

Reader please note: This is a 'real-life example' of one teacher's Visible Learning Impact Cycle. It was written to evaluate and then improve the teacher's own impact in the chosen area. It is being shared in a collegial spirit, mindful that it wasn't written for an external audience and hasn't been 'spruced up' in any way at all! It may or may not be useful to know that all our students have significant Additional Support Needs/ Special Educational Needs. You can find out more about us, and our Visible Learning journey at www.stormonthouse.hackney.sch.uk. Over to you!

Visible Learning Impact Cycle 2 Planning Template

Area for Research	Effective Feedback
Research Topic	Creating effective, appropriate and measurably progressive feedback

Teacher/Researcher name(s):	W. Mole	
Research Participants/ number	Whole school	
Impact Partner(s)	CW, RA, TP, KF	
Start date: September	Completion date:	April

- [The Impact Cycle diagram is at Appendix 1](#)
- [Planning your impact cycle is at Appendix 2](#)

What are my students' learning needs?

Step 1: Evidence gathering

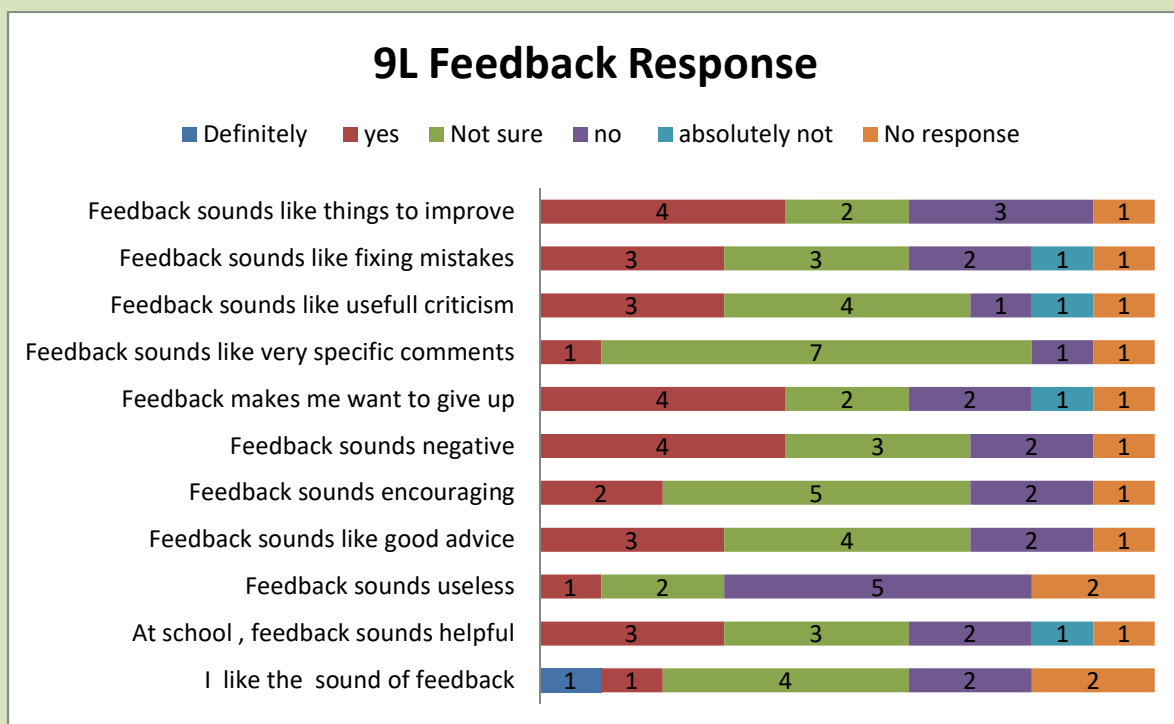
What did I want to find out?	What feedback do pupils actually need to meaningfully progress?
How did I gather evidence?	<ul style="list-style-type: none"> • Student feedback survey (modified from Workbook 1 p80) • Teacher feedback survey (modified from VL into action 2 p29) • Student interviews/video • IRIS self-observation to quantify verbal feedback/teacher movement in class

