

Mastering Learning: Feedforward

AUT 2 2023

DO NOW: Think back to your last session on 'Exam Practice' explain in three bullet points how to effectively use exams in Revision

PPE (round 1 is over)

You have just had (okay a few weeks ago now) a gruelling first round of PPEs.

Your first opportunity to practice this year.

They may have gone well

They may have gone badly

They were probably a mixed bag.

They are over..... **or are they?**

You will be getting PPE feedback in ALL of your subjects.

Why is this so important...

THINK - PAIR - SHARE

Why is feedback from PPEs so vital to your progress in Year 11?

The most successful people respond to feedback

What does this look like in sport?

Watch this video:

<https://youtu.be/3yJx7DbTEq8>

Being coachable is how you show the world that you have a hunger to get better and are willing to put in the work and effort.

Article: Coachability in sport.

Task: Read the attached article 'How to be Coachable?'

**How can you translate some of the ideas from a sporting context into the classroom?
Create a list or mind-map**

E.g. 'Are you still paying attention to the game when you're on the sidelines?'

Pay attention when other students are talking and think about what they are saying.

Pay attention when other students are talking and think about what they are saying.

How to be coachable

Coachable

- Understands criticism is not personal
- Responds positively to criticism by listening and applying feedback
- Applies what they've been taught to improve their game

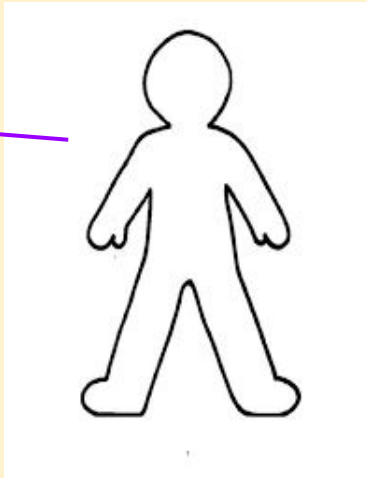
Uncoachable

- Takes criticism personally
- Becomes defensive when receiving feedback
- Fails to apply what they've been taught

Coachable vs Uncoachables students

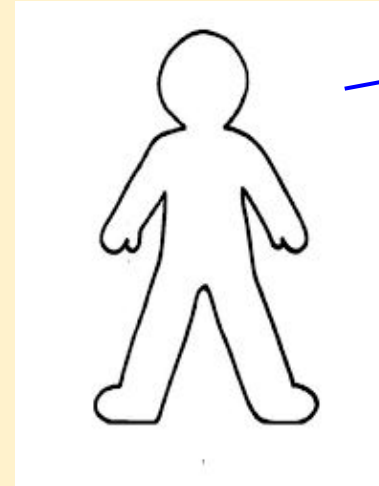
Uncoachables

Only
focused
on their
grade



Coachables

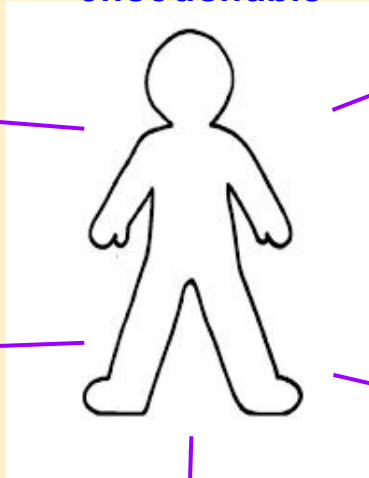
Keen to
see how
they can
improve



Draw the following in your book and annotate to show what the differences are between these two types of students.

Coachable vs Uncoachables students

Uncoachables



Only focused on their grade

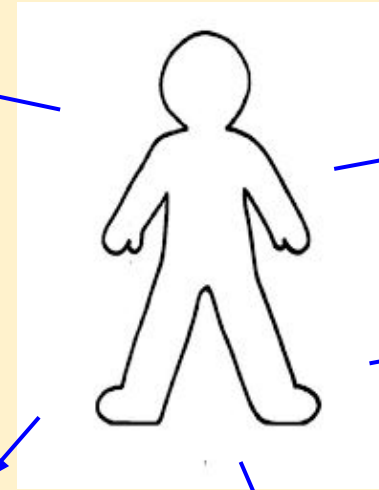
Not very engaged with mark schemes or success criteria

Cares a lot about what set they are in

Not very interested in acting on feedback - "what's the point?"

Argues with the teacher for an extra mark

Coachables



Engages with success criteria and mark schemes

Cares about whether they now understand and are improving.

