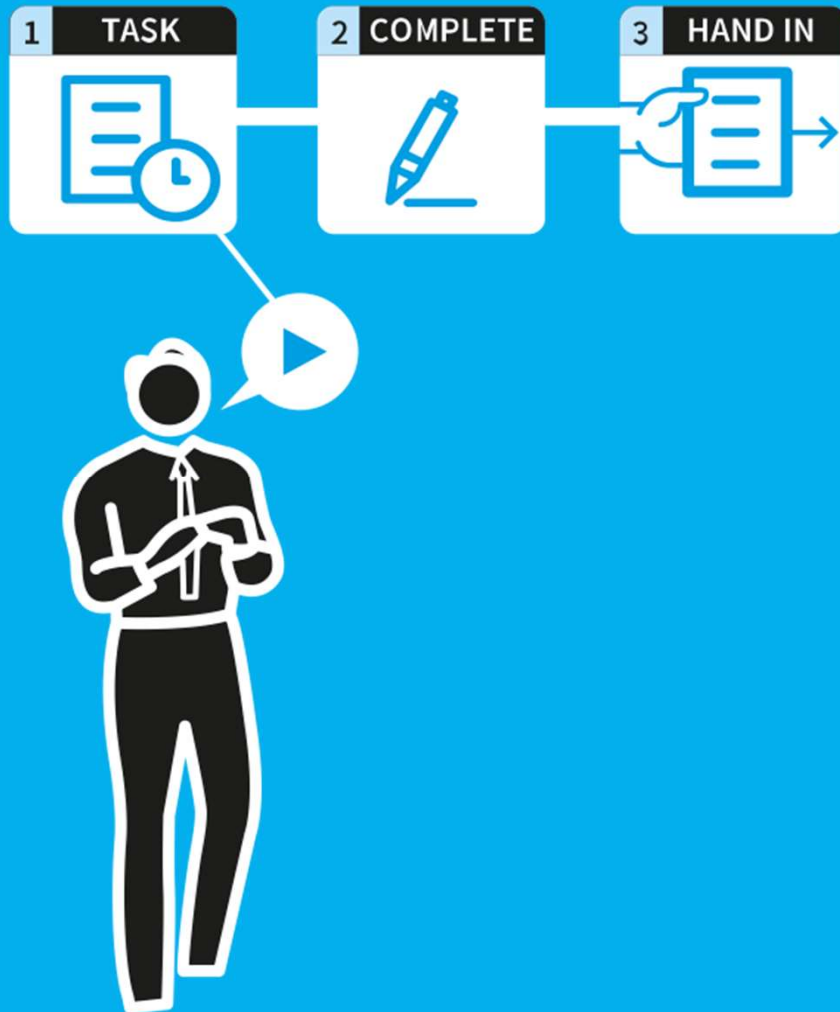
TRANSLATE IDEAS TO
REMAINDER OF THE TASK



- Marking is a useful form of feedback. A teacher makes written comments on students' work in the expectation that they will respond with improved work.
- However, the student must understand what the teacher's comments mean, allowing them to move forward in their performance or understanding.
- Often this effect can be best achieved by marking only a portion of a whole piece of work; it's easier for students to absorb and reduces teacher workload.

SELECTIVE MARKING

1 2 3 4 5



SET AN EXTENDED TASK AND COLLECT THE WORK

- Give students a task in the usual way, engaging the **Set the Standards** process, establishing **Success Criteria** and referencing exemplars.
- Make it clear that you will collect the work and evaluate it so they have that in mind as they do the work.
- Be explicit that feedback will be on a selection, managing expectations. Don't tell them which portion in advance, so they apply effort equally to all aspects.



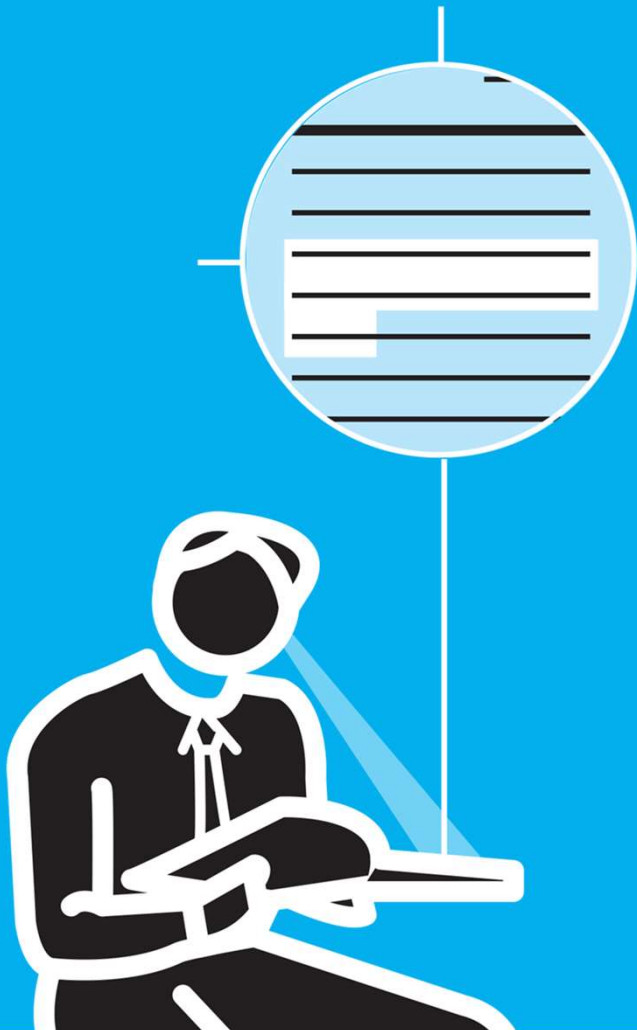
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SELECTIVE MARKING

1 2 3 4 5



SELECT A SPECIFIC SECTION TO FOCUS ON

- After reading or scanning each student's work, select a section to focus on for detailed feedback.
- This could be an equivalent section for all students or selected more individually, depending on the quality of work and the location of errors and areas for improvement.
- It can be useful to highlight the section with a box or other demarcation.



