



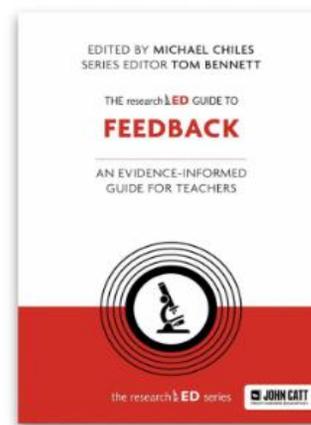
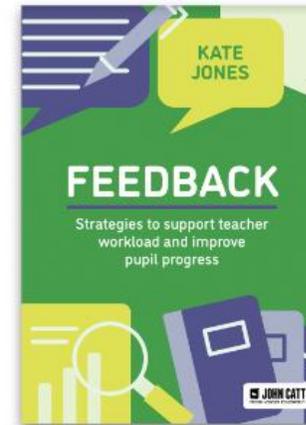
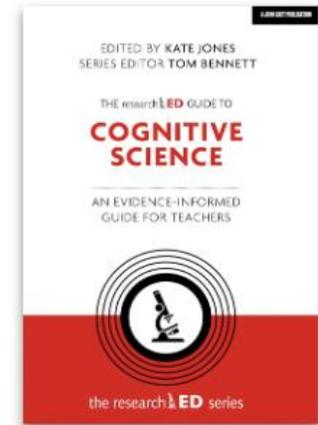
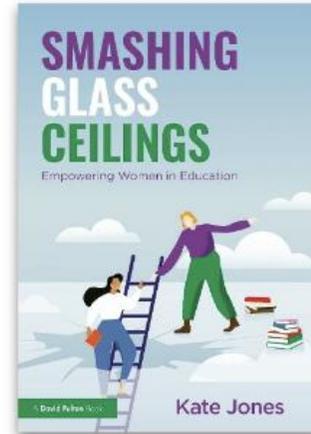
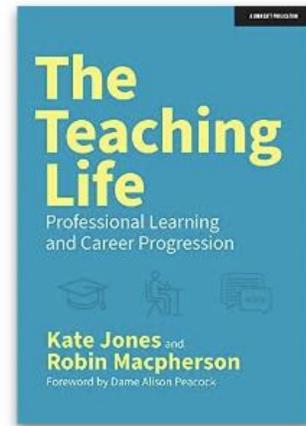
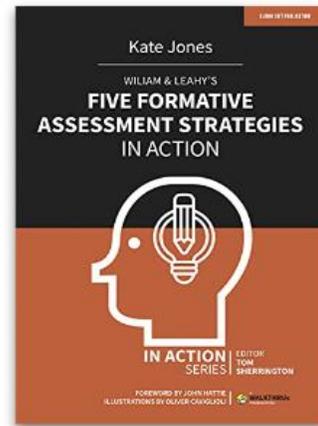
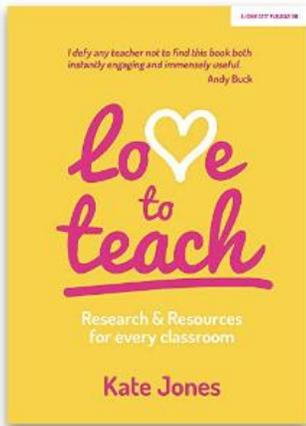
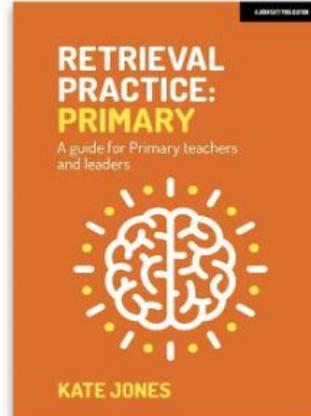
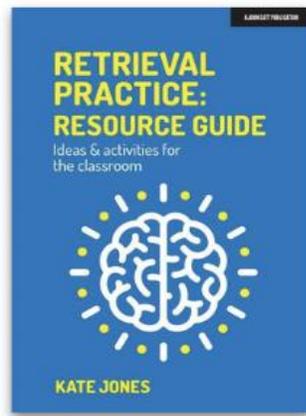
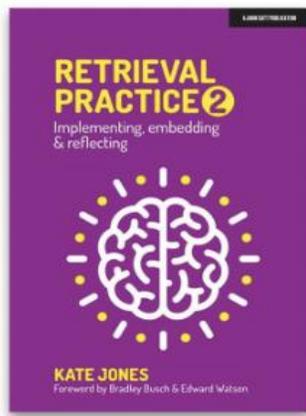
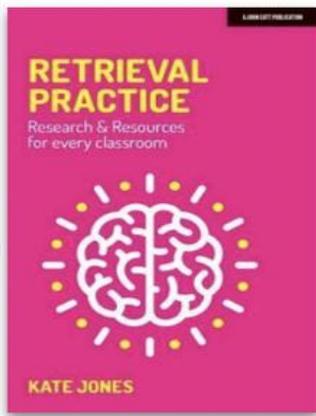
Evidence Based
Education

Developing the

Great Teaching Toolkit

Actionable Feedback

Kate Jones – Senior Associate for Teaching & Learning



@KateJones_Teach

@EvidenceInEdu

Great Teaching Toolkit



A Model for Great Teaching

1. Understanding the content

- 1** Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2** Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3** Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
- 4** Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1** Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2** Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3** Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4** Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

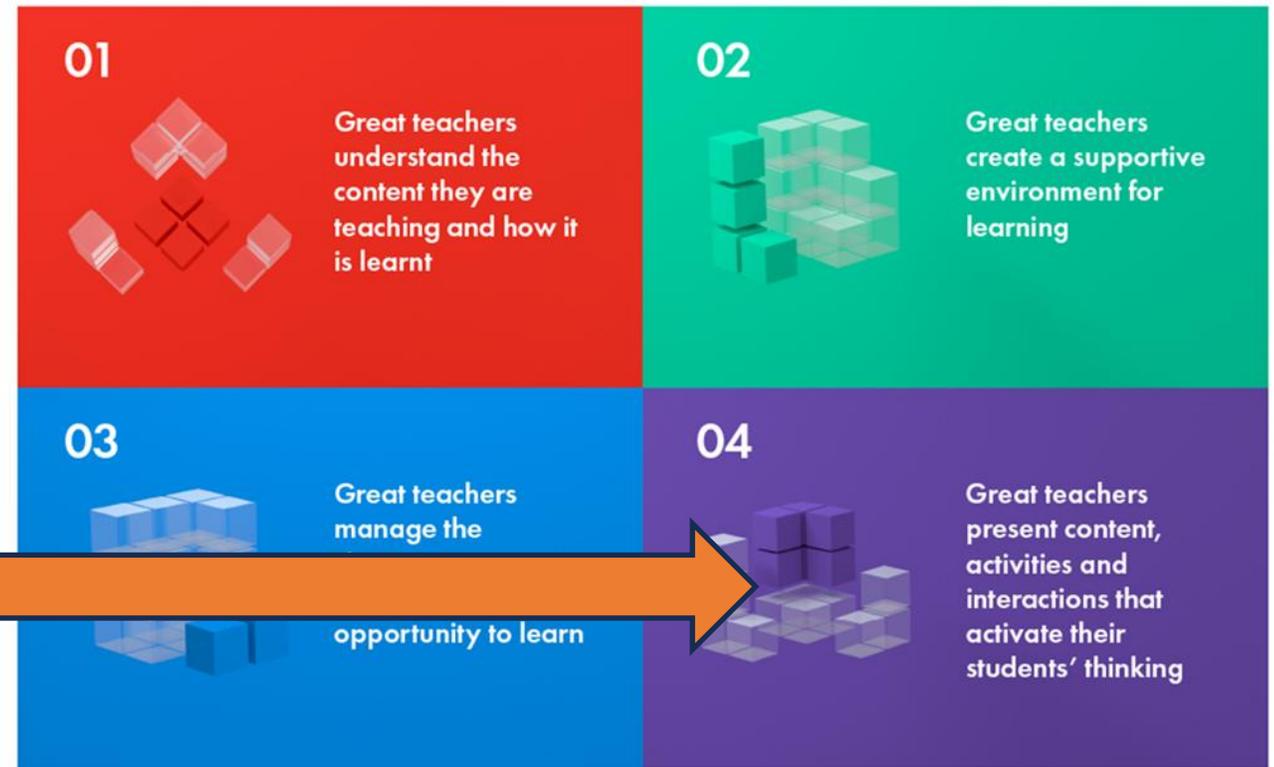
- 1** Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- 2** Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3** Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