Reads carefully through feedback and asks questions

Detailed FF responses

Corrects and improves as many answers as possible

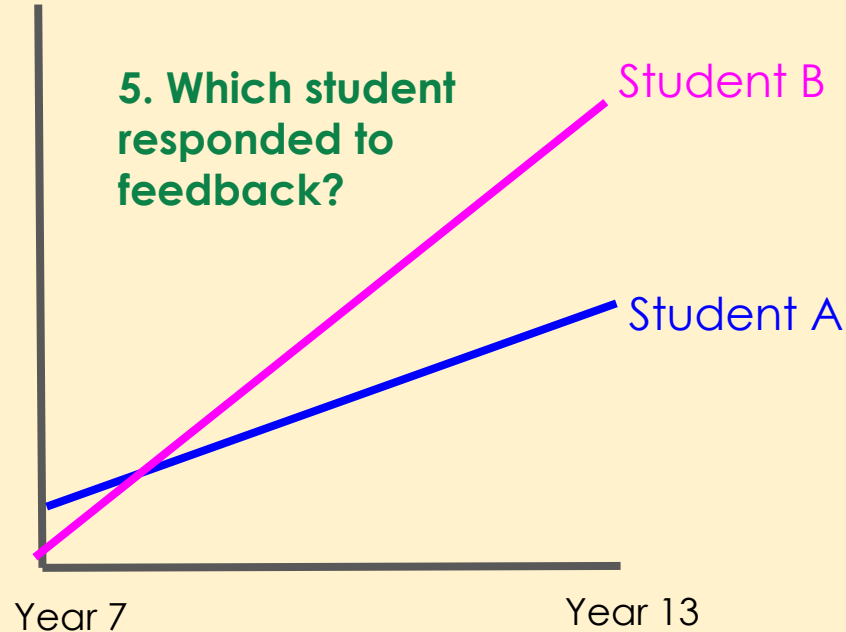
How does this apply to school?

1. Which student was performing more highly in year 7?

2. Which student was performing more highly in year 13?

3. Which student do you think was coachable?

4. Which student was not coachable?



Mostly 7-8s at GCSE
ABB at A Level

Mostly 5-6s at GCSE
3 Ds at A Level

Assessments: Why do we do them?

Until you sit your GCSEs at the end of Year 11 or your A levels in Year 13 every single test you do is about more than just the grade or mark you get.

Assessments show you so much ...

- What I do and don't understand
- My strengths and weaknesses in this subject
- My ability to write with accurate spelling and punctuation
- My use of specialist subject terminology
- My thought process working out a sum or equation
- How I perceive the subject matter
- How confident I am in different types of question
- How much revision I have done

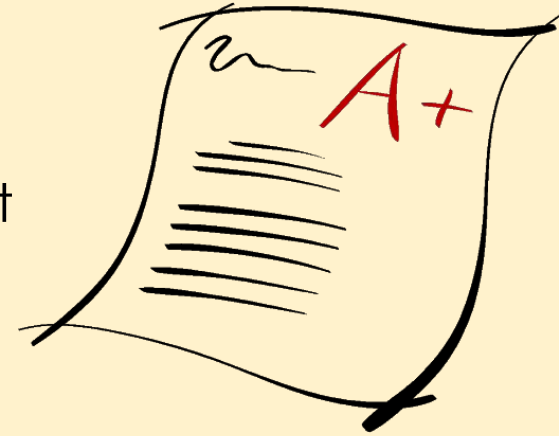


Are we effectively using feedback?

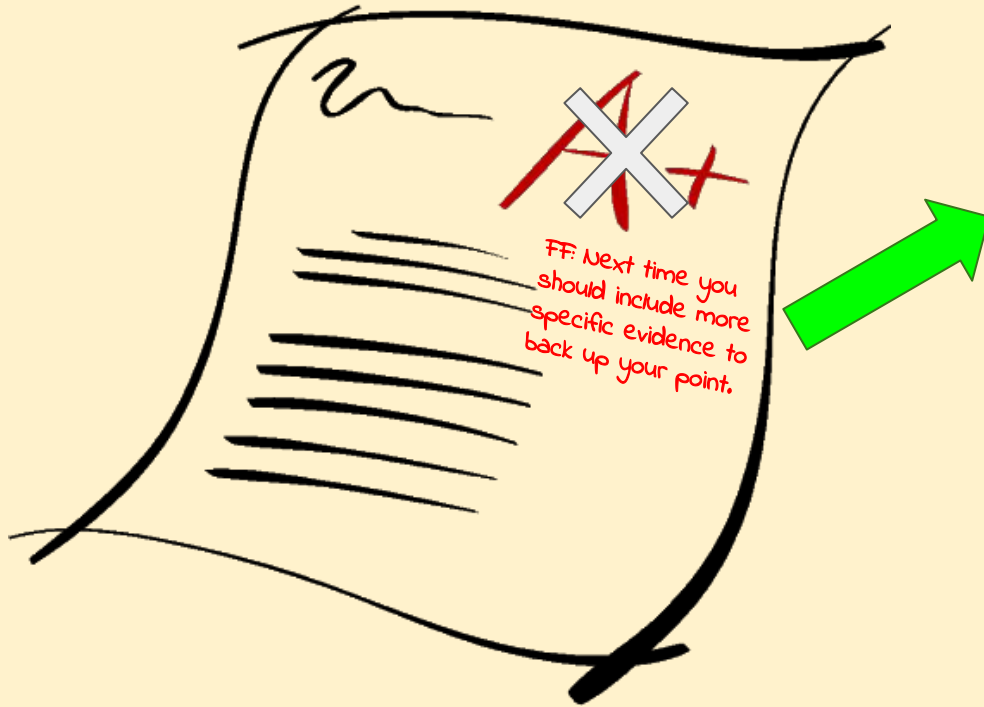
Although it is obviously very normal to want to know how we have done - it is also not very helpful.