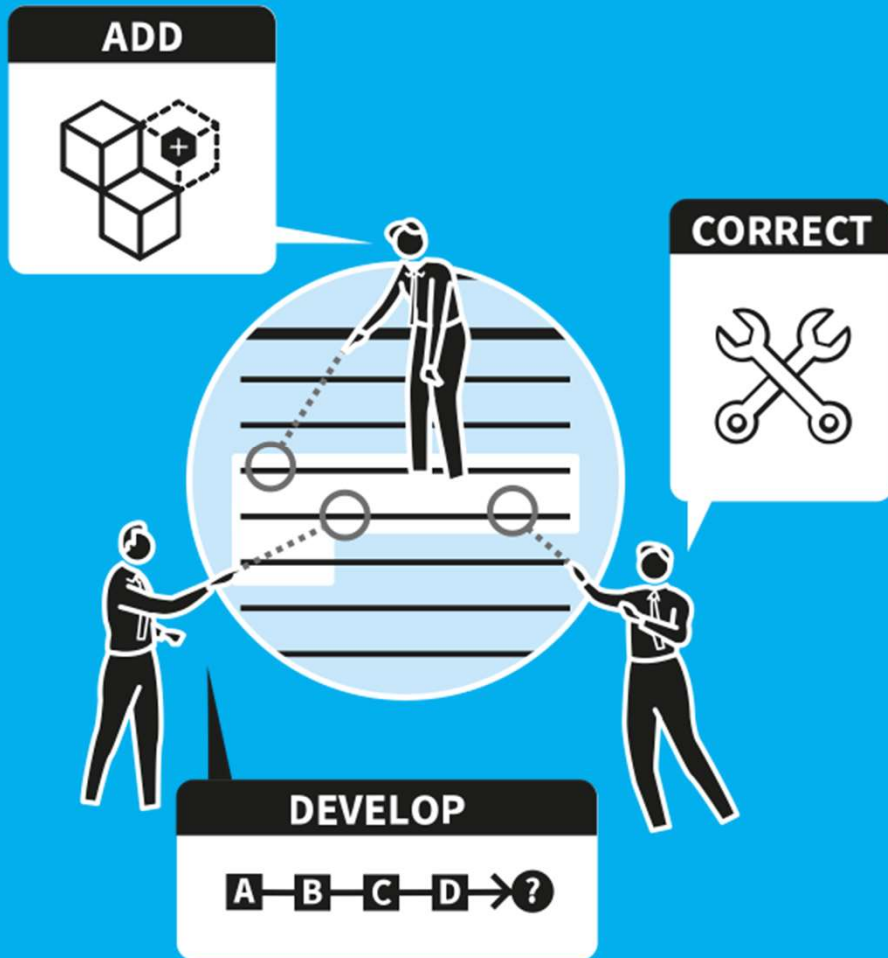
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SELECTIVE MARKING

1 2 3 4 5



PROVIDE ACTIONABLE FEEDBACK

- Focusing on the selected section, identify errors, areas for improvement.
- Provide feedback students can respond to with specific actions, correcting errors, adding more precise details, developing arguments, using more effective language.
- The key value is giving very detailed feedback on the selected section – rather than the more general feedback you might give across the whole piece.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T



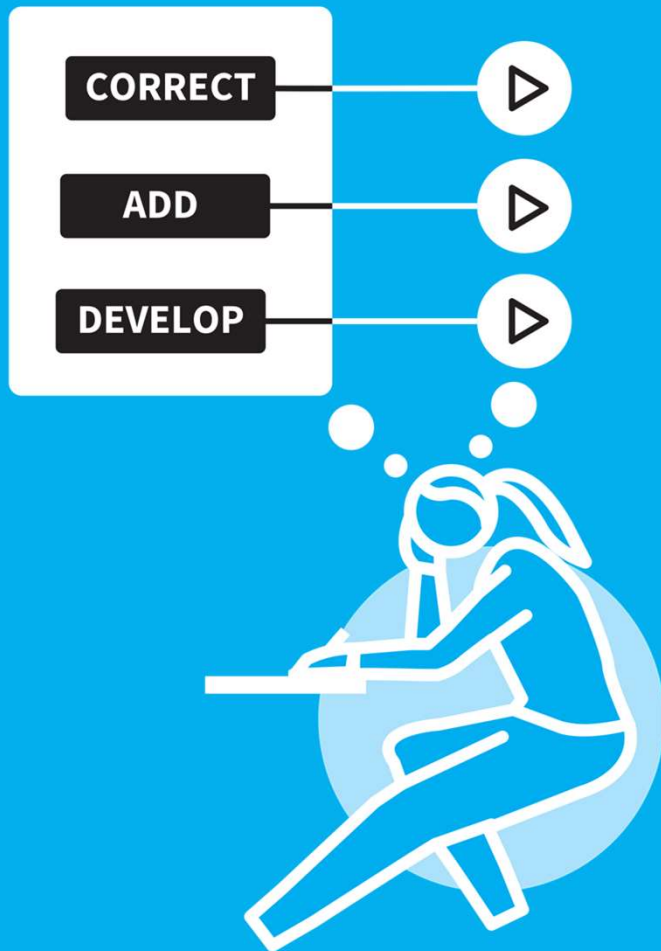
INITIATE REDRAFTING OF SELECTED SECTION

- Ask students to look at the selected section and give them time to respond to the feedback, ideally there and then.
- Supervise the process so students are responding in the way you intended. The goal is to produce an improved version of the selected section during the time allocated.
- Responding to marking in your absence is only effective if students will not need further clarification about comments.



SELECTIVE MARKING

1 2 3 4 5



TRANSLATE IDEAS TO REMAINDER OF THE TASK

- To complete the process, invite students to apply lessons they have learned from the selected marking to the rest of their work.
- This links to **Spot Your Mistakes and Success Criteria**.
- They should now be better able to self-assess the quality of their work, looking for similar areas to improve or repeated errors beyond the selected section.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SELECTIVE MARKING