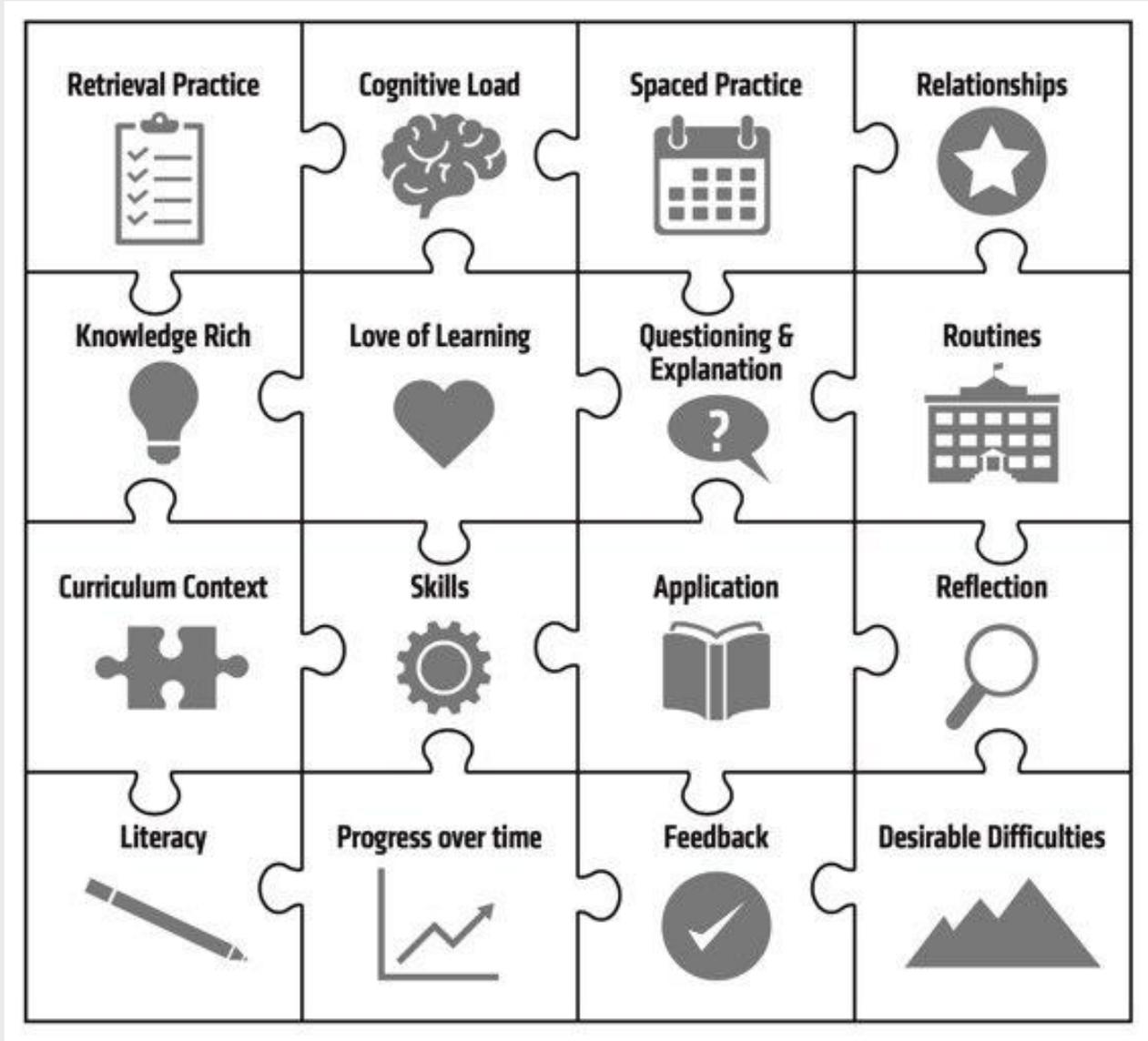
- 1** Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- 2** Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- 3** Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- 4** Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5** Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
- 6** Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise



A Model for Great Teaching



Teaching & Learning Jigsaw (Jones, 2018)



Feedback is an important piece of the teaching & learning jigsaw puzzle.

Providing feedback to learners must be sustainable & workload friendly as there are other pieces of the puzzle, teachers have to dedicate time to.

Feedback should be combined with other pieces of the puzzle e.g. relationships & routines.

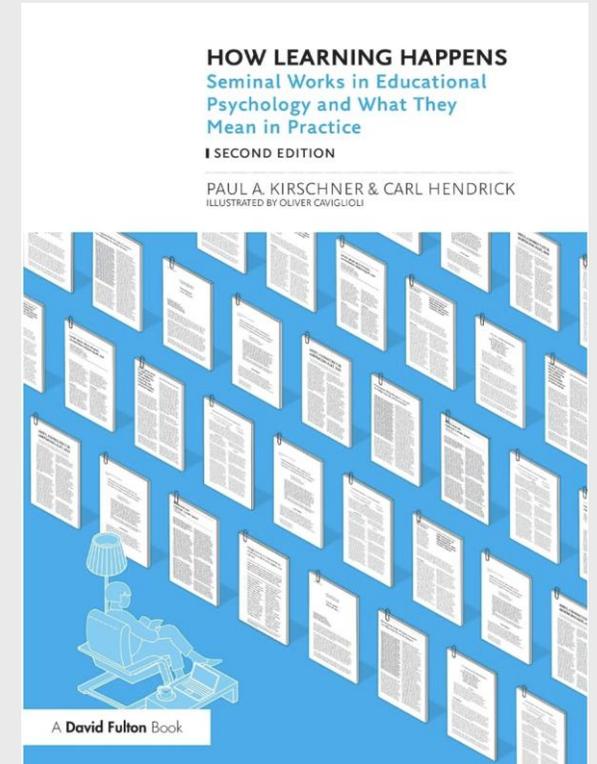






“Feedback is one of the most powerful forms of intervention in education, but it is also one of the most misunderstood”.

Kirschner & Hendrick 2024



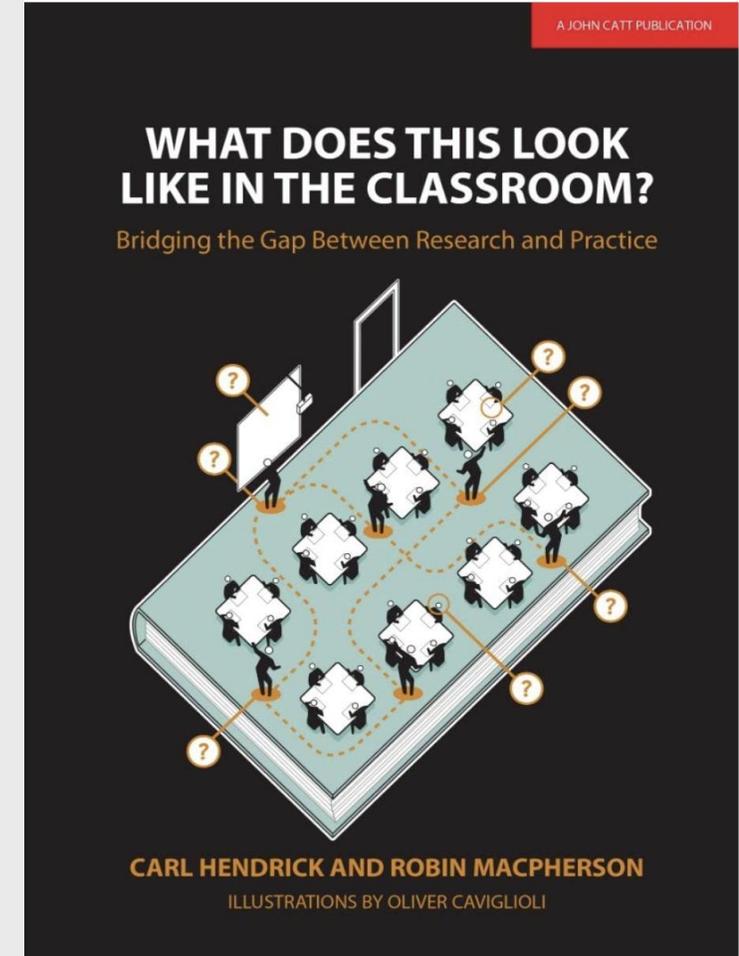


Q. What is the purpose of
feedback?



“The main purpose of feedback is to improve the student and not the work”

Dylan Wiliam (2017)





High-quality assessment is the source of information for effective feedback that improves the student, not the work.