An 'IA' or a '6' or '8/12' - doesn't help you know what you need to do to get better - this isn't what you should be focusing on.

Obviously we might be disappointed or happy and it's great to reflect on this - but if we want to do better - we need to change the way we think about assessments.



See the score/grade? - It's now time to ignore it!



Move on from your grade as soon as possible, the **information that is going to make a difference to your progress is found here!** This is where your specific feedback can be found, and this will tell you so much more than any kind of grade!

The steps of excellent Feedforward

Correct

Make sure **you have the correct answers** and know clearly what is right and wrong on the assessment you have done.

What went wrong?

Make sure you are clear of where you went wrong for the specific question / assessment **and how to do it correctly.**

Re-learn

It may be important to **revisit the topic you struggled with** and make sure you are fully confident on the content. If you are making mistakes on that topic - it will help to go over the topic itself.

Re-test

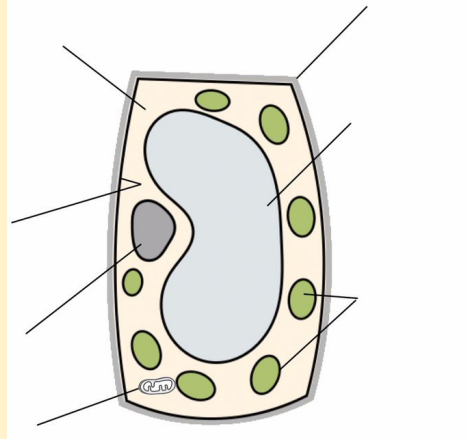
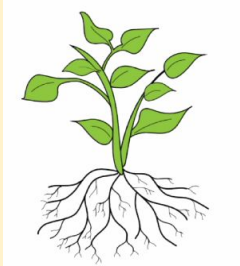
Re-test yourself on this topic/type again once you have re-learned the material. This can **show you if you have now understood the topic** properly.

Practise

Are you still feeling confident on this a week later? Two weeks? It is important to **practise to properly embed new learning.**

On the next few slides you will be going through this process using an example from Biology! Just do your best even if you aren't sure of the answers!

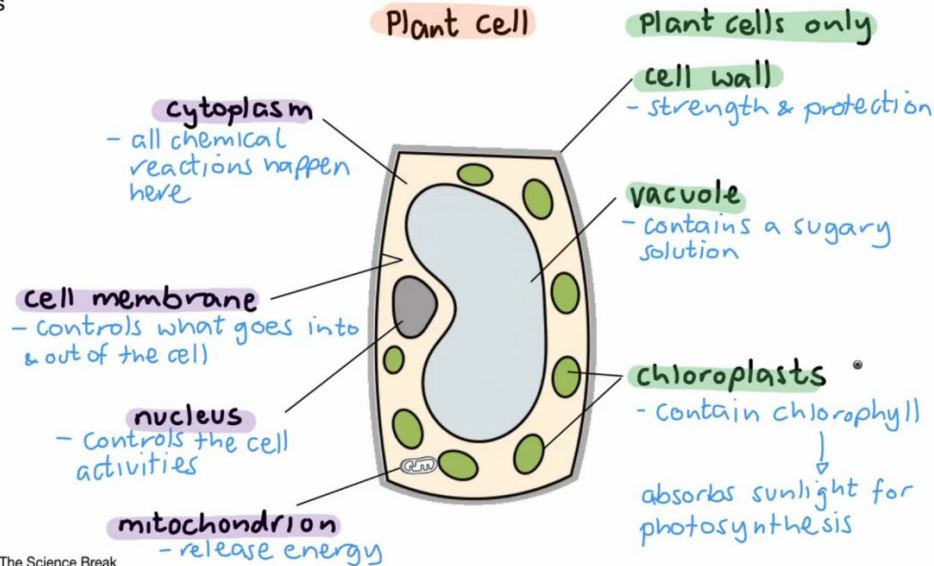
How can I use this process with PPEs?