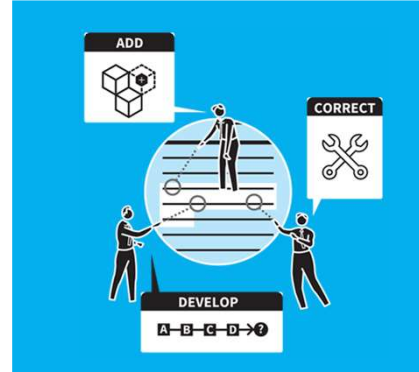
① ② ③ ④ ⑤



SET AN EXTENDED TASK
AND COLLECT THE WORK



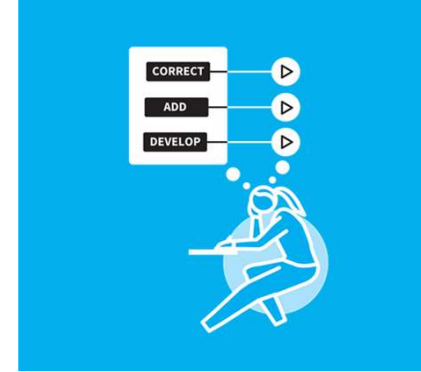
SELECT A SPECIFIC SECTION
TO FOCUS ON



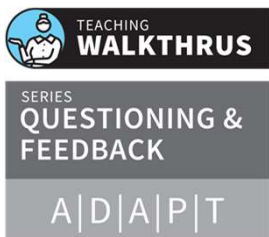
PROVIDE ACTIONABLE
FEEDBACK



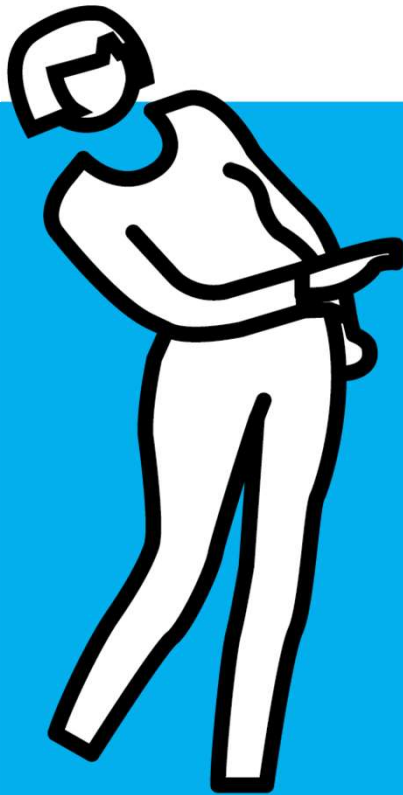
INITIATE REDRAFTING OF
SELECTED SECTION



TRANSLATE IDEAS TO
REMAINDER OF THE TASK

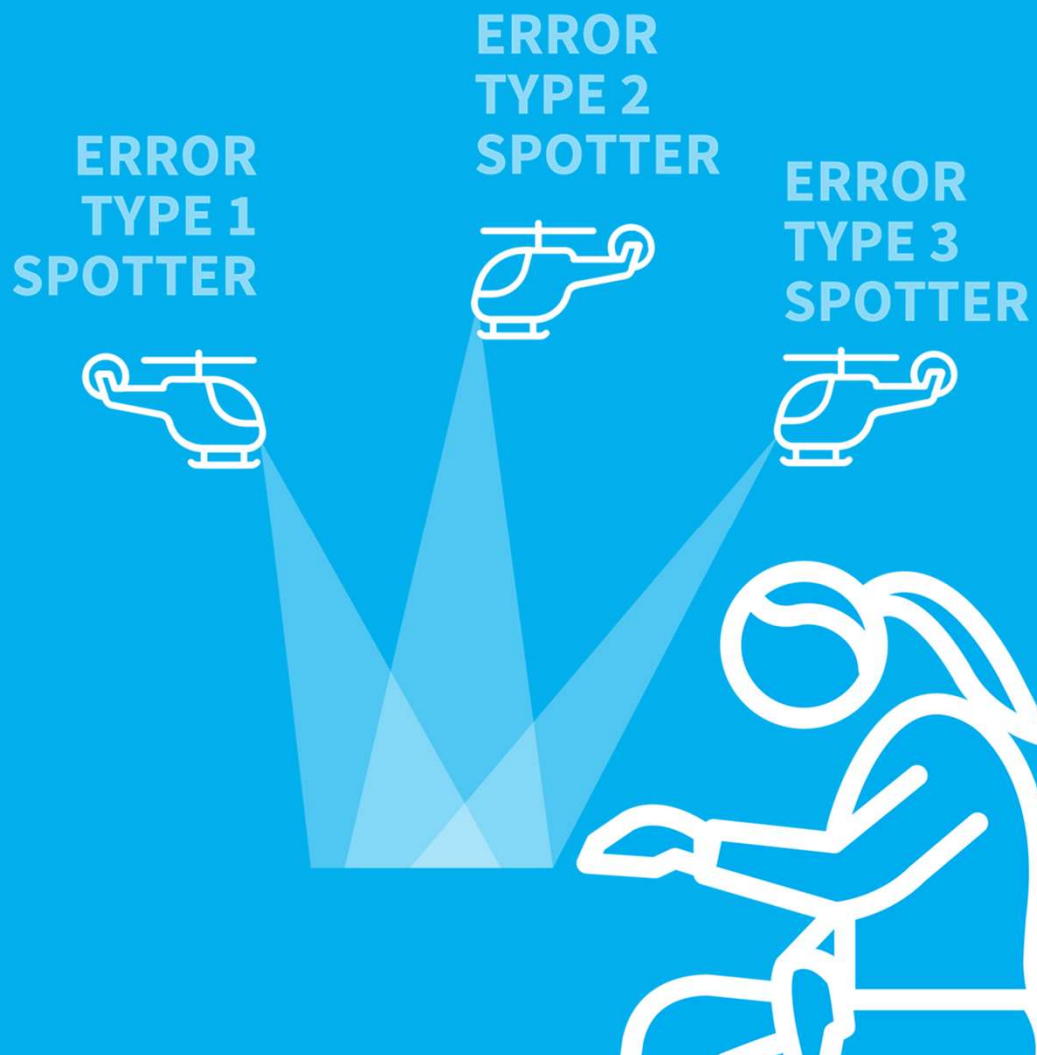


- Marking is a useful form of feedback. A teacher makes written comments on students' work in the expectation that they will respond with improved work.
- However, the student must understand what the teacher's comments mean, allowing them to move forward in their performance or understanding.
- Often this effect can be best achieved by marking only a portion of a whole piece of work; it's easier for students to absorb and reduces teacher workload.



