

Feedback Case Study



NEXT STEPS IN LEARNING

EASTBOURNE PRIMARY SCHOOL
ROSEBUD, VIC



- ⌘ METROPOLITAN
- ⌘ GOVERNMENT
- ⌘ PRIMARY
- ⌘ ICSEA 948
- ⌘ 28 TEACHERS
- ⌘ 400 STUDENTS
- ⌘ LBOTE 1%
- ⌘ INDIGENOUS STUDENTS 3%

(Accessed from MySchool - March 2017)

Identifying a need

Eastbourne Primary School has two primary drivers. Firstly, it looks to achieve more than 12 months' growth in 12 months for its students. Secondly, that disadvantage should not be a barrier to success. To meet these challenges, the school introduced a personalised learning approach in 2010. A key component of this approach was better use of data to track student growth, identify next steps in learning, inform feedback, and to understand the impact of teaching practices.

In 2010 the leadership team organised for staff to visit schools already using a personalised learning approach to help determine the approach they would take at Eastbourne Primary School.

“ It’s an ongoing process of updating data because learning happens all the time, so we have to assess and give feedback all the time. ”

Nicole Rees, Teacher

KEY IMPLEMENTATION PRACTICES

Personalised Learning Passion Team

(PLPT) is a group that meets fortnightly to plan and discuss ways to enhance personalised learning. Members focus on effective use of data and strategies such as feedback. The PLPT developed a shared vision for effective teaching at Eastbourne Primary School.

The school's vision for effective teaching is regularly reviewed and adapted to ensure that it continues to reflect evidence-based practice and supports students' growth.

Professional learning teams meet weekly to review data, discuss student progress, plan teaching and learning sequences, review and discuss effective pedagogical practices such as feedback. PLT time is timetabled in.

In-house professional learning sessions were used initially to build understanding and capacity in feedback practices, based on John Hattie's *Visible Learning* approach.

Resources helped facilitate the buy-in process among teachers. The school leadership developed a clear guide that outlined the practical steps required to provide feedback and for goal setting and data gathering.

Observations and walk throughs. Teachers have the opportunity to observe each other's classes. This supports sharing of effective practices and consistency in practice across the school.

IMPLEMENTATION STEPS

1. **Identified a need** for a personalised learning approach underpinned by better use of data and feedback.
2. **Explored options** by visiting other schools and accessing research.
3. **Introduced Personalised Learning Passion Team (PLPT)** to develop a vision of effective teaching and to drive implementation of better data use and feedback practices.
4. **Built capacity and supported implementation** through professional learning, professional learning teams (PLT), observations, enhancing data literacy and providing time for planning.
5. **Monitored progress** through data collection, PLT meetings, observations and PLPT meetings.

Implementation narrative

An initial step was establishing a Personalised Learning Passion Team (PLPT). The team met fortnightly and was integral to planning and implementing effective teaching and personalised learning within the school. The PLPT reviewed a range of pedagogies and evidence-based practices to inform their vision of effective teaching for the school. The team introduced a focus on feedback based on John Hattie's *Visible Learning*. Feedback was identified as evidence-based, high impact and aligned to the personalised learning approach.

The school held fortnightly in-house professional learning sessions for all teachers to build capacity on delivering evidence-based practices such as personalised learning and feedback. Peer observations and regular walk-throughs gave staff the opportunity to share effective practice and to support feedback being implemented in classrooms consistently.

Professional learning teams (PLT) were established at each year level with time allocated for weekly meetings in the school timetable. Within PLTs the teachers review data on student performance and progress and collaboratively plan learning in two to three week cycles. They determine learning intentions and success criteria for each lesson to ensure that students understand what they are learning.

Teachers maintained a focus on learning intentions by writing 'I can' statements on images of rockets in the classrooms - a visual illustration of the continuum of skills that students need to progress through in a learning unit. Students put their names above the next 'I can' statement when they have achieved it. As a result they are able to see their next steps in learning and to celebrate when they move to the next rocket.



KEY FEEDBACK PRACTICES

A focus on the three questions that frame

feedback: Where am I going? How am I going?
Where to next?

Learning intentions and success criteria are determined within professional learning team (PLT) meetings and are shared with students at the beginning of a lesson. These inform feedback discussions and comments and they provide a basis for differentiating learning.

