



Katunga Primary School

Teaching and Learning Model

Feedback and Evidence of Learning

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- Learning goal
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As this document is fluid in nature we acknowledge the work of Creekside College as well as Hampton Park Primary School. We used their document as a base for our Teaching and Learning model at Katunga Primary School.

Throughout our Strategic period this document will be constantly looked at and changed to suit the needs of our individual school. As we move along our educational journey we will find the need to change certain aspects and/or insert extra components into this model.

The Katunga Primary School Teaching and Learning Model has been developed to ensure that there is :

- a common understanding of the structure of a lesson or learning sequence
- consistent language used by teachers across the school
- a clear expectation of the learning that is to take place in each lesson or learning sequence
- an understanding of how students can demonstrate that they have achieved the learning goal
- sufficient guidance provided to students so that they are able to transfer their learning to different situations
- Adequate feedback given to students about their learning so that they can continue to demonstrate improvement in learning outcomes.

At Katunga Primary School we place great importance on providing a rich, varied and challenging educational experience for our students. To ensure that all students progress at their optimum level, teachers will :

- **Value each individual student** in the classroom and understand their backgrounds, interests and perspectives
- Help every student succeed by **understanding their individual learning needs** and providing a program to support these needs
- Build **strong literacy and numeracy skills** in recognition of the importance these skills have in underpinning learning
- Value active involvement and have **high expectations** of all students
- Use assessment practices that reflect learning objectives and **provide constructive feedback** to the students which will drive future learning.

All staff are expected to follow the structure of the Katunga Primary School Teaching and Learning Model as they plan and deliver a comprehensive curriculum that meets the needs of all students.

Tuning In

Tuning in is a period of time at the beginning of a session where the teacher focusses student attention on the goal (s) for the lesson. By the end of tuning in all students should have a clear idea of their learning goals for the session and how they will know when they have achieved these goals.

The tuning in session can be used to introduce a new topic or expand on a current topic. The tuning in session should take approximately 10 minutes.

Tuning in Activity

Setting the scene for learning.

The tuning activity is short, direct and relevant and should take no more than 2-3 minutes. It is a link or hook into the learning and allows the students to focus their attention on the learning which is about to take place. There must be a link to the learning goals of the lesson. A Tuning in activity could be a video clip, song, short story, photo, drawing or an anecdote.

Learning Goal

Learning goals describe what the teacher wants the student to learn. Learning goals must be visible at all times and must make it very clear to the student what knowledge or skills they need to attain in a specific period of time (a lesson or a series of lessons). Learning goals:

- Help a student to focus on the purpose of the learning, rather than simply completing an activity
- Tell a student where to focus their efforts
- Assist a student to take more responsibility for their learning

Using a 3 step process can assist in the development of effective learning goals which focus on outcomes rather than the activity to be completed:

- Create a stem eg. After completing the lesson/unit, the student will have/be able to/ will
- After you create the stem, add a verb eg. Analyse, recognise, compare, provide, list, etc.
- Once you have a stem and verb, determine the actual product, process or outcome

Examples of learning goals:

- By the end of the week I will be able to spell all of my list words correctly
- By the end of the lesson I will be able to recognise the difference between a rectangle and a circle
- By the end of the lesson I will know the numbers from 1 to 5

Success Criteria

Success criteria identify the knowledge and skills that students must master in order to successfully achieve the learning goal (s). In other words, they provide a clear understanding of what constitutes successful achievement of the learning goals.

In setting success criteria, teachers should ask themselves:

Thrive, Strive and Achieve

- what will my students have learned and what will they be able to do at the end of the lesson that they could not do before?

- How will the students demonstrate that they have met the learning goal(s)?

Throughout the lesson, success criteria should be shared with students so that they always know what they need to do in order to demonstrate success. Displaying success criteria can provide a visual prompt for students and teachers during the course of the lesson or sequence of lessons. Success criteria should provide the key focus for all feedback, assessment of student learning and reflection.

Examples of success criteria:

- I achieved 100% in my Friday spelling test

- I can draw a rectangle using straight lines and right angle corners

- I can write the numbers 1, 2, 3, 4 and 5 in words

Purposeful Learning

Purposeful learning is meaningful in its intent and is related to the learning goals of the students.