NEXT UP

SPOT YOUR
MISTAKES



SPOT YOUR MISTAKES

SERIES QUESTIONING & FEEDBACK

- 1 EVALUATE STUDENTS' WORK
- 2 GUIDE THE PROCESS
- 3 INVITE STUDENTS TO FIND THE MISTAKES
- 4 PROVIDE SCAFFOLDED SUPPORT
- 5 GIVE TIME FOR CORRECTIONS AND RE-EVALUATE



TEACHING
WALKTHRUS

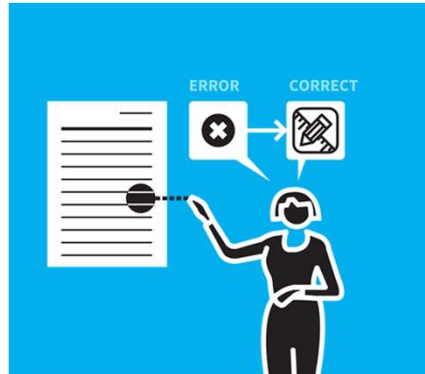
A|D|A|P|T

SPOT YOUR MISTAKES

①②③④⑤



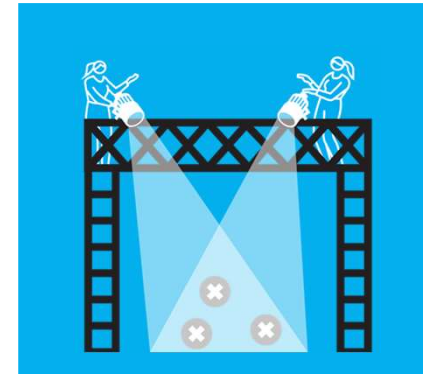
EVALUATE STUDENTS' WORK



GUIDE THE PROCESS



INVITE STUDENTS TO FIND THE MISTAKES



PROVIDE SCAFFOLDED SUPPORT



GIVE TIME FOR CORRECTIONS AND RE-EVALUATE



- An important principle in providing feedback is that the students have to absorb the information, make sense of it and act on it.
- If real learning has taken place, they would also be able to apply this feedback at a later time – not merely in response at the time, as if responding to a satnav system.
- If students can generate their own feedback, spotting errors and identifying areas for improvement, they are more likely to understand it, act and apply it.

SPOT YOUR MISTAKES

1 2 3 4 5

EVALUATE STUDENTS' WORK

- The goal is to guide students through the process of finding their own mistakes and omissions so they can learn to self-edit as they go along.
- When evaluating students' work, look for areas where easily definable improvements could be made or where there are clear mistakes.
- Identify a few key areas instead of trying to critique and correct every detail.



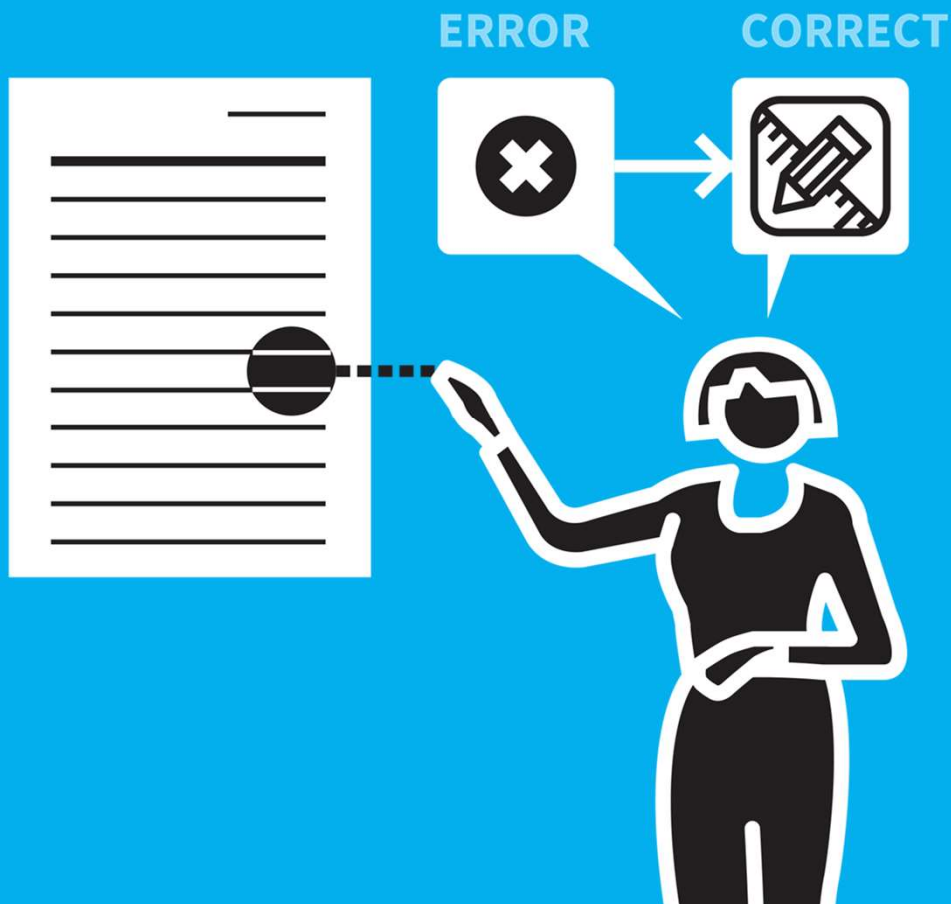
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SPOT YOUR MISTAKES

1 2 3 4 5



GUIDE THE PROCESS

- Rather than pinpointing errors and areas for improvement, mark a general area where they lie:
 - a circle drawn around the location in a piece of writing
 - a sticky note on the general area of the product
 - underlining a sentence that needs to be worked on, without saying why
- Prompt by saying how many errors they might find or giving clues about the type of mistake they could be looking for.