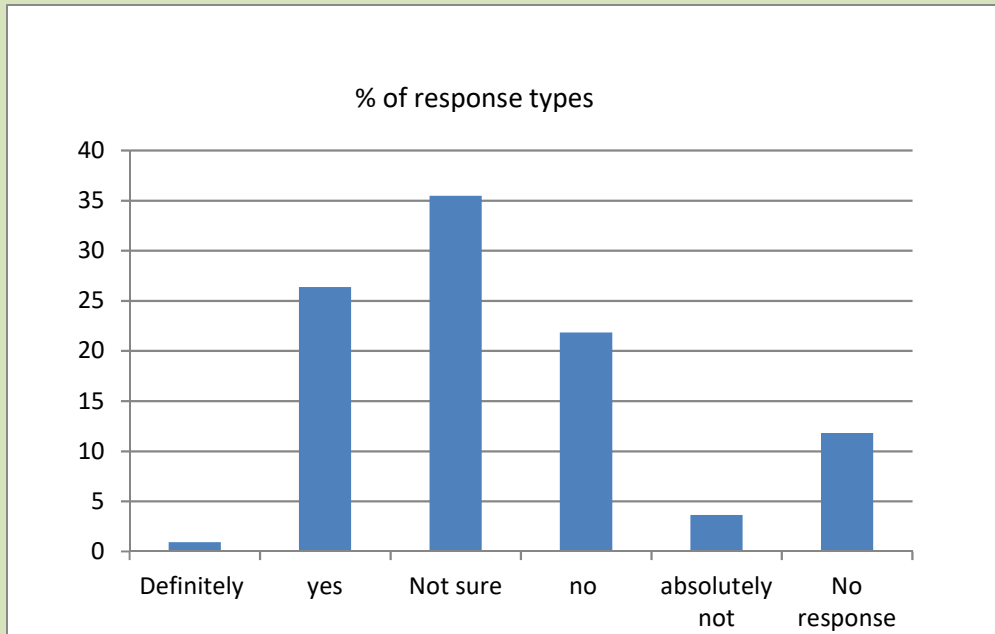
Step 2: Baseline evidence statements

9L Student Feedback

	Definitely	yes	Not sure	no	absolutely not	No response	Check
I like the sound of feedback	1	1	4	2		2	10
At school , feedback sounds helpful		3	3	2	1	1	10
Feedback sounds useless		1	2	5		2	10
Feedback sounds like good advice		3	4	2		1	10
Feedback sounds encouraging		2	5	2		1	10
Feedback sounds negative		4	3	2		1	10
Feedback makes me want to give up		4	2	2	1	1	10
Feedback sounds like very specific comments		1	7	1		1	10
Feedback sounds like useful criticism		3	4	1	1	1	10
Feedback sounds like fixing mistakes		3	3	2	1	1	10
Feedback sounds like thing to improve		4	2	3		1	10

On the whole pupil seemed unsure of exactly what feedback was and some pupil gave conflicting results. This is significant itself.





Based on the survey and a discussion with the pupils:

- **Not sure** is the commonest response
- Pupils are not against feedback, and the majority has some clear expectation that it may help them get the right answers.
- Pupils are concerned that feedback is about being told you are wrong and so tended to see it as negative.
- Pupils felt that a good pupil may not need feedback as they were “doing OK”

Step 3: Focus areas:

From this evidence I thought that I should focus on these things:

- I would like to survey more of the pupils in the school to get a clearer picture.
- Using IRIS to check on my own feedback methods

- Looking at the pupil mindset to feedback and “rebranding” it
- Testing different feedback methods and applying the results

I also find that getting pupil feedback on progress sheets is not a smooth process. Pupils are reluctant to comment on their progress in a meaningful way and sometimes need considerable prompting. This is understandable as evaluation and problem solving are higher on the taxonomy so is it reasonable to expect pupil to critically feedback on their progress.

What are my learning needs in relation to these student needs?

Step 4: My learning needs

What did I need to learn?	How did I learn?
Using IRIS to check on how and who I give formative feedback to during a lesson. I should use an IRIS template for recording this.	Help guide?
Mindset changes	Not sure of this yet online research
Feedback styles	VL hand book

Plan and implement

Step 5: Identifying the required changes

Me (the teacher)	Students	Families
Create feedback questions for whole school	Comment or feedback on their learning to me	
Plan new lessons and apply feedback tests	Pupils are given new methods of judging their worn progress.	
Rebrand feedback as a “hack”	Already have a negative concept of a hack, this may not be appropriate.	
Pupils to have ownership of feedback (Applying mainstream methods of automated feedback to SEN setting)	Need a personal method of judging progress with the aim supporting pupils, to be able comment meaningfully.	