Purposeful learning provides opportunities for students to apply their learning in different situations and targets the individual learning needs of the students. Students learn through modelling, explicit teaching and undertaking tasks linked to real life contexts with a view to meeting specific success criteria and achieving their learning goals.

Differentiation

Knowing your students is the key to differentiation teaching and learning – what they know and can do, what they need to learn next and how best to teach them and monitor their progress.

Differentiation means tailoring instruction to meet individual needs and consists of the efforts of teachers to respond to differences among learners in the classroom. The use of ongoing assessment and flexible grouping makes differentiation a successful approach to instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- Content: what the student need to learn or how the student will get access to the information

- Process: activities in which the student engages in order to make sense of or master the content

- Products: culminating projects that ask the student to rehearse, apply and extend what he or she has learned in a unit

- Learning environment: the way the classroom works and feels

Explicit Teaching

Explicit teaching (also known as a direct or explicit instruction) provides information to the students about the structure and content of the lesson to come and includes supports or scaffolds which guide students through the learning process. The teacher makes clear statements about the purpose and rationale for learning the new skill, providing explanations and modelling the learning that is to take place. Explicit teaching occurs throughout the lesson. There is specific and ongoing reference to the learning goals and success criteria linked to the learning sequence and an expectation that all students will continue to work on building their knowledge and skills until mastery has been achieved.

Explicit teaching is more than explaining concepts clearly: it involves students in their learning; sets clear expectation for their learning; introduces them to the relevant subject vocabulary; sets up an environment where students understand what they are learning and why; and allows all students to participate actively and successfully individually, in small groups and in whole class learning activities.

Applying the Learning

This concept is also referred to as a transfer. Transfer is the ability to extend what one has learned in one context to new contexts. The learning environment must allow students to develop the depth of skill, knowledge or understanding to apply their learning beyond the classroom or in different ways within the classroom.

Quite often, information learned in a specific way, or in a particular context, does not automatically transfer to another. For example, students may memorize their spelling words for the weekly test, but they may not be able to use these words in their writing. Teachers should provide opportunities for students to use their knowledge and skills in multiple contexts so students can see how skills or problem solving strategies can be used more widely.

However, be wary of providing a multitude of 'real life' examples which may detract from the original intention of the learning. It is always important to keep the learning purpose in mind. The school's Learning in Action program for all Early Years students provides a strong link between explicit teaching and application of new knowledge and skills.

Reflection

Reflection is a period of time, usually at the end of a session where teachers and students come together to evaluate the learning that has taken place on an individual level and also as a group. It may be appropriate for reflection to occur during the lesson to assist the student(s) to refocus their attention on the learning goals. Reflection provides an opportunity to discuss achievement against the success criteria and review and rewrite learning goals as needed. Reflection helps to identify what has worked well and what could be improved in future learning sessions.

Revisit goals and success criteria

The teacher should plan for a specific opportunity at the end of a learning session for the students to reflect on their learning and compare their progress against the learning goals and success criteria. This could be completed as a class, small group or individual discussion.

It is important to refer back to the learning goals and success criteria which must be visible for the entire learning sequence. Well directed questions from teachers will assist students to provide information about how they met or not met the success criteria.

Revisiting goals and success criteria links very closely with teacher, peer and self-assessment and should not be left out through lack of time as it is important to consolidate the learning that has occurred and identify any issues that have arisen.

Teacher, peer and self-assessment

Assessment takes many forms and has more than one purpose.

- Teachers can use assessment to identify the gaps in learning and establish what further learning needs to occur in future lesson. Teachers also use assessment to determine the degree of success of the learning that has taken place for each student. (Please refer to the Katunga Primary School assessment schedule 2016)

-Peer assessment is an arrangement when students make assessment decisions on other students work. This needs to be carefully scaffolded so the students have guidance in what to look for and how to provide the feedback to their peers.

- Self-assessment occurs when a student assesses and makes judgements about his or her own work in relation to the learning goals and success criteria. Students will need to be provided with the strategies to be reflective about their own work with a view to making improvements in what they do and how they do it.