Focus on the learner, not the work ...



Education Endowment Foundation Guidance Report (2021)



“Feedback can be verbal or written, or can be given through tests or via digital technology. It can come from the teacher or peers”

Education Endowment Foundation

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations

Principles			Methods		Implementation
1 Lay the foundations for effective feedback	2 Deliver appropriately timed feedback that focuses on moving learning forward	3 Plan for how pupils will receive and use feedback	4 Carefully consider how to use purposeful, and time-efficient, written feedback	5 Carefully consider how to use purposeful verbal feedback	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
<ul style="list-style-type: none">Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).	<ul style="list-style-type: none">There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.	<ul style="list-style-type: none">Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.	<ul style="list-style-type: none">Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.	<ul style="list-style-type: none">Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed.	<ul style="list-style-type: none">Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1-3). Policies should not over-specify features such as the frequency or method of feedback.



“Students often find teachers’ feedback **confusing**, non-reasoned, and **difficult to understand**. Sometimes they think they have understood the teacher’s feedback when they have not, and even when they do understand it, they may not know how to use it.”

Hattie, J. (2011). From Sutton, R., Homsey, M.J., & Douglas, K.M. (Eds., 2011), *Feedback: The communication of praise, criticism, and advice*. Peter Lang Publishing: New York.



“In higher education, students often misunderstand teachers’ written feedback. This is worrisome, since written feedback is the main form of feedback in higher education.”

Impact of feedback request forms and verbal feedback on higher education students’ feedback perception, self-efficacy, and motivation. Agricola et al. May 2018.



4.4: The quality of learning interactions

between teachers and students is central to
the learning process.



Understandable - Do pupils understand the feedback? Do they understand what they need to do to improve?



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Helpful -This is key. If the feedback isn't helping the learner move forwards and progress with their learning, then the feedback is not effective.



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Helpful -This is key. If the feedback isn't helping the learner move forwards and progress with their learning, then the feedback is not effective.

Actionable - Can pupils act on the feedback? Teachers should provide a task and time to respond and act on all feedback provided.



TeacherTapp

Get the app!



How it works...

Answer 3 daily questions



Each day we ask 3 questions about school life to help build a picture of what's happening in schools

View Results & Influence Policy

See what everyone else is thinking! We share the results so you learn something new each day.

Ongoing Quick CPD &

Monthly Prizes



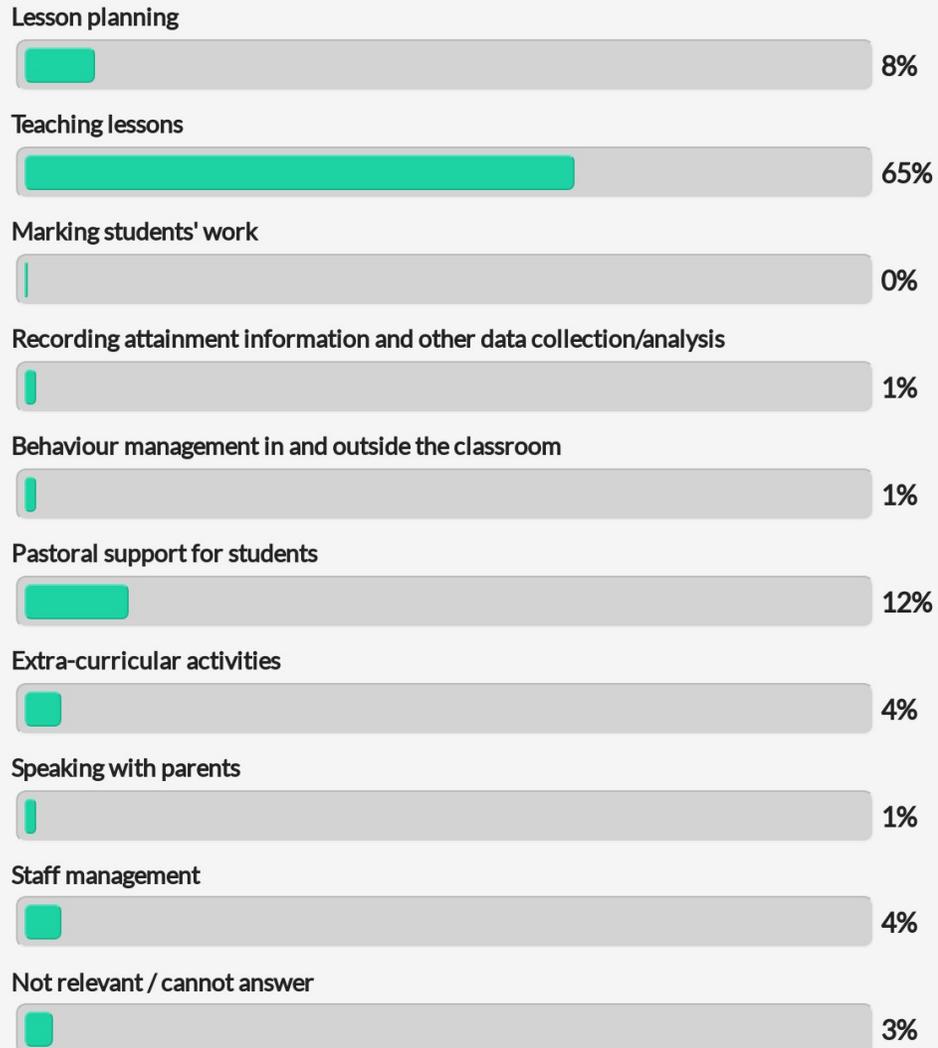
We give back to those who take part! Recommended daily reads help you be a better teacher PLUS prizes!



www.teachertapp.co.uk



Which part of your job do you love the most?



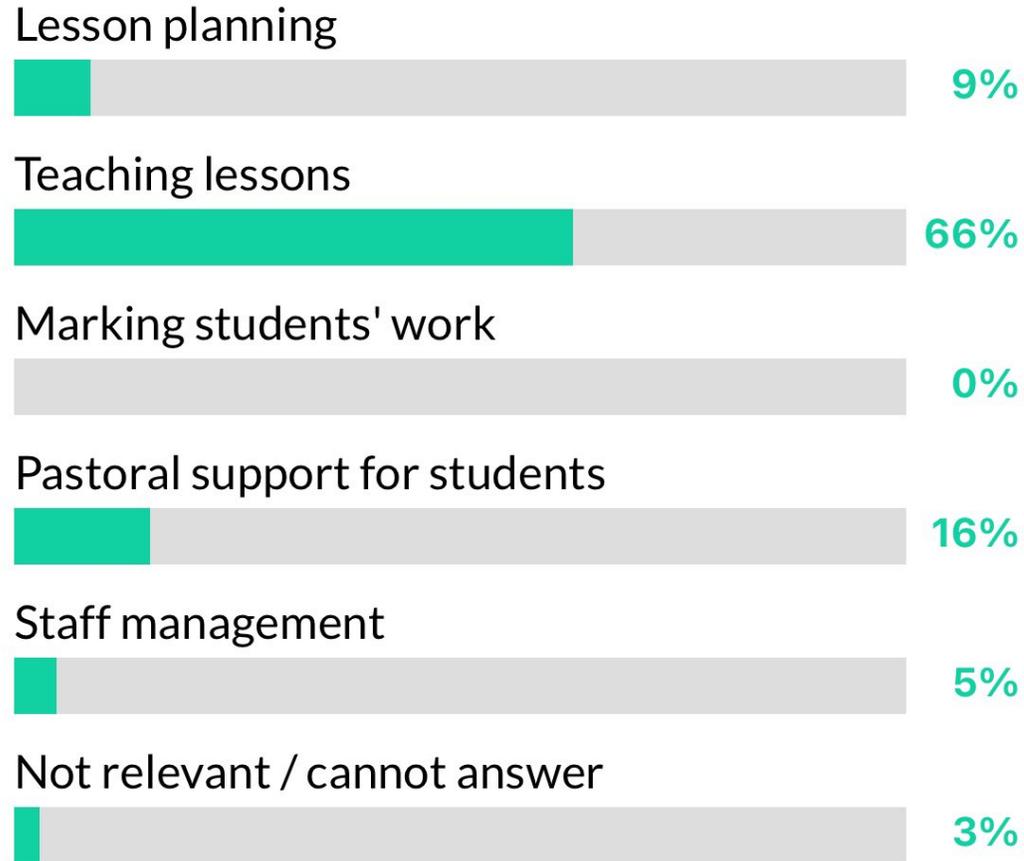
8,317 responses on Sunday, 18 October 2020



2020



Which part of your job do you love the most?