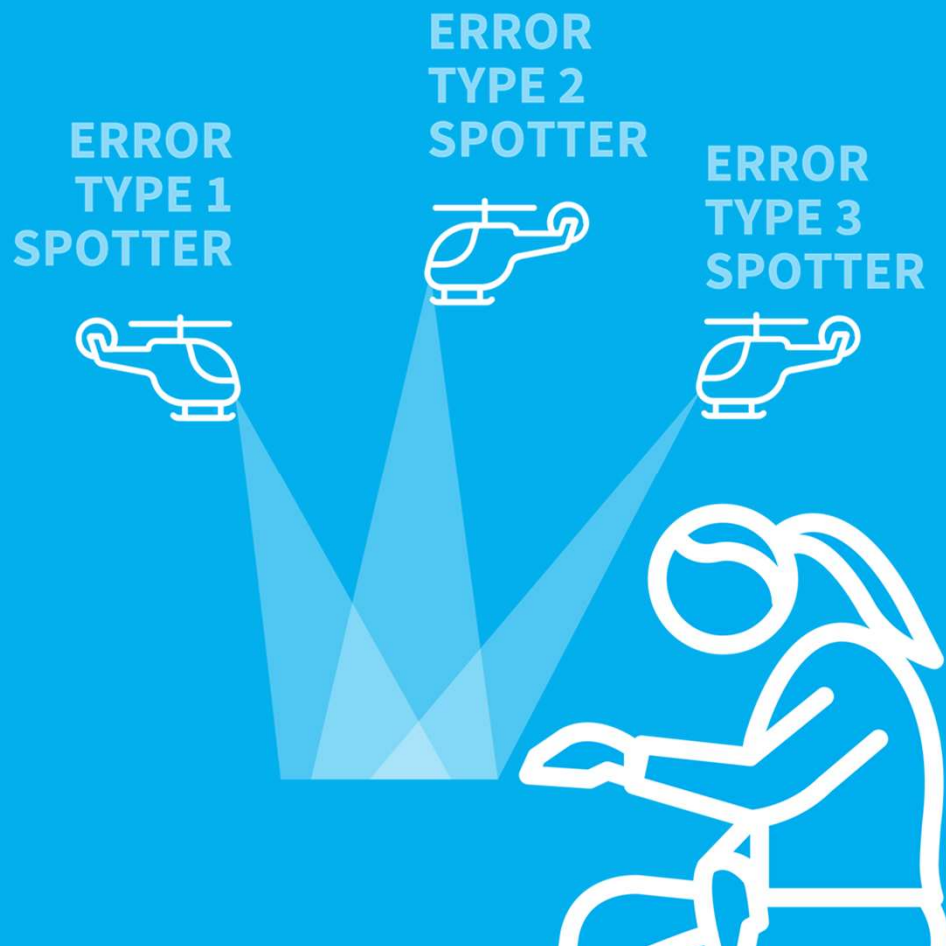
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SPOT YOUR MISTAKES

1 2 3 4 5



INVITE STUDENTS TO FIND THE MISTAKES

- Invite students to think about the quality of work in the highlighted areas.
 - Can they spot any obvious errors?
 - Can they find the number or type of errors identified?
 - Can they think of a way to make improvements?
- This is more open-ended than when the teacher highlights all the errors; students need to think hard about what might constitute a better response.



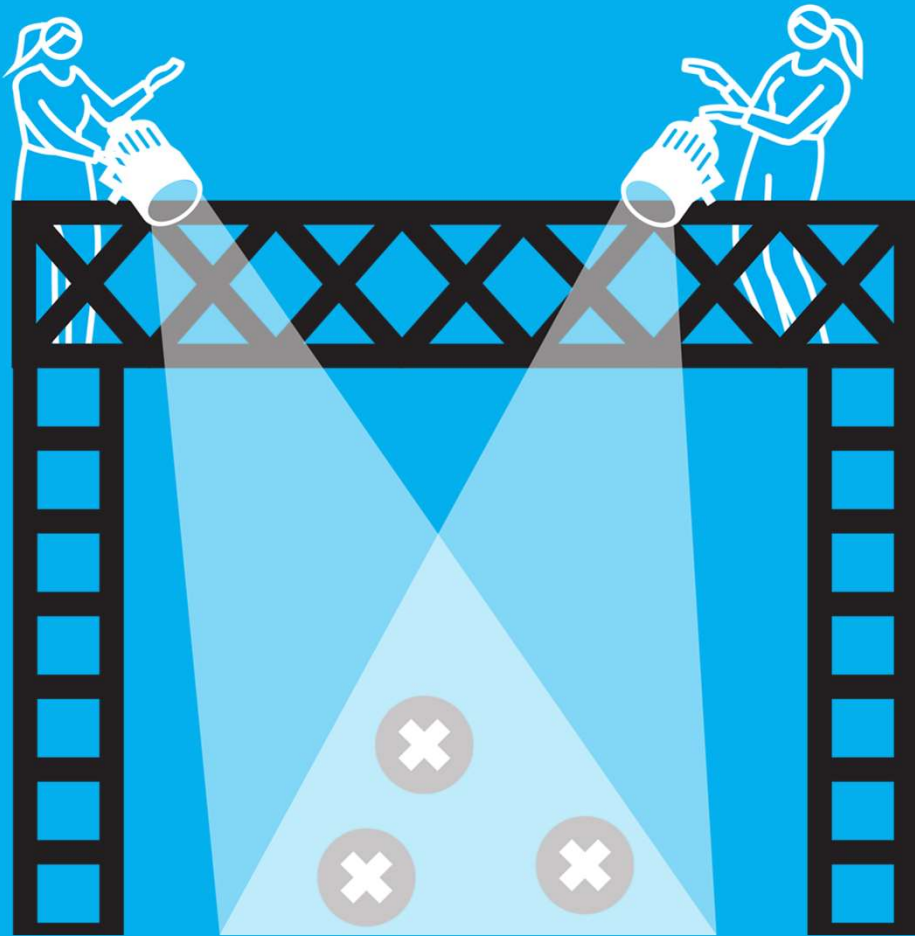
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SPOT YOUR MISTAKES

① ② ③ ④ ⑤



PROVIDE SCAFFOLDED SUPPORT

- Where needed, provide supports that help students to engage in the error-spotting: keyword lists, success criteria, exemplar work, mark schemes.
- With these resources, students evaluate their work more readily, learning how to do so in a scaffolded way.
- Eventually, the support should be reduced so students learn to spot errors themselves with greater success and confidence.