Step 6: SMART+ER target setting and monitoring

All pupils to complete LP questionnaire.

The % of **not sure** responses to reduce to under 20%

“Feedback makes me want to give up” and “Feedback sounds negative” to be no more than 10 %

50% see feedback as something positive/useful

Step 7: Implementation

What I did	Reflection
<p>Began to question pupils on their use of feedback sheets</p>	<p>Pupils were keen to have a guide to help them through their work.</p> <p>Some pupil liked attention, while other wanted to be left alone to complete tasks.</p> <p>Pupils liked to acquire new skills but needed support and justification to repeat a task in order to improve it after feedback</p> <p>Many pupils tended not to naturally respond to written feedback, without some prompting.</p>
<p>Used IRIS to monitor my own questioning of pupils and feedback methods.</p>	<p>This was crucial.</p> <p>I am actually giving lots of feedback Praising work Suggesting way to improve work Referring back to SC on board or sheets.</p> <p>Pupil were using and applying my <i>verbal</i> feedback</p>
<p>Developing interactive feedback system</p>	<p>This is ongoing as it ties in with my own development of assessment it will not be part of this cycle.</p>
<p>Gave SC or Rules in a range of formats: Email, on board separate sheet, verbal</p>	<p>Some pupils were happy to follow sequential steps written on the IWB down but some preferred having it printed in front of the computer.</p> <p>Other pupils would wait for verbal prompts</p> <p>“Peer atmosphere” this could be worth investigating as sometimes a class seems to make slower progress because Influential pupils are vocal in their inability to complete work or the class have “decided” this task is tricky.</p>