7,764 responses on 4th September 2021

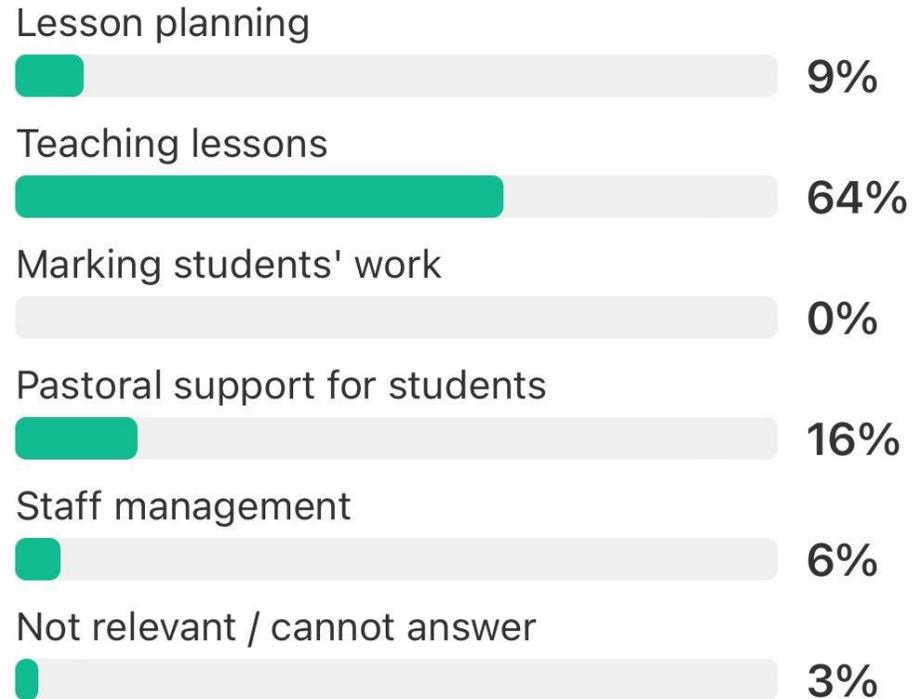


2021



TeacherTapp

Which part of your job do you love the most?



7,956 responses on 23rd July 2022

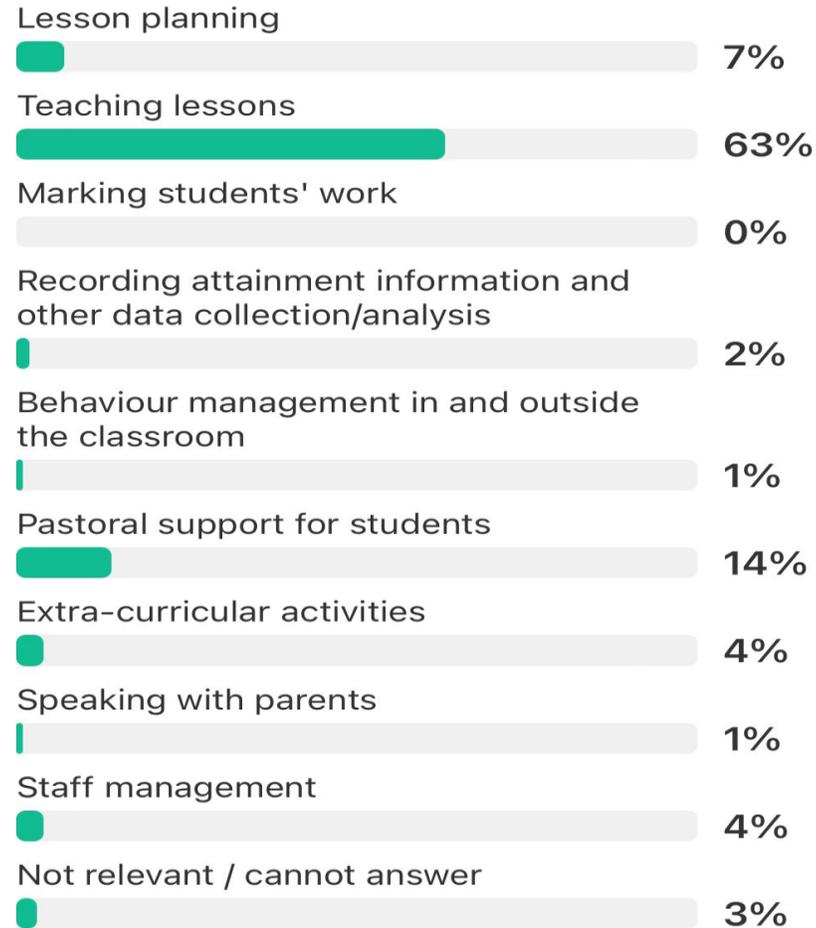


2022



TeacherTapp

Which part of your job do you love the most?



9,899 responses on 30th August 2023



2023



To mark, or not mark?

NASUWT: Tackling Excessive Workload 2024



“Teachers should not be required to provide extensive written comments on every piece of work, given that there is very little evidence that this practice improves pupils’ outcomes in the long run.”

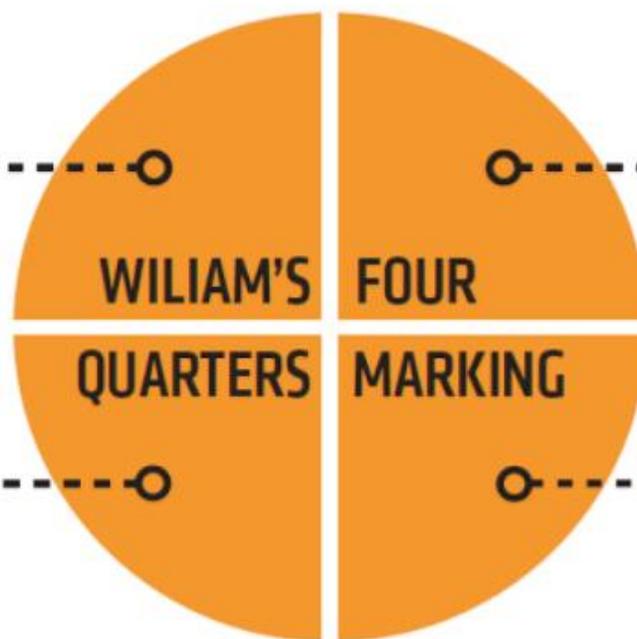
Dylan Wiliam – Four Quarters Marking



MARK IN DETAIL,
25% OF WHAT
STUDENTS DO



SELF-ASSESS ABOUT 25%
WITH TEACHERS
MONITORING THE QUALITY



SKIM ANOTHER
25%



PEER ASSESSMENT
SHOULD BE THE
OTHER 25%.



Q. How do your students respond
to feedback?



“The only thing that matters with feedback is the reaction of the recipient. That’s it. Feedback —no matter how well designed— that the student does not act upon is a waste of time.”

Dylan Wiliam (2017)



Prevention is better than cure
strategy ...





-
- What are the common misconceptions that students often have in this topic?



-
- What are the common misconceptions that students often have in this topic?
 - How can I identify and address this misconception with my class?



-
- What are the common misconceptions that students often have in this topic?
 - How can I identify and address this misconception with my class?
 - What key terms are often challenging to spell?



-
- What are the common misconceptions that students often have in this topic?
 - How can I identify and address this misconception with my class?
 - What key terms are often challenging to spell?
 - What other literacy errors are common with this topic/ style of task?



History: Misconceptions Bank

Germany 1918-1933



- The Nazi party was founded by Anton Drexler, not Adolf Hitler. Pupils often refer to Hitler as the founder of the Nazi party but this is untrue (he was actually the 55th member to join!).
- Some pupils do not realise that the Nazis did not start WW1, the party was not established until after WW1 in 1919.
- Hitler was not German, he was born in Austria (German speaking). This surprises a lot of pupils.
- The Nazis did not invent anti-semitism. There are examples of hostility and abusive treatment of the Jews throughout history. It is worth explaining this to classes for context.
- Other minorities were targeted by the Nazi party, examples of these should be explored in addition to treatment of the Jewish people.
- Pupils have a belief that the Nazi party were always considered evil and were hated. Although they did receive opposition the party certainly had a lot of support and momentum with the rise of extremism.