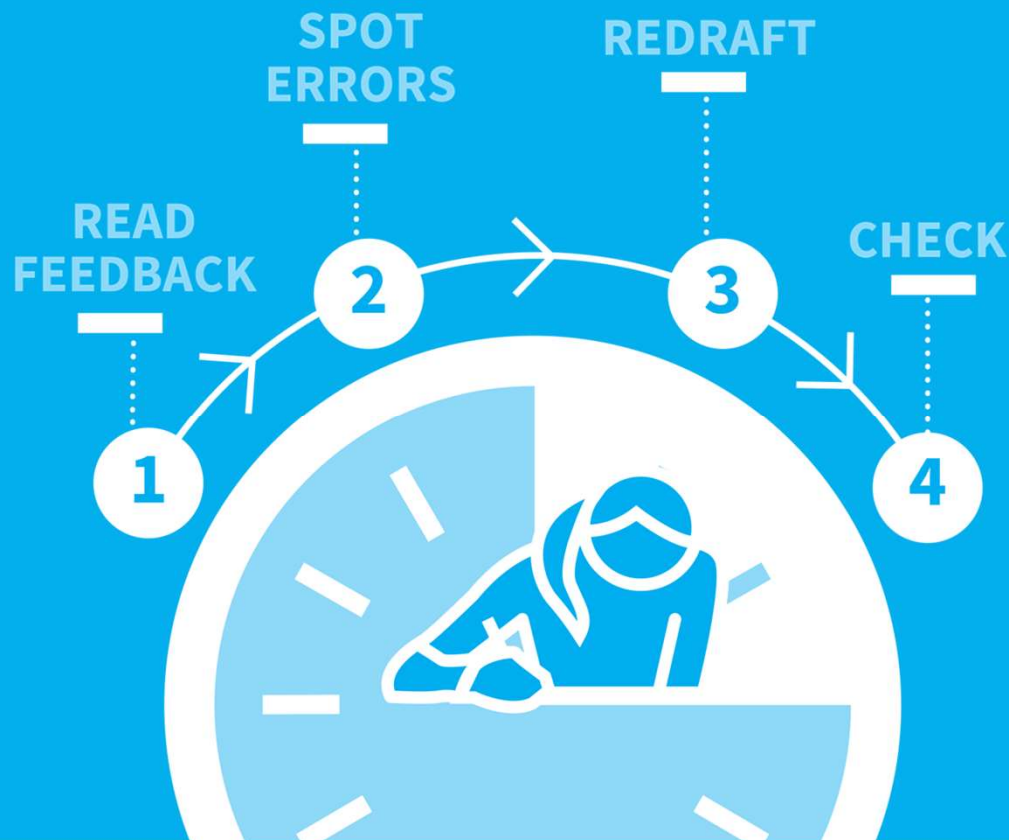
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SPOT YOUR MISTAKES

① ② ③ ④ ⑤



GIVE TIME FOR CORRECTIONS AND RE-EVALUATE

- Students need time to engage with guided feedback to spot their errors and areas for improvement and then redraft, improve or correct their work.
- This is usefully done immediately after work is returned as a form of **Guided Practice**, the teacher supervising actively, providing support, adjusting the scaffolding for individual students.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