Monitor and evaluate impact of actions

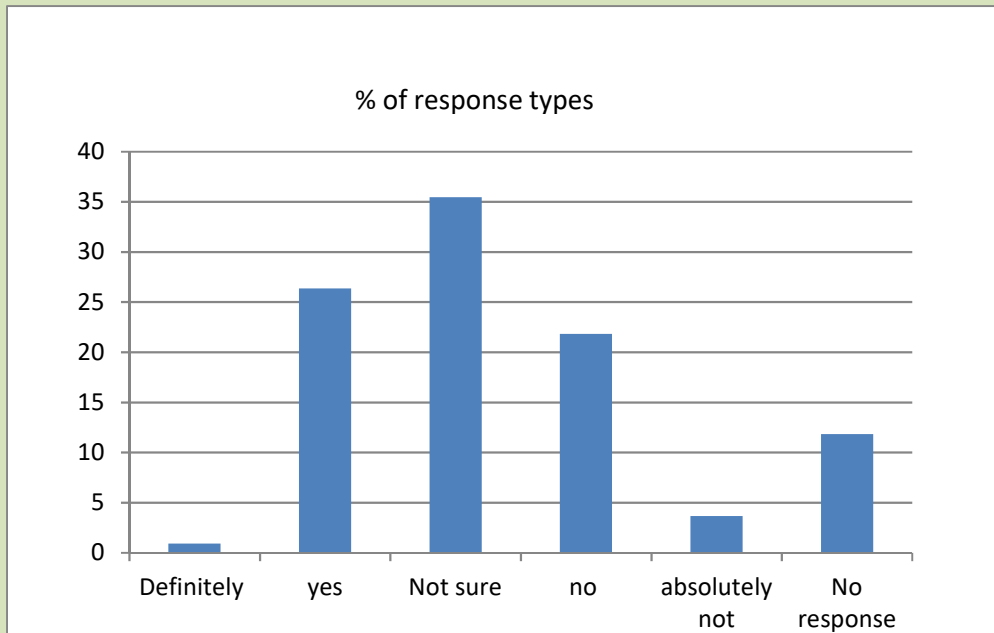
Step 8: Impact statements

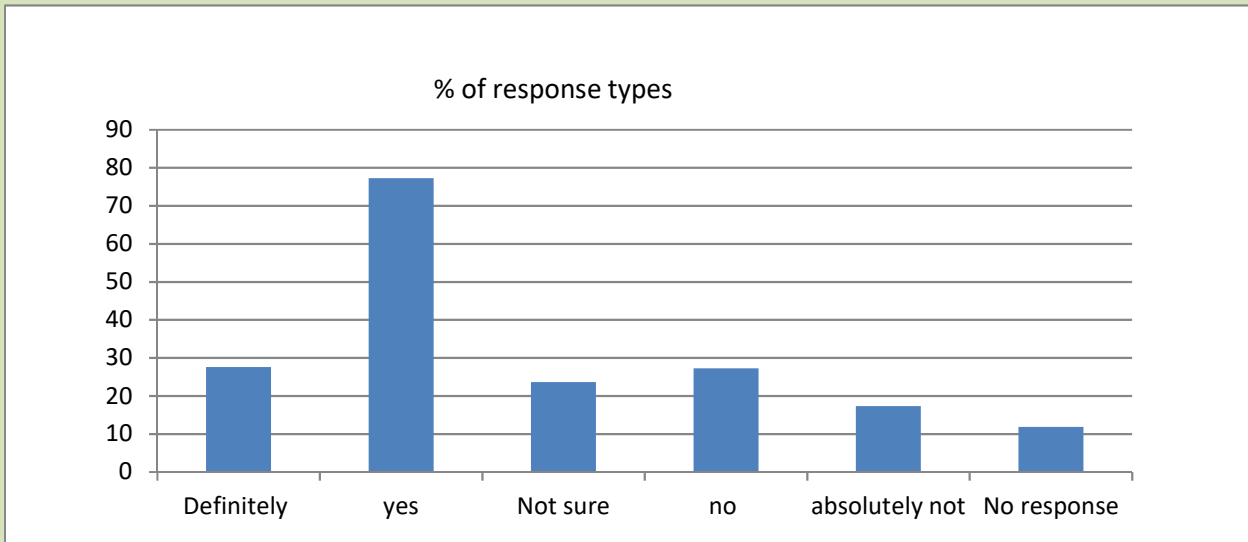
Pupils are uncertain of the **idea of feedback**. By rewriting the question it became clear that they need and appreciated feedback as long as it is seen as help and advice from staff.

The results from the second survey for the whole of Y9 show

1. By changing the wording of the questions, students seem to have a clearer opinion, previously not sure was the highest % of response.

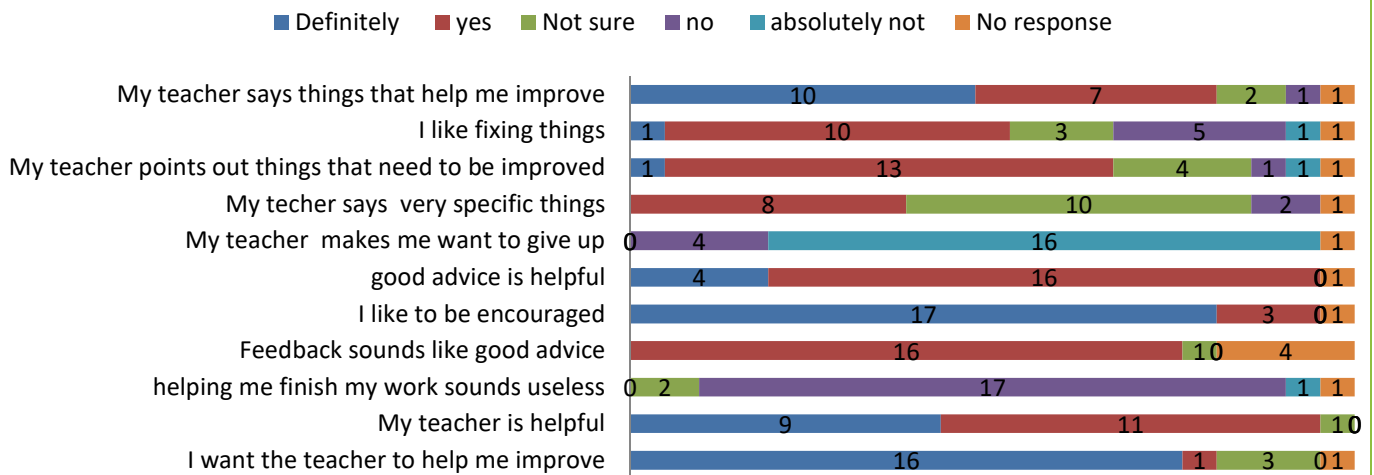
November 16





- By Changing how I described feedback to pupils during Y9 lessons, students were far more positive in their responses. They value feedback as they have clearer idea of what it means