English Literature: Misconceptions Bank

Frankenstein



- Frankenstein is the name of the scientist and creator, not the monster, but students can confuse this as the monster has no name.
- Victor Frankenstein did not live in a grand castle, this misconception has been created through film versions of the story.
- Frankenstein was not a 'crazy old scientist', he was young, intelligent and ambitious.
- The monster is stupid, this is not true in the text but is how the monster has become viewed in stage and film productions and this misconception has become embedded in modern culture.
- Frankenstein created an 'evil monster', the monster was initially innocent until learning about death and destruction from mankind.



4.4: Interacting. Responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students **actionable feedback** to guide their learning.



Examples of actionable feedback ...

The Detective Strategy: Dylan Wiliam



1) $4x + 3 = 51$ Answer = 12

2) $6x - 2 = 34$ Answer = 5

3) $12 + 5x = 62$ Answer = 10

4) $7x - 3 = 53$ Answer = 9

5) $5x - 1 = 64$ Answer = 12

**Teacher: “Two answers are incorrect,
find and fix them”**

The Detective Strategy: Dylan Wiliam



World War One broke out in 1912 and ended in 1918. There were several causes of the war, including militaryism, the alliances, imperialism, nationalism and the assassination of Franz Ferdinand in 1914. I believe all causes were significant but the most important factor was the assassination, as it sparked outrage and encouraged countries to fight.

Teacher: “One of the historical dates is wrong and a key term is spelt incorrectly. Find and fix the errors.”



Dot Marking

- World War One broke out in 1914 and ended in 1918. There
- were several causes of the war, including militaryism, the alliances, imperialism, nationalism and the assassination of Franz Ferdinand in 1914. I believe all causes were significant, but the most important factor was the assassination, as it sparked outrage and encouraged countries to fight.”





Helpful Highlighting



World War One broke out in 1912 and ended in 1918. There were several causes of the war, including militaryism, the alliances, imperialism, nationalism and the assassination of Franz Ferdinand in 1914. I believe all causes were significant, but the most important factor was the assassination, as it sparked outrage and encouraged countries to fight.”

Yellow Box Method – Selective Marking



people thought he was a spy. This led to
USA not mistrust towards the government of the US.
People started to think that the government was filled with
infiltrators. *Great armor! More needed on the effect/impact!*

3/4

C. By 1954, Senator McCarthy had crossed the limits.
In 1953, the new President, Eisenhower, ~~set up~~ moved
McCarthy to a committee where it was hoped he
might have less publicity. But McCarthy, still had a lot
of public support and continued his anti-communist
campaign. By September, he had begun to hunt communists
in the army. His hearing were shown on TV, and the
public saw McCarthy bullying the army officers such
as: General Zwicker, who was a war hero. McCarthy's
popularity dropped ^{almost instantly} ~~slowly~~. First
the media, then the Senate
and the public. On December 2nd 1954, the Senate voted
to censure him for "improper conduct" by 67 votes to 22.
McCarthyism had damaged those who were blacklisted and
affected almost all Americans. People had feared of being
seen as 'radical'. After McCarthy's bullying and rudeness, the
public felt the need to stand up against him and stop him.
fight their fears,

Question asks about decline of support

Good, more focus on question needed.

5

made its economy worse. It also led to inflation as
~~Germany could not do any provide work for which was~~
the overprinting of money until it was valueless.

Mad scheme states - Workers in the Ruhr opposed the occupation & organized

passive resistance

which led to clashes with the French

one of the reasons for changes in the lives of young people -

troops.

In the years 1933-1939, there were many
changes in the lives of young people because the
Nazis came into power. Nazis forced young boys to
enter the Hitler Youth and the girls to enter in
the Young Maidens club. They were indoctrinated ^{in school} and
were taught to live in a Nazi lifestyle.

The Hitler Youth and Young Maidens club was
a reasons for changes in the lives of young people.

Boys sent to the Hitler Youth were trained and
prepared for the army. They went on hikes and
camped, they were ~~prepared~~ said to be ~~preparing~~
the boys for their future roles as husbands and
loyal Nazi soldiers. The Hitler Youth was made
1936- compulsory from the ages ~~17~~ 7 to 18. The Young
Maidens Club ~~was~~ brought young girls for their future
prepared

Blue Box Method – 'Successful Snapshots'



for the outbreak of WW1. How far do you agree with this interpretation?

In 1914 the first world war broke out and lasted for 4 whole years. This war was said to be 'the war to end all wars'. ^{However, it was sadly not.} There were many causes of world war one, as it was not just down to one reason. The Kaiser was one reason but he was not the only one. There were many short term and long term causes. There include ~~the~~ ^{the} alliances, the ~~assassination~~ ^{murder} of Franz Ferdinand, Kaiser Wilhelm II, ~~the~~ ^{the} Schlieffen plan and ~~the~~ ^{the} Militarism. I believe that the Kaiser was a main reason for war. However, I understand that there are many other issues that ~~lead~~ ^{led} to war. ^{Great introduction}

The Kaiser was born with a ~~wat~~ ^{left} withered arm and as a result of this, his childhood was very miserable. Because of this, he was a disappointment to his parents. He had many traumatic treatments, ~~such as~~ ^{such as} one of which was that his right arm was strapped to his body, forcing him to use his left arm. He was a troubled child ~~as~~ ^{as} he also ~~had~~ ^{had} mental issues. ~~In comparison~~ ^{In comparison} to this, his cousins, who were George and Nicholas, had a much kinder childhood. They spent many summers together and were brought up to enjoy each other's company. However, the Kaiser was ~~barely~~ ^{rarely} invited to these family

World War One. I have not solved the decision that alliances was one of the main causes of war. I think this because if there were no alliances, there would just be a war between Serbia and Austria-Hungary. However, I agree that the Kaiser was responsible for war to a certain extent. I believe this because he provoked the sudden urge for military battle and thoroughly wanted to prove that his army was the best. However, it did not result in this and the Kaiser's plans to overthrow the world leaders failed.

In addition, I believe that without alliances nobody would have stopped the Kaiser. World War One showed the huge bond between countries and how they worked together in a crisis.



“Organising feedback conversations, in which feedback request forms and verbal feedback are used, is a promising intervention to prevent misunderstanding of written feedback.”

Impact of feedback request forms and verbal feedback on higher education students' feedback perception, self-efficacy, and motivation. Agricola et al. May 2018.



Verbal Feedback

- This can happen live in a lesson, to help students move forward with their learning - responsive teaching and workload friendly.





Verbal Feedback



- This can happen **live in a lesson**, to help students move forward with their learning - responsive teaching and workload friendly.
- Remember the **limitations of working memory** with verbal feedback - students may quickly forget the feedback and targets.



Verbal Feedback



- This can happen **live in a lesson**, to help students move forward with their learning - responsive teaching and workload friendly.
- Remember the **limitations of working memory** with verbal feedback - students may quickly forget the feedback and targets.
- **Technology** can also support verbal feedback with audio and recorded feedback.



Basic response	Adding more detail
<i>Example: Three men wanted to become King in 1066.</i>	<i>In January 1066 Edward the Confessor, the King, died and this caused many issues as he did not have a son or direct heir to the throne. There were three main contenders to the throne. The first contender was Harold Godwinson, a powerful English nobleman with a big army and owned a lot of land. Harold was related to Edward through marriage. Harald Hardrada did not have a claim to the throne or connection but he felt he should be King of England. William Duke of Normandy was friends with Edward and he said that Edward had promised him the throne but this was unclear.</i>
The Vikings were not prepared for the English when they arrived in the North of England.	
The Viking axe man killed English soldiers.	
Harold Godwinson had an advantage at the Battle of	

Whole Class

Feedback:

Modelling

Responses



The Vikings were not prepared for the English when they arrived in the North of England.	The vikings were not prepared for the English when they arrived in the north of England. Panicking, getting the armor ready, the spears and all the deadly weapons. They didn't have that much time so he told one of his fierce soldiers, the Axe men, killing 50 soldiers giving the vikings more time to get ready
The Viking axe man killed English soldiers.	The viking Axe men were fierce, brave,and strong. He killed 50 men with an Axe slicing them into pieces. One of the soldiers came across when he went under the bridge, killing him with a sword under his legs, which killed him instantly.