Students can make peer and self-assessment decisions on various assessment pieces including written work, reports, presentations, performances and projects. Peer and self-assessment can help students to:

- make sense of what has been learned
- understand the viewpoint of others
- learn through receiving targeted and specific feedback

Teachers and students should refer to the learning goals and success criteria to assist in making accurate assessments of progress so it is important that the learning goals and success criteria are explicit and have been explained thoroughly. It is difficult to assess achievement if the goals and targets are not specific and easy to understand.

Feedback

This description of feedback is written with the purpose of providing feedback to students. However, it should be noted that many of the points raised can be applied in situations other than the classroom.

To be powerful in its effect, there must be a learning context to which feedback is addressed. It is important that feedback is linked to learning goals and success criteria to ensure it has meaning for the student receiving the feedback.

Feedback can have a positive or a negative impact depending on how it is delivered to the student, so careful thought should be given to the method of providing the feedback and the circumstances in which it is delivered.

Feedback should be specific and enable the student(s) to build their knowledge, understanding and or skills related to the object of the feedback. The giver of feedback (usually a teacher or peer) must make sure they provide information that is based on fact rather than opinion and they should provide clear examples in support of feedback.

Feedback is a very specific kind of communication and focuses on providing information about the quality of the students work.

Positive feedback is easy to give and to receive, but it should be remembered that “Good work” is not sufficiently helpful in assisting the student to do even better next time. The teacher or peer should explain what it is about the work that makes it good.

When there is a recognised need to improve, it is much harder to provide feedback, especially if the student is very proud of their efforts. The purpose of feedback is to help the student receiving it to become a more effective and productive learner. Feedback is most useful when it is clearly explained, comes with concrete examples and is actionable. It may be necessary to assist the student to action the feedback by taking them through a step by step approach to what they should do next. Feedback can be delivered verbally or in written form and the same rules apply to either – the feedback must be specific, with good examples and reasonable assumption that the student’s outcomes will improve if the feedback is acted upon.

Examples of feedback:

- Asking questions such as “how did you?”, “Would you please describe.....?”, “Why is....?”

- Correcting a spelling test by rewriting words is good feedback because it identifies the error.

Providing only crosses on a spelling test to identify incorrectly spelled words doesn’t provide feedback that can easily lead to improved performance as the students don’t know what was specifically wrong

- A rubric which has identified the success criteria for the final product or piece of work is a type of feedback and is effective as long as the criteria are easy to understand and have been clearly explained.

- Making cause and effect observation such as, “when you....I noticed that....”

Evidence of learning

Teachers may plan for and gather evidence about student achievement in a variety of ways and at key points during a lesson, unit, term or semester. Evidence can assist teachers to make professional judgements about a student’s progress and achievement of learning goals and provided feedback about how students can improve their learning.

Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- Formal testing eg. On Demand, topic tests, running records, Early Years Numeracy and English Online Interview

- Collecting a range of student work samples

- Analysing the quality of student responses against criteria, including rubrics

- Observing students during learning activities and participation in group activities

- Evaluating student achievement over time, for example by using student portfolios

-Facilitating student discussion or conferences and noting student responses

- Using student reflections to understand what they have learnt and how they should improve

Teachers can use this evidence to:

- Evaluate student progress in relation to the Victorian Curriculum
- Decide what needs to be taught next and how to assist students in their learning
- Identify any necessary adjustments to curriculum programs and teaching strategies
- Keep track of student achievement at key points throughout the year
- Inform students and their parents of a student's progress and areas for improvement
- Monitor the effectiveness of teaching and learning programs

The method of record keeping will vary according to what is being assessed and could include written comments, numeric grades, work samples and audio visual recordings. Whatever type of record keeping is used, teachers must bear in mind that it:

- Needs to be manageable within a limited timeframe
- Should focus on student progress in relation to specific learning outcomes

When discussing success criteria with the students, teachers should identify the type of evidence they will be looking for as a demonstration of learning. Students can use this information as a guide to assist them to:

- monitor and make judgments about their progress
- Identify the next steps in their learning

The final consideration in the collection and analysis of evidence is the ability to use this evidence to contribute to the team effort within year levels, sub schools and the whole school in improving student learning outcomes for all students. Teachers can work in their Professional Learning Teams and teaching teams to develop a shared understanding of what the evidence is saying about student learning and then develop a consistent approach to future curriculum development and work programs to ensure ongoing improvement in student learning outcomes.