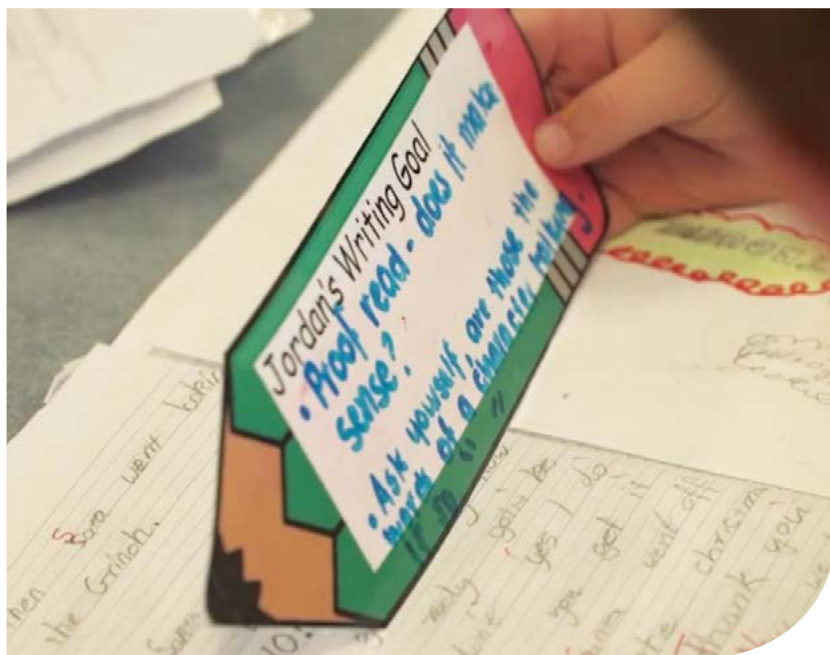
‘I can’ statements make the curriculum visible and explicit for students by articulating learning continuums. This ensures that teachers and students know where each student is in their learning and what their next step is. It also affords opportunity to celebrate student progress.

Individual learning goals are shared on data walls and progress is tracked with every student individually during conferencing. Students keep track of their goals in their learning journals.

Self and peer feedback is used to support student learning with reference to learning intentions, success criteria and personal learning goals. Students need to self-assess their writing against a checklist and then have a peer give feedback on one positive element of their work and an area they can improve on.

Conferencing is used to review progress against learning goals. Students need to bring evidence of their progress which is then cross-checked against the success criteria. Teachers provide feedback on each student's progress and together they agree the next steps in learning.

Pre and post tests are used in numeracy. In literacy, ‘cold writing’ is used to gather data on current student knowledge and capability to inform planning.



To help teachers understand the impact of their teaching and accurately track student performance and growth, the school created its own data management system using spreadsheets. Teachers use the system to track individual student growth across time and against the expected rate of growth. The school also uses online tools to make the data accessible for all teachers.

School leadership introduced a collaborative and flexible teaching model and teachers now work together in open-plan spaces that provide an environment for sharing the responsibility for the learning of all students. Teachers maximise the flexibility in this model to provide timely and specific feedback through conferencing and small group work.

The work around feedback has primarily focused on identifying and communicating the next steps in learning. The students and teachers concentrate on answering the questions at the core of feedback: where they are going, how they are going and where to next.

Teachers use pre and post-tests and ‘cold writing’ exercises to gather valuable evidence about current understanding and performance, learning needs and students’ progress. Positive changes in pre and post-test data provided an early indication that the personalised learning and feedback practices were positively impacting student performance.

All students agree on personal goals with their teachers and evidence is being collected to support their progress towards them. This evidence is reviewed in conferences with teachers when students are given feedback on their progress against their goals. Prior to conferencing sessions, students are required to self-assess their work against criteria and to engage in peer feedback.

ENABLING CONDITIONS

Team and collaborative teaching occurs throughout the school in open plan classrooms. This provides flexibility that allows teachers to provide one-on-one and small group feedback during class time.

The school culture is highly collaborative with teachers planning and teaching together. There is also a culture of celebrating student progress and success.

A data management system was developed within the school to support access to, and analysis of, student data.

IMPACT

- NAPLAN results have shown consistently high growth data, and mean scores placed the school significantly higher than schools with a similar socio-economic background in 2016.
- Whole cohorts show greater than 12 months' growth each 12 months, in local standardised assessments.
- One of the early successes was evident in changes in student achievement data. Using pre and post-assessments they were able to track progress over time.
- Eastbourne Primary School ranks on the 90th percentile of schools in Victoria in student opinion surveys that tests students' attitudes to school.

Teachers have focused on building student capacity to identify evidence against their learning goals in their own writing and that of their peers through modelling and the use of criteria.

The focus on personalised learning, feedback and data literacy has built capacity in teachers to identify and meet the needs of each of their students and it has opened up a dialogue about learning and self-efficacy with their students.

“ We want kids to build their efficacy as learners, to build a growth mindset, so that they know they are always capable of making progress. ”

Hugh Greer – Assistant Principal

