



2016-17 Research Report



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Research Question:	To what extent is a whole class feedback sheet more efficient when compared to individual written feedback to a year 10 student based on an electricity assessment?	
Context: When, Where, who?		Intervention class – Whole class feedback
	When	Control Class – written feedback
	Where	When
	Who	When
Why do it?	Workload is a growing concern Nationally but also within St John's. Nationally this was measured using the teacher workload survey 2016 with Marking/correcting of pupils' work being recognised as a large contributor to an increasing workload for teachers.	
What was tried?	One class, 10S1, I spent 2 ½ hours marking their tests (see appendix B for example) and writing individual feedback, the other, 10S2, class I spent 40 minutes just marking tests with no written feedback (see appendix C) but created a worksheet (took 40 minutes – see appendix D) for them to complete subsequently.	
How was it tested?	In this preliminary test of feedback I gave two separate year 10 classes the same electricity test (see appendix Ai) and provided them with different forms of feedback followed by a post test (see Appendix Aii). The success of the feedback is suggested to be measured by relative progress between assessments in both classes.	
What was the impact?	The two feedback methods gave similar levels of improvement (14-16% - see appendix E for raw results) as measured by the post test. The cautious conclusion is that the time saving method is more efficient and should be further investigated.	
Implications for Practice: What next?	Written individual feedback needs to continue to be challenged as a universal method for allowing students to make progress. There can be no conclusion beyond this context and example. There are lots of limitations to this study: <ul style="list-style-type: none"> • The results of the feedback are based on just a single class in each case. • There was no "0" feedback class set. Would both classes have improved even without feedback? • 6 students in each class got worse whilst others improved – why is this? The results are very dependent upon individual preparation - it is up to a student to make the most of the feedback they are given. This is another variable. • The worksheet written for the feedback class - if this were higher quality and clearer would results have been better? • The written feedback on each test – was this as clear as possible? 	
Links for further reading	EEF. 2017. <i>EEF Toolkit</i> . [ONLINE] Available at: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/ . [Accessed 10 March 2017]. Alex Quigley. 2017. <i>The Feedback "collection"</i> . [ONLINE] Available at: http://www.theconfidentteacher.com/2017/03/the-feedback-collection/ . [Accessed 7 March 2017].	



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Appendix Ai – electricity test

Appendix Aii – electricity re-test



Electricity Re-test
for AR.rtf

Appendix B – Example written feedback tests

TBC

Appendix C – whole class feedback sheet:



electricity feedback
sheet.docx