

# VALUING FEEDBACK

AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

# Feedback in the Sixth Form

- Feedback:
  - Verbal feedback in lesson time.
  - Individual exam questions.
  - On specific home learning tasks.
  - End of unit assessments.
  - On conduct around the Sixth Form and school.
  - From the public!
- How we respond to this feedback matters. Do we take it as a challenge to our self-worth?
- Or do we acknowledge and respond positively to comments made?

# Feedback on assessments

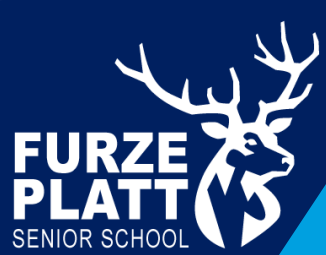
WHEN I RECEIVE NEGATIVE FEEDBACK ABOUT MY STUDIES I SOMETIMES...

FEEL	RESPOND
feel no different from usual [ ]	and switch off from my studies [ ]
feel stressed [ ]	and study less hard [ ]
find it really hard to [ ] motivate myself	and do more exercise to [ ] relieve stress
feel low at first [ ]	and turn to alcohol [ ]
feel low for a long time [ ]	and study harder [ ]
find it hard to sleep [ ]	and seek ways to improve [ ]
ignore the feedback [ ]	and find out what went wrong [ ]
feel determined to [ ] succeed next time	and eat lots of comfort foods [ ]
bounce back [ ]	and design a realistic study plan [ ]
	and seek help [ ]
	and listen to music or watch TV [ ]
Other (write down an alternative response) _____	
_____	

Discuss the following options with the person next to you.

Be prepared to respond as a group and share your ideas.

Why do you respond in this way?



AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

# FEEDBACK 1: RESPONDING TO FEEDBACK

Feedback is a key element to making *progress*

The way you *respond* to feedback will determine how useful it is

Never avoid a situation where you can get feedback: *take every opportunity*

Don't view feedback as embarrassing: good or bad, it's all *part of the process*

Low performance can be disappointing: being *resilient* and bouncing back are key

Resilience is also what's required in the *workplace*: develop resilience during A-Levels

Use feedback as *motivation* to work harder and smarter

## FEEDBACK 1: RESPONDING TO FEEDBACK

If you get a low grade: *accept the feedback* knowing you will need to work harder and/or smarter

If you are already working hard then pinpoint what *needs changing*: don't get dispondent

*Value* teachers feedback and use it to help you make progress

Respond to feedback by *fixing the problem* rather than avoiding it

If you respond to feedback *from the start*, then you will have time to fix things

Keep your *eye on the final prize*: the grade at the end

# Discuss:

- What feedback are you getting at the moment for each of your subjects? Are there any patterns or anomalies?
- Year 13 – what advice can you give to Year 12 about responding to feedback from your experience? Have you had any success stories or any “penny drops”?

# The impact of the feedback depends on:

1. Whether or not you put the effort in in the first place...
2. Whether or not the outcome reflects a genuine attempt (no short cuts are taken!)

## Feedback

If done properly, the feedback you receive can have a

Very high impact for very low cost based on extensive evidence

Implementation cost ?



Evidence strength ?



Impact (months) ?





# Why don't we make as much progress as we should?

- Time put in... are you hitting the 9hrs of effective study per fortnight per subject?
- Shortcuts can be taken:
  - Identifying the exam question in advance or finding out from other classes what the test is on...
  - Only practicing past paper questions and reviewing mark schemes...
- Why do these shortcuts hinder our progress in the long-term?

# Why does this matter?

- One reaction to poor feedback or to stress can be to try and cheat in assessments.
- This can include:
  - Being absent and then finding out what the paper is on from a friend.
  - Plagiarising essays from online.
  - Taking resources into your exams with you.
  - Taking a mobile phone into your exam – regardless of intention, the optics of this don't look good!

# This is in the news!

## 43% rise in pupils caught cheating after exams return

Student penalties up more than two-fifths in 2022 compared to 2019, with mobile phones making up the majority of exam offences



The number of students issued with penalties for wrongdoing in GCSE and A-level exams rose by more than two-fifths in 2022 compared to the last pre-Covid year of exams.

However, this still equates to a very **small number of students** overall (3,895 of 1.2 million students who sat exams in 2022). In other words, **99.97% do not cheat.**

Despite this, why do you think that more students are doing this?

Responding to feedback properly will give you a  
greater sense of confidence in the exam.  
You're in control!

## FEEDBACK 2: MAKING THE MOST OF FEEDBACK

Positive and negative (constructive) feedback are *both helpful*: not just positive

Negative feedback helps you *target the areas* you need to work on so view it as vital

Criticism isn't embarrassing, it helps *pinpoint* what you need to make progress

*Don't seek positive feedback*: it doesn't help you identify the areas you need to work on

Try seeking feedback on *harder questions*: even though there might be fewer positive comments

The story of successful students is one of *embracing feedback* and *bouncing back* from it

## FEEDBACK 2: MAKING THE MOST OF FEEDBACK

Accept that you can't always perform well on *every* task

It's not you that isn't good enough, it's the *work* you handed in

Seek teacher feedback and *probe for more detail* if you need it

Learn from feedback provided to *other students*

*Don't avoid tests* and tasks just because you think you might not perform well

When you perform poorly then you stand more chance of *learning more* from the feedback

Every little bit of feedback can make a *big difference* in the end

# Going forward:

- What are you going to do differently? Are you maximising your opportunities for feedback and acting on it?
- What assessments might you need to go back to in order to improve?
- Is there anything else that stood out for you today?