Answer the following questions

- 1. What is the difference between a cell wall and a cell membrane?**
- 2. Where do chemical reactions happen in the plant cell?**
- 3. What are found in plant cells and not animal cells?**

Plant cell



Correct

Make sure **you have the correct answers** and know clearly what is right and wrong on the assessment you have done.

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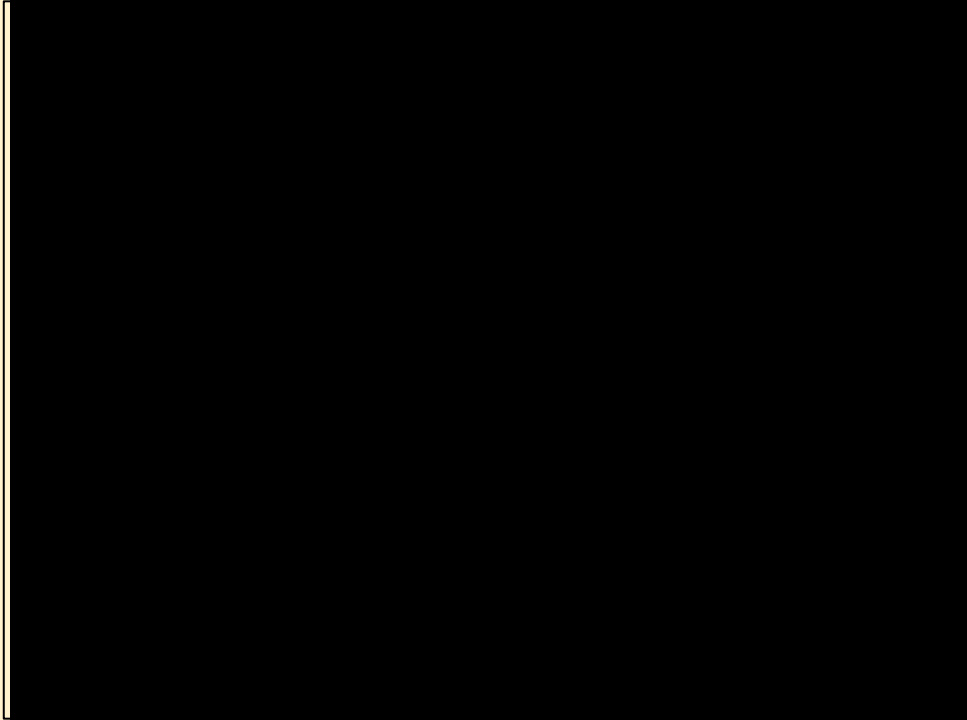
ANSWERS

1. What is the difference between a cell wall and a cell membrane? **The cell wall is for strength and protection whereas the cell membrane controls what can go into and out of the cell.**
2. Where do chemical reactions happen in the plant cell? **In the cytoplasm**
3. What are found in plant cells and not animal cells? **Chloroplasts, vacuole, cell wall.**

Now you're going to watch a video to help understand the topic better.

PAY ATTENTION: you will have new questions / tasks to answer on the same topic after the video

Re-learn the topic!



What went wrong?

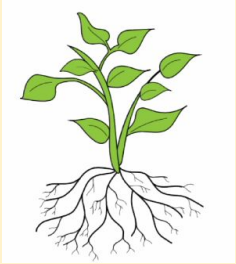
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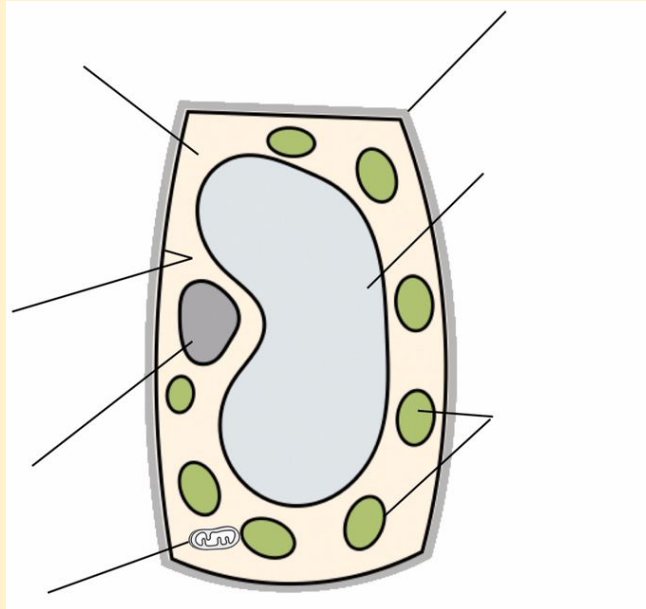
- Just having the correct answer isn't enough **if you don't fully understand why it was wrong.**
- The aim of Feedforward is so **that you can use this knowledge again, correctly in the future** in a different type of question.