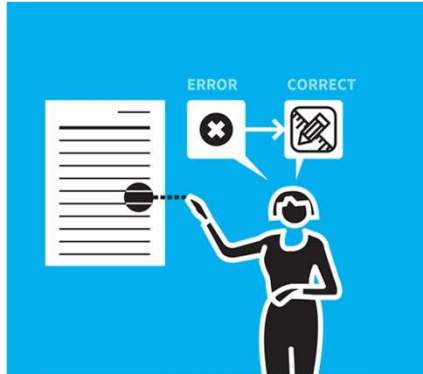
A|D|A|P|T

SPOT YOUR MISTAKES

1 2 3 4 5



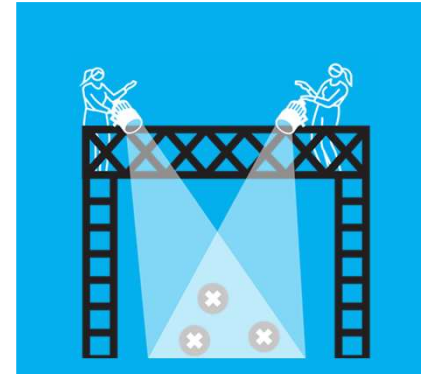
EVALUATE STUDENTS' WORK



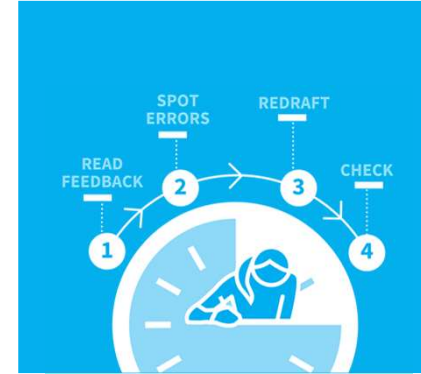
GUIDE THE PROCESS



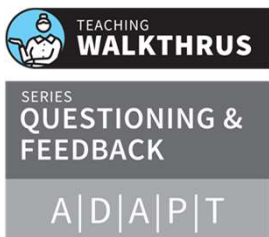
INVITE STUDENTS TO FIND THE MISTAKES



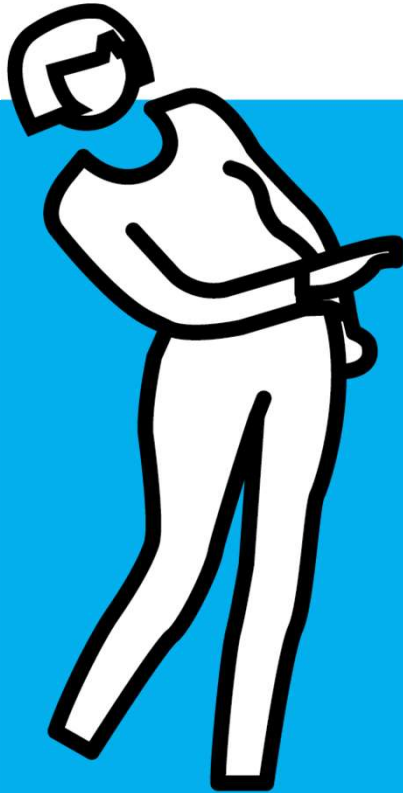
PROVIDE SCAFFOLDED SUPPORT



GIVE TIME FOR CORRECTIONS AND RE-EVALUATE

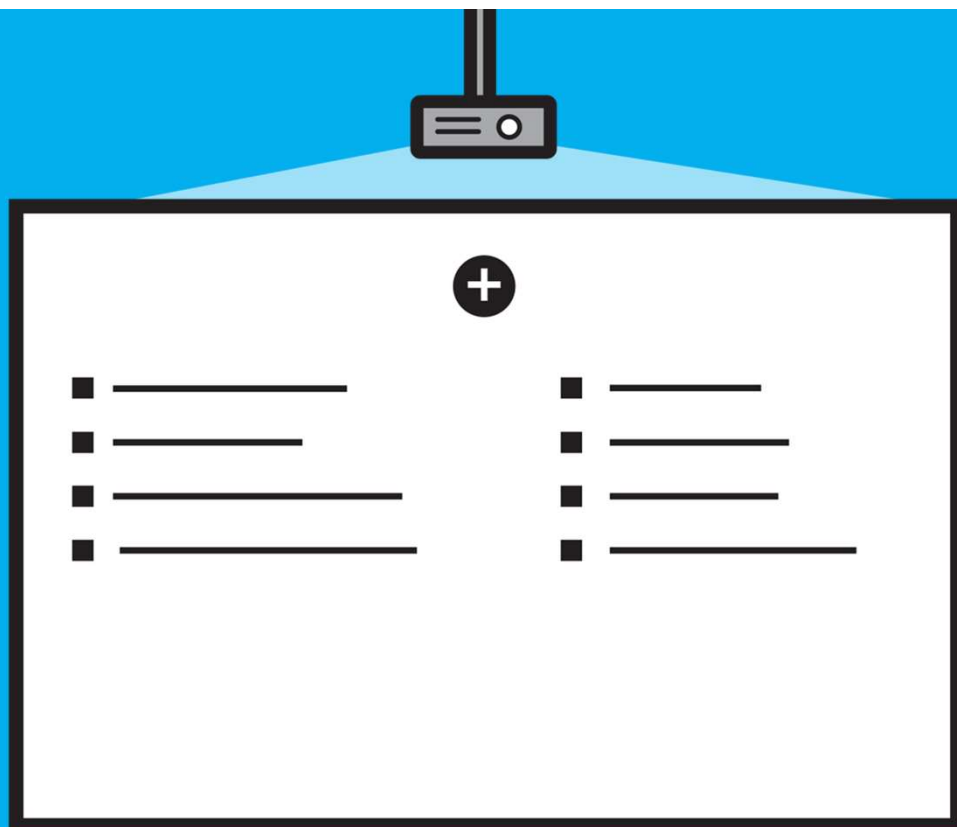


- An important principle in providing feedback is that the students have to absorb the information, make sense of it and act on it.
- If real learning has taken place, they would also be able to apply this feedback at a later time – not merely in response at the time, as if responding to a satnav system.
- If students can generate their own feedback, spotting errors and identifying areas for improvement, they are more likely to understand it, act and apply it.



NEXT UP

SUCCESS CRITERIA



SUCCESS CRITERIA

SERIES QUESTIONING & FEEDBACK

- 1 EXAMINE EXEMPLARS AT DIFFERENT STANDARDS
- 2 ESTABLISH THE SUCCESS CRITERIA FOR A TASK
- 3 CHECK FOR UNDERSTANDING
- 4 ASSESS WORK AGAINST THE CRITERIA
- 5 INITIATE AN IMPROVEMENT CYCLE



TEACHING
WALKTHRUS

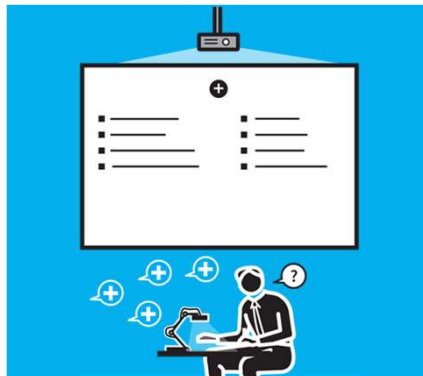
A|D|A|P|T

SUCCESS CRITERIA

1 2 3 4 5



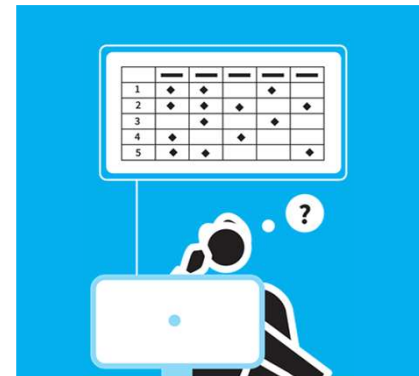
EXAMINE EXEMPLARS AT
DIFFERENT STANDARDS



ESTABLISH THE SUCCESS
CRITERIA FOR A TASK



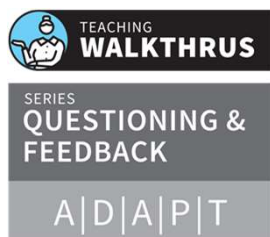
CHECK FOR UNDERSTANDING



ASSESS WORK AGAINST THE
CRITERIA



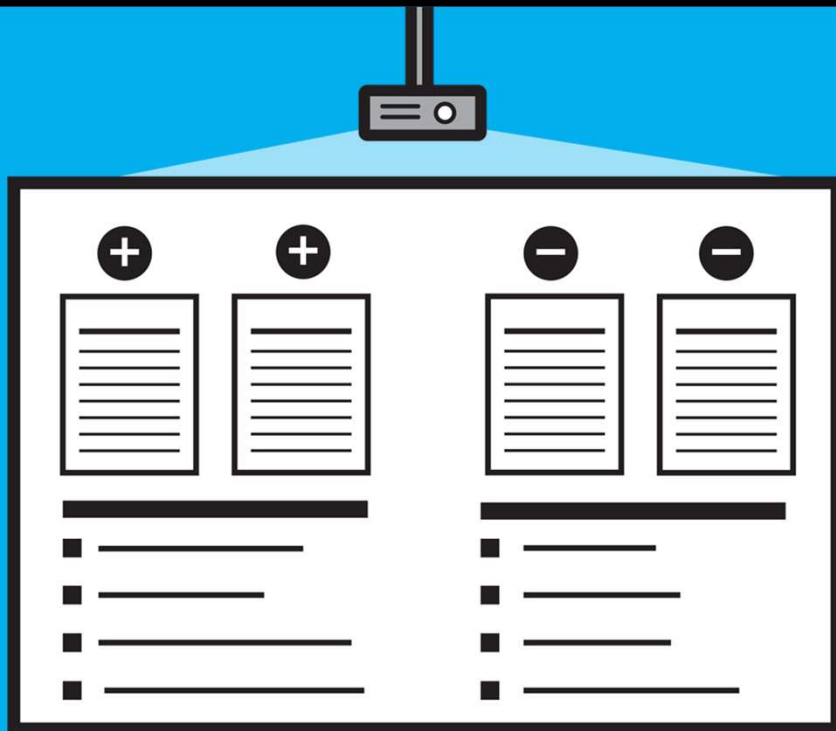
INITIATE AN IMPROVEMENT
CYCLE



- It is helpful for students to know in advance what might constitute excellence.
- This could be a list of absolute, objective features of a task or piece of work; it could be descriptions of some more subjective judgements based on a shared understanding of standards for a specific area of learning.
- If criteria for success can be defined, sharing them in advance can provide a form of scaffolded support and can lead to students aiming higher.