Y9 Feedback Response

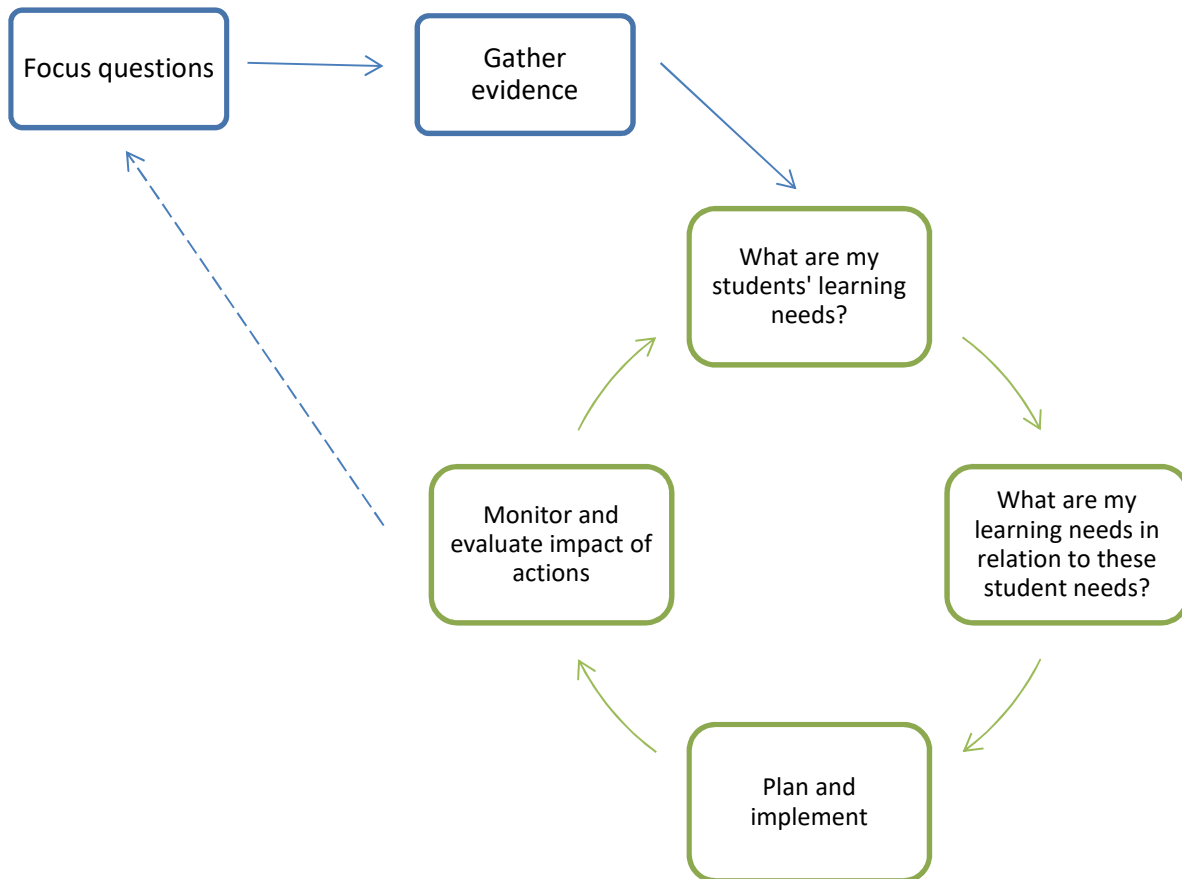


- The original questionnaire seemed to point to student uncertainty with feedback. This is far less pronounced after modifying my responses after analyzing my approach via IRIS. Students value the/my feedback though they may not always understand exactly what the end result is.
- Their trust in the teacher is crucial to feedback being accepted
- My feedback should be refined

Step 9: Planning where to next

Structure of feedback to include developing students' understanding of what feedback 'is' and what it 'is for'

Appendix 1: The Visible Learning Impact Cycle



Appendix 2: Planning my impact cycle

(Broad plan of how I will undertake steps 1 – 9 of the impact cycle- and my subsequent reflection on each stage once complete- IF USEFUL AND NOT COVERED IN STEP 7: IMPLEMENTATION)

Activity	Date/time	Analysis/reflection
Step 1: Evidence gathering		
Step 2: Baseline evidence statements		
Step 3: Focus areas:		
Step 4: My learning needs		
Step 5: Identifying the required changes		
Step 6: SMART+ER target setting and monitoring		
Step 7: Implementation		
Step 8: Impact statements		
Step 9: Planning 'where to next?'		