Let's try again!



Activity

1. Draw and label a plant cell



Re-test

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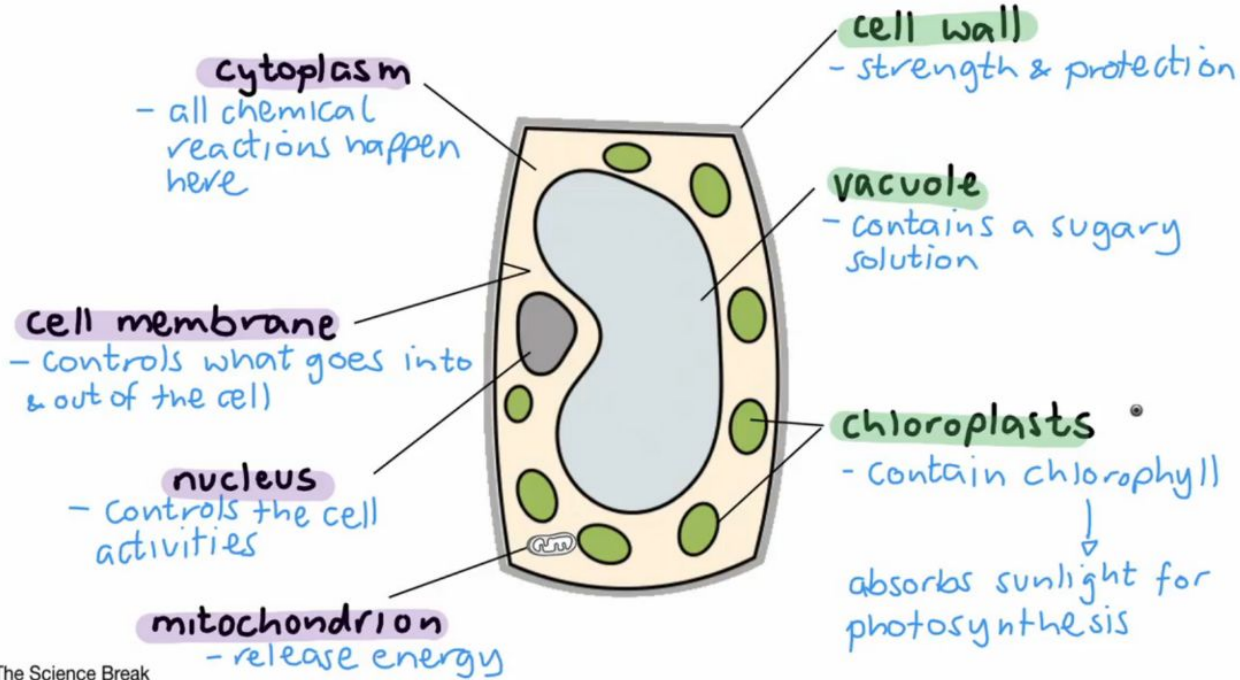


Re-test

Cells

Plant cell

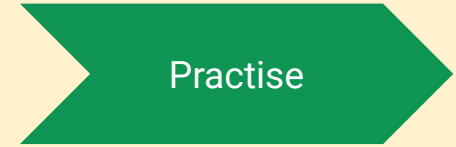
Plant cells only



Re-test yourself on this topic/type again once you have re-learned the material. This can **show you if you have now understood the topic properly.**

Practise Practise PRACTISE

- Students often make the same mistake in future tests because they **don't practise getting it right enough**.
- Students forget the feedback and new learning they have done!
- Take every opportunity you have to go over previous mistakes and **practise the skill or knowledge in as many ways as you can** to properly embed it into your long term memory!



Are you still feeling confident on this a week later? Two weeks? It is important to **practise to properly embed new learning**.



Coachable

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Being coachable is how you show the world that you have a hunger to get better and are willing to put in the work and effort.

How are you going to work to be more coachable following your assessments?