Whole Class

Feedback:

Modelling

Responses

Harold Godwinson had an advantage at the Battle of Hastings.	Harold Godwinson had an advantage of winning because William was down the hill but Harold was up the hill and it would have been more difficult to go up than going down. They also made a shield wall which is a very old taktik but it was very useful for defending the English Army.
William and his soldiers had an advantage at the Battle of Hastings.	William had the advantage of breaking the shield wall which he ran down back the hill thinking that they were turning back, meaning they thought they had won. Harold's soldier goes down the hill where William has successfully broken the shield wall. William quickly turns back and fights back again.



<https://mrthorntonteach.com/2016/04/08/marking-crib-sheet/>

Date:	Class:	Piece of work:	
Common Strengths:	Missing/Incomplete Work: 	SPaG: 	
Common areas for development:	DIRT Activities: 		
Potential Actions:	Use exemplars from:  		

Whole Class Feedback: Crib Sheets



praise:



History Marking Crib Sheet

Date 19/9/16 Class 10B2

Praise:

Kayleigh - Impact of education
 Abbie L - Summary activity/overview of MA
 Ollie - Visual Hexagon
 Jack - Medicine Overview
 Lizzie - Medicine Overview
 Xibe - Medieval medicine progress
 Grace - ~~Medieval~~ Big Story of Medicine
 Choti - Visual Hexagon
 Jack - Medical overview bullet points
 Lesnie - Medieval overview Summary
 Tara - Effort in first weeks lessons
 Ayata - Overview of Medicine + Korean

Sophie
 - 4 humours
 - overview

Missing/Incomplete Work:

Ollie - finish medieval progress
 Lizzie - Colour four Humours
 Ella - Catchup from Lizzie
 ↳ what was health like in MA?
 Phil - Give in middle Ages overview
 + answer Q. - Ayata also
 Choti - explanation of why epidemics
 - Summarise health - Jack too.
 Tara - add detail to Hexagon
 All - Colour in four Humours/Hex.

SPaG:

Capital letters
 - Roman/Greek/Medieval Ages
 Medieval
 Disease
 Medicine
 Hippocrates
 Theory
 'Theory of opposites'
 Four Humours.

Cause for Concern:

N/A well done 10B.

Misconceptions:

Hippocrates views on what
 caused disease
 Why did God not want
 change? Explaining why

Presentation:

Underlining date/titles
 Phil - date/titles LZ
 ↳ Evergreen
 Sticking sheets neatly
 using all space - Abbie

DIRT Activities:

- 1) what was the most significant change in history?
- 2) Another reason medicine would not progress?
- 3) what limited progress over time?

David - LZ Summary
 - finish hexagon at break
 Mia - Hexagon - ~~from~~ middle ages
 Abbie health

Polaroid Moments



Ella - visual Hexagon
 Grace - Big Story of Medicine
 Kayleigh - visual hexagon
 Sophie - visual hexagon

Whole Class Feedback: Crib Sheets







Read and reflect. Check and correct.

Have you used capital letters correctly?

Have you double checked spellings of keywords?

Are your points supported by detail?
Facts, stats, examples?

Have you included full stops at the end of your sentences?

Is your written work legible/ easy to read?

What are the key strengths of this piece work?

Have you used paragraphs to structure your work?

Have you used the correct homophones?
Their/They're/There

How do you think this piece of work could be improved?



Self Assessment: Reflection Ticket



Areas of strength (accuracy and confidence)	Areas for improvement (gaps in knowledge)



Year 5: Climb Every Mountain!

FAMOUS MOUNTAINS:



MOUNT EVEREST

8,848m / 29,031ft

The highest mountain on land in the world.
Located in the Himalayan mountain range.



MOUNT KILIMANJARO

5,895m / 19,341ft

A dormant volcano found in Tanzania in Africa.
Part of the Eastern Rift Mountain Range.



MONT BLANC

4,808m / 15,774ft

The tallest mountain in Europe.
Located in The Alps mountain range.



BEN NEVIS

1,344m / 4,413ft

The tallest mountain in the United Kingdom.
Located in Scotland in the Grampian Mountain range.

WHAT?

A mountain is a rugged outcrop of rock that is over 600m or 2000ft above sea level.

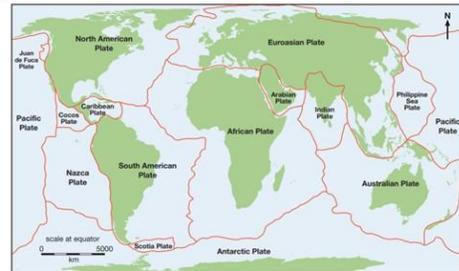
Mountains can have a base under the sea - just like Mauna Kea in Hawaii which is 10,203m high.

This means that it is 1000m taller than Mount Everest.

Mountains can be formed in several different ways:
*The collision of continental (tectonic) plates.
*The faulting/folding of rocks.
*The eruption of volcanoes.

The surface of the earth is made of large plates or slabs called continental or tectonic plates.

CONTINENTAL PLATES:



KEY VOCABULARY:



BLOCK MOUNTAIN: a block of rock forced upward to form a mountain.



GLACIER: a mass of compacted snow and ice that moves very slowly.



CORE: the hot molten centre of Earth



MAGMA: the molten rock found below Earth's surface.



CONTINENTAL PLATE: another name for a tectonic plate (see below).



RIFT VALLEY: a valley area created when a fault forces land to slip downward.



CRUST: the outer layer of Earth.



TECTONIC PLATE: massive rocky slabs, often as big as a continent, making up Earth's crust.



EROSION: when hot rock, ash and lava are forced out of a volcano.



TREE LINE: the point on a mountain at which trees are unable to grow.



FAULT: a crack through Earth's crust, usually found on the edge of a tectonic plate.



VOLCANO: an opening in the Earth's crust from which hot or melted rock and steam erupt.



FOLD MOUNTAIN: when crumpled land is concentrated between colliding tectonic plates.



WEATHERING: where extreme hot and cold weather breaks up the rock.

FOLD AND BLOCK MOUNTAINS:

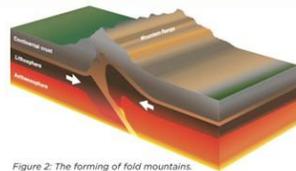


Figure 2: The forming of fold mountains.

As plate layers lift and fold upwards, they form ranges of mountains topped by individual peaks. These are known as fold mountains and are very common in mountain ranges across the world.

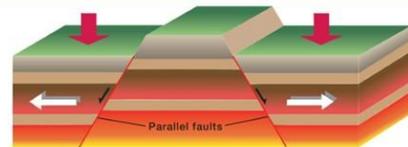


Figure 3: The forming of block mountains.

Tectonic plates can also create upwards pressure on the Earth's surface causing rocks to shatter. When the pressure of tectonic plates pushes upwards, it causes the formation of block mountains.

THE ROCKY MOUNTAINS:

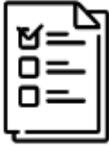


The Rocky Mountains are the largest mountain range in North America and stretches 3,000 miles / 4,800 km from British Columbia in northern Canada to New Mexico in southern United States of America.

This mountain range is home to a variety of different trees including pine and fir trees.

It is also the habitat of many species of animal including mountain goats, reindeer, grizzly bears, falcons and eagles.