SUCCESS CRITERIA

1 2 3 4 5



EXAMINE EXEMPLARS AT DIFFERENT STANDARDS

- Evaluate examples of work of the type students are aiming to produce.
- Discuss work that is considered excellent next to work that is not quite as good or even sub-standard.
- Discuss the features of the examples.
 - *Why is this one better than this one?*
 - *What must you definitely include?*
 - *How will you know if you've achieved the standard?*



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SUCCESS CRITERIA

1 2 3 4 5

ESTABLISH THE SUCCESS CRITERIA FOR A TASK

- Do this by recording a class discussion – to reinforce their agency in shaping ideas about excellence.
- Or present criteria via a prepared slide.
- List anything obviously objective:
length, timing, definable elements that must be included.
- Referencing the exemplars, list quality descriptors that students will understand in the context of the task.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SUCCESS CRITERIA

1 2 3 4 5



CHECK FOR UNDERSTANDING

- Ensure all students know and understand the success criteria.
- It is not enough to engage a few students in generating ideas or to simply present the criteria, assuming they make sense.
- **Check for Understanding**, asking a sample of students what they understand the criteria to be.
- Re-explain or show more examples in advance if needed.



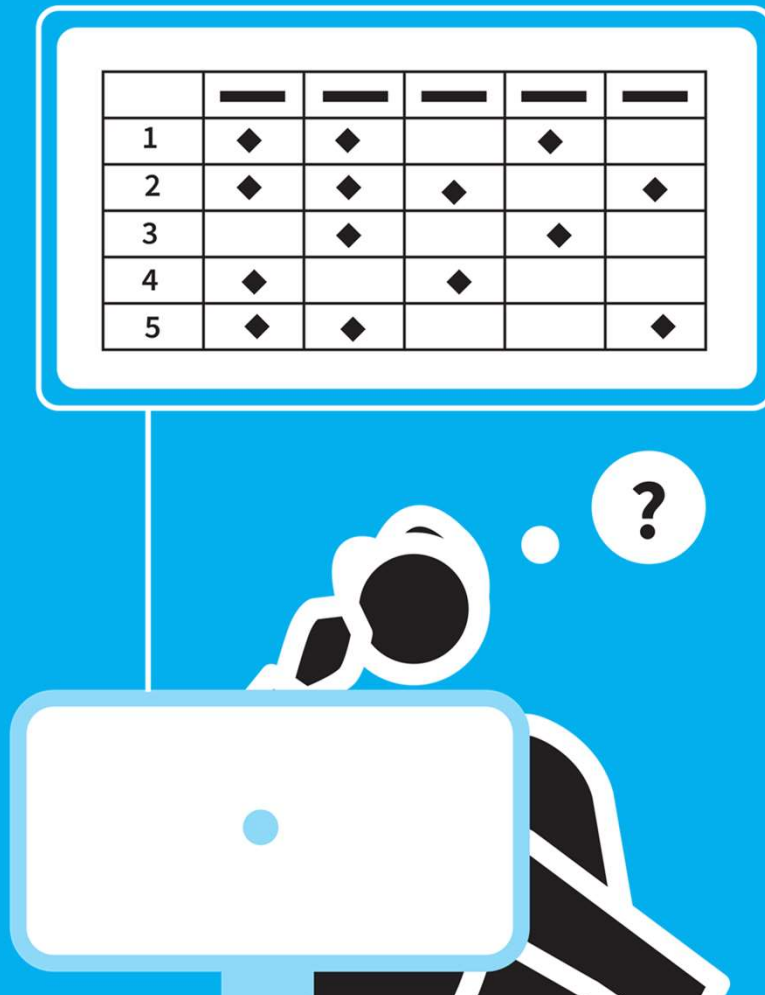
TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T

SUCCESS CRITERIA

① ② ③ ④ ⑤



ASSESS WORK AGAINST THE CRITERIA

- After collecting finished work or watching performances, use the agreed criteria to evaluate the work: *Have the criteria been fully or partially met?*
- Do this as a form of teacher marking, perhaps with criteria in a grid, or invite students to self-assess their own work against the criteria.
- Engage students in peer-assessment using the criteria as a basis for their critique.



TEACHING
WALKTHRUS

SERIES
QUESTIONING & FEEDBACK

A|D|A|P|T



INITIATE AN IMPROVEMENT CYCLE

- Give students an opportunity to respond to feedback, seeking to meet more criteria or meet them more fully.
- Link to **Rehearsal and Performance, Whole Class Feedback and Feedback as Actions.**
- The long-term goal is for students to self-generate success criteria, evaluating their own work, aiming for excellence. Build towards this by increasing the emphasis on self-assessment.



SUCCESS CRITERIA

1 2 3 4 5



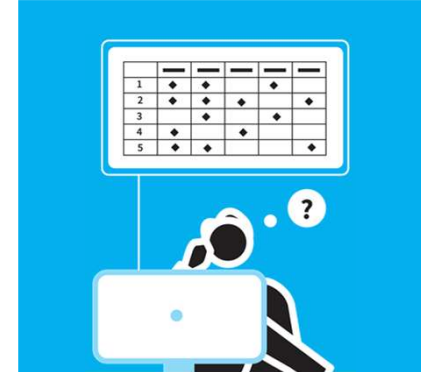
EXAMINE EXEMPLARS AT
DIFFERENT STANDARDS



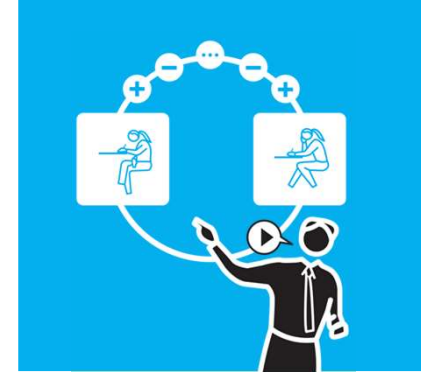
ESTABLISH THE SUCCESS
CRITERIA FOR A TASK



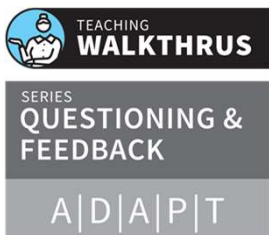
CHECK FOR UNDERSTANDING



ASSESS WORK AGAINST THE
CRITERIA



INITIATE AN IMPROVEMENT
CYCLE



- It is helpful for students to know in advance what might constitute excellence.
- This could be a list of absolute, objective features of a task or piece of work; it could be descriptions of some more subjective judgements based on a shared understanding of standards for a specific area of learning.
- If criteria for success can be defined, sharing them in advance can provide a form of scaffolded support and can lead to students aiming higher.