Adam Woodward
@adamjames317



Self Assessment & Reflection: Exam Wrapper



1. How did you prepare for the test?

2. Do you think you
spent enough time
studying?

Yes

No

3. Explain your answer.

4. How confident were you before the test?

Not very

Very

5. How happy are you with your performance on the test?

Not very

Very

6. What mistakes did you make on the test?

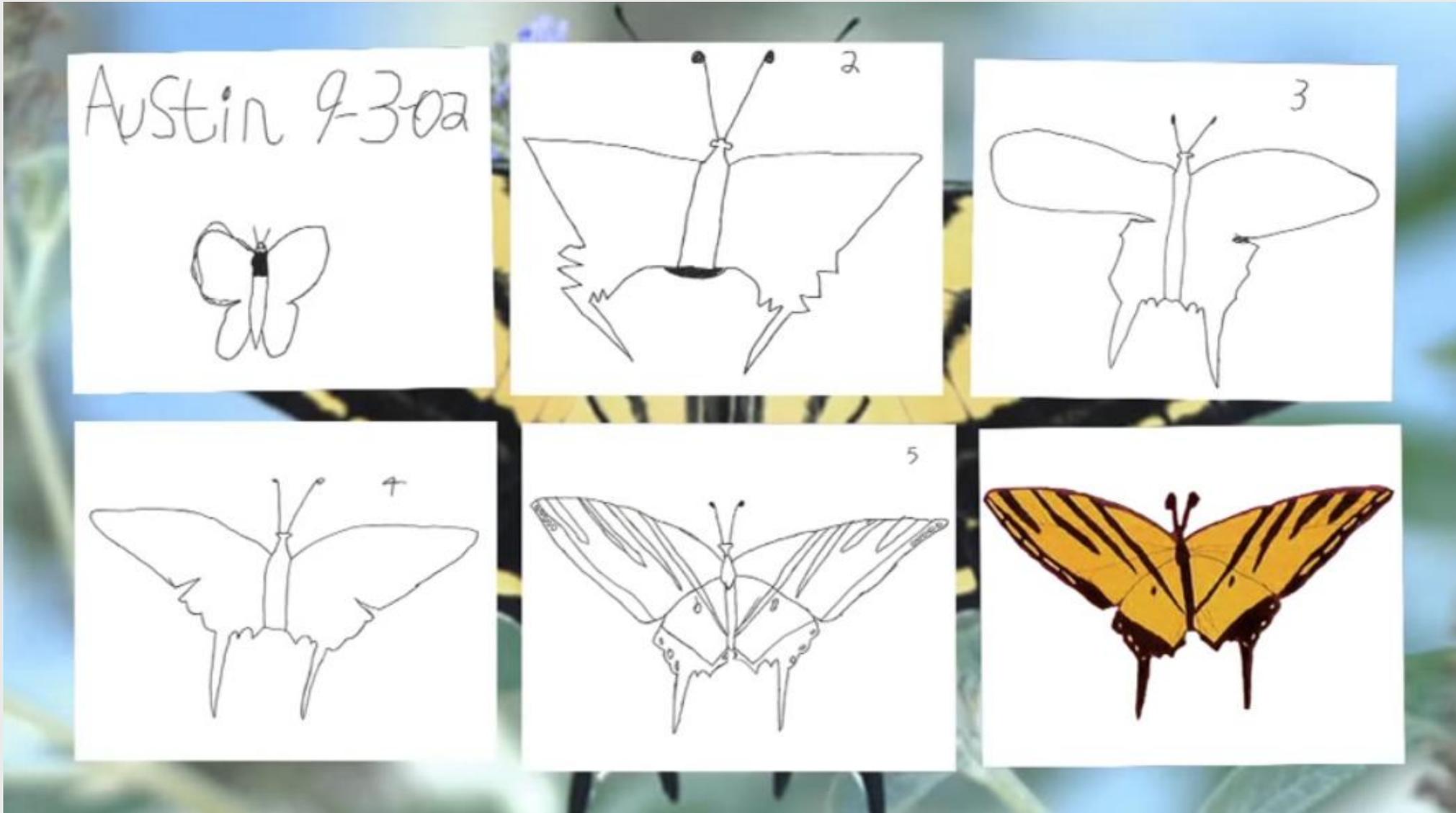
7. What will you do
differently next time?

8. Set yourself two targets
to focus on:

- 1.
- 2.

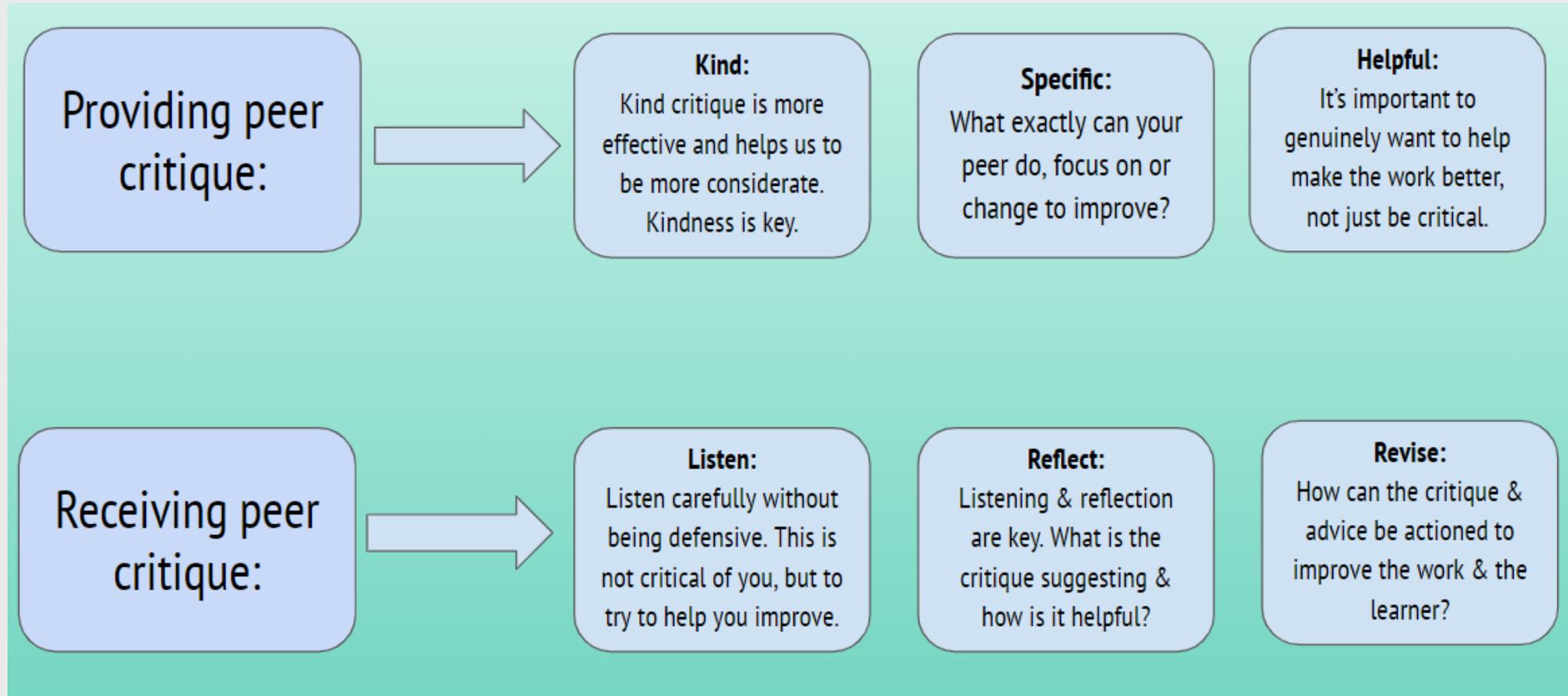


Q. What are the challenges
with peer assessment &
feedback?





Peer Critique - Ron Berger & Kate Jones





<https://classteaching.wordpress.com/2014/10/19/tlt14-feedback-matters/>

Kind

- I really like the way you _____
- Excellent _____ throughout
- The most successful thing about this was _____
- I enjoyed reading this because _____
- It was especially good when you _____

Specific

- In the first/second/third paragraph...
- I think _____ needs more focus on /could include more connotation/could include more media terminology etc.
- Your sentence/paragraph about _____ was _____ because _____

Helpful (refer to success criteria)

- You need to add _____
- Don't forget to _____
- To improve your _____ try _____
- Perhaps you could...



	Correct use of literacy and knowledge.	P	Check and correct punctuation.
Sp	Check and correct spelling.	V	Opportunity for vocabulary.
Gr	Check and correct grammar.	WM	A word or phrase is missing.
NP//	New paragraph needed.	WW	Wrong word - homophone e.g. their/they're/there
M	Meaning is unclear or inappropriate language is used.	WT	Wrong tense.
C	Check and correct use of capital letters.	FS	Write in full sentences.



The Saxon Gazette

22/11/17

Royal Ramble!

Quite recently, King Harold was slaughtered at Hastings, as the Saxons fought a tough battle against William the Wonderful and his army.

sp Hastings

(+) check key words. Alliteration
(+) Good Bias/
(+) To short Javel net so detailed.

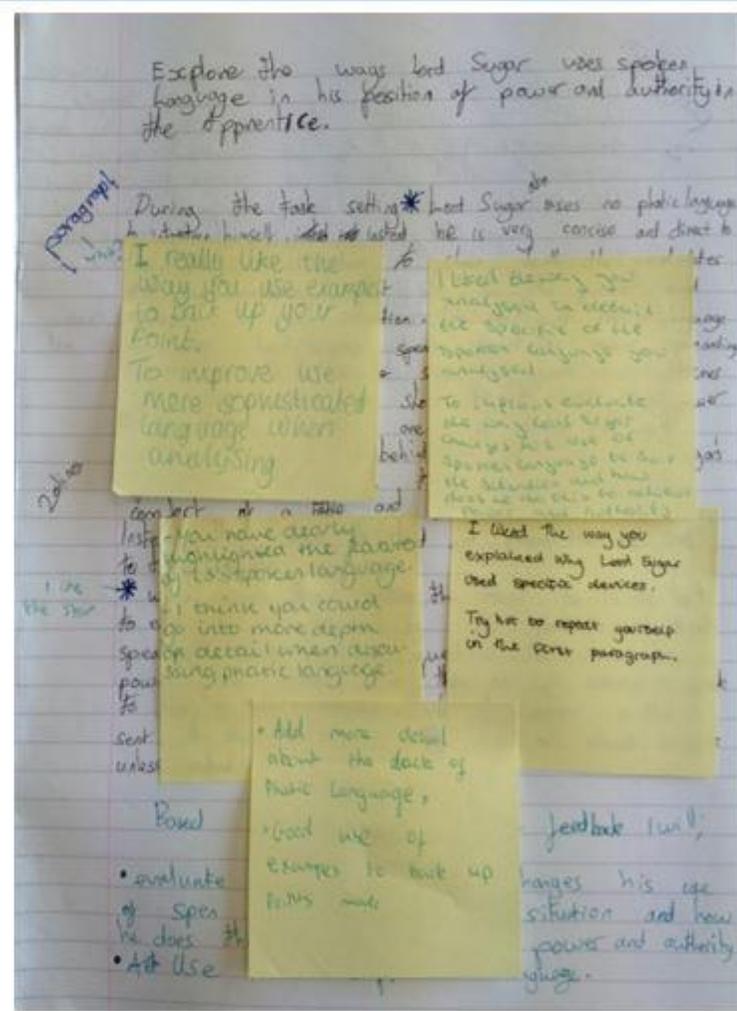
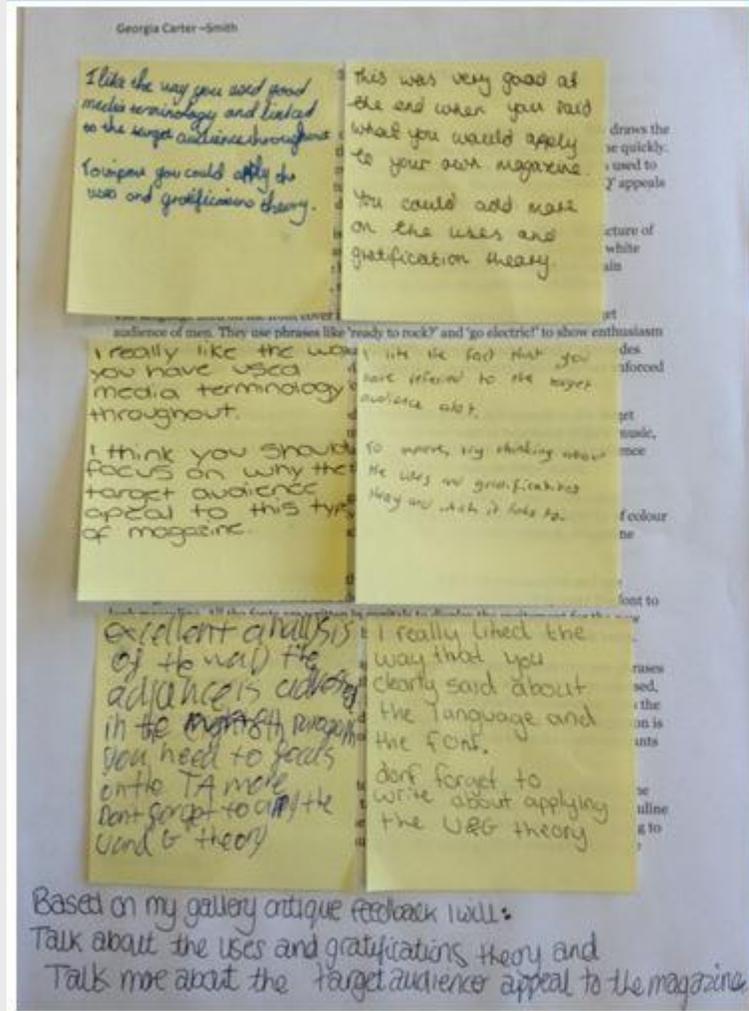
orange = good
pink = fix it.

This all started ^{in January} when Edward ^{There} the Confessor died, since he did not have a heir to the throne. ~~There~~ was a guess about who should be the next King of England. Apparently Harold was supposed to be king since the late Edward promised him the throne, but everyone knows William should be king. There was another man, a vicious Viking, Harold Godwinson with a pretence claim to the throne.

Immediate
impact with peer
assessment



<https://classteaching.wordpress.com/2015/06/04/gallery-critique>



Gallery Critique

Reflection questions ...



-
- What types of feedback do you plan to provide?
 - How will you find out if students have understood your feedback?
 - What opportunities will you provide for students to act on that feedback?
 - What are your key strengths in terms of feedback?
 - What are your areas for development in terms of feedback?

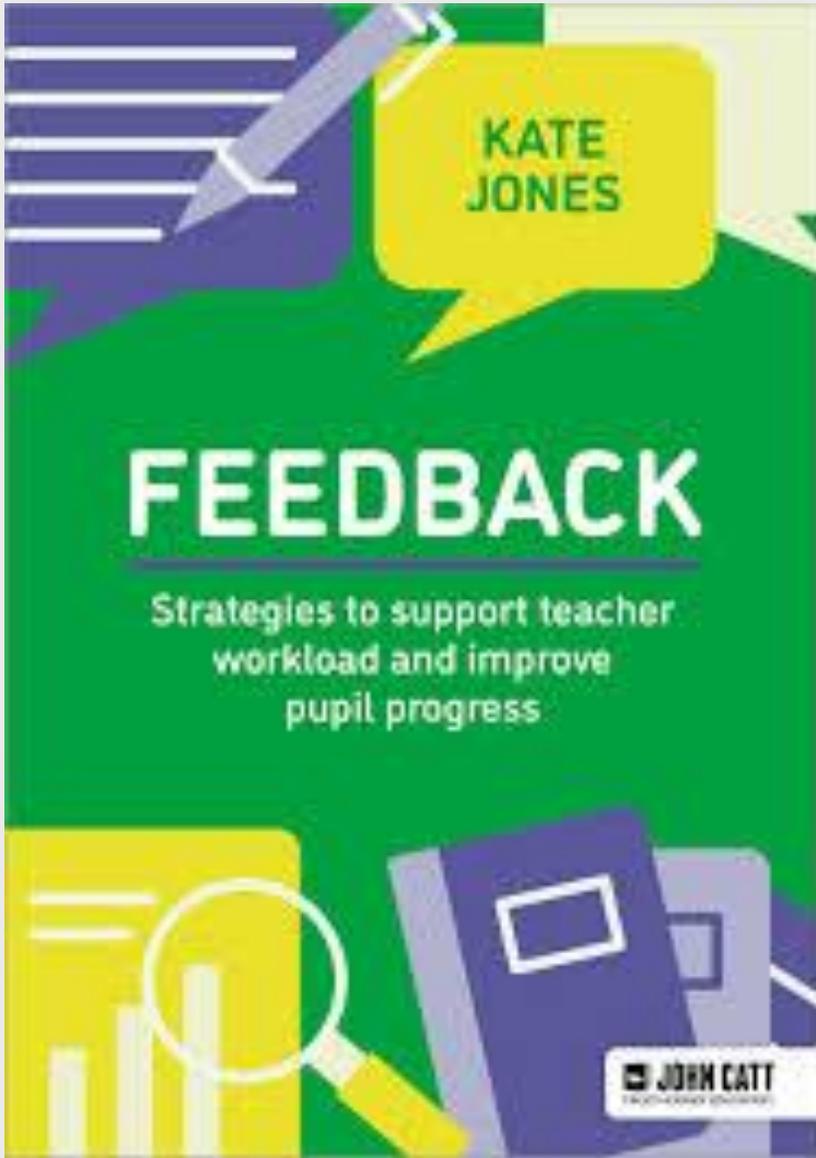


Evidence Based
Education

FEEDBACK

A short guide to delivering effective and meaningful feedback to students





[Feedback: Strategies to support teacher workload and pupil progress](#)

Thank you!



@KateJones_Teach