

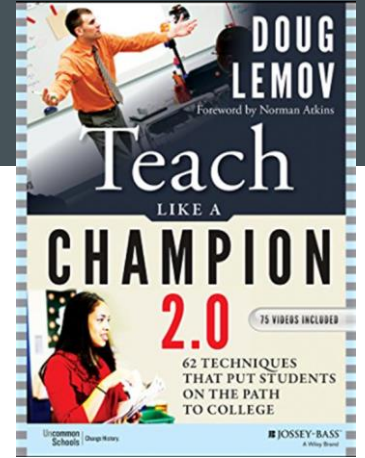


Circulating and Feedback

Georgina Bright-Jones

Aims of the session

- Discuss what do you already do
- Identify circulation techniques and strategies
- Identify how and when to feedback
- Your actions going forward
- Create actions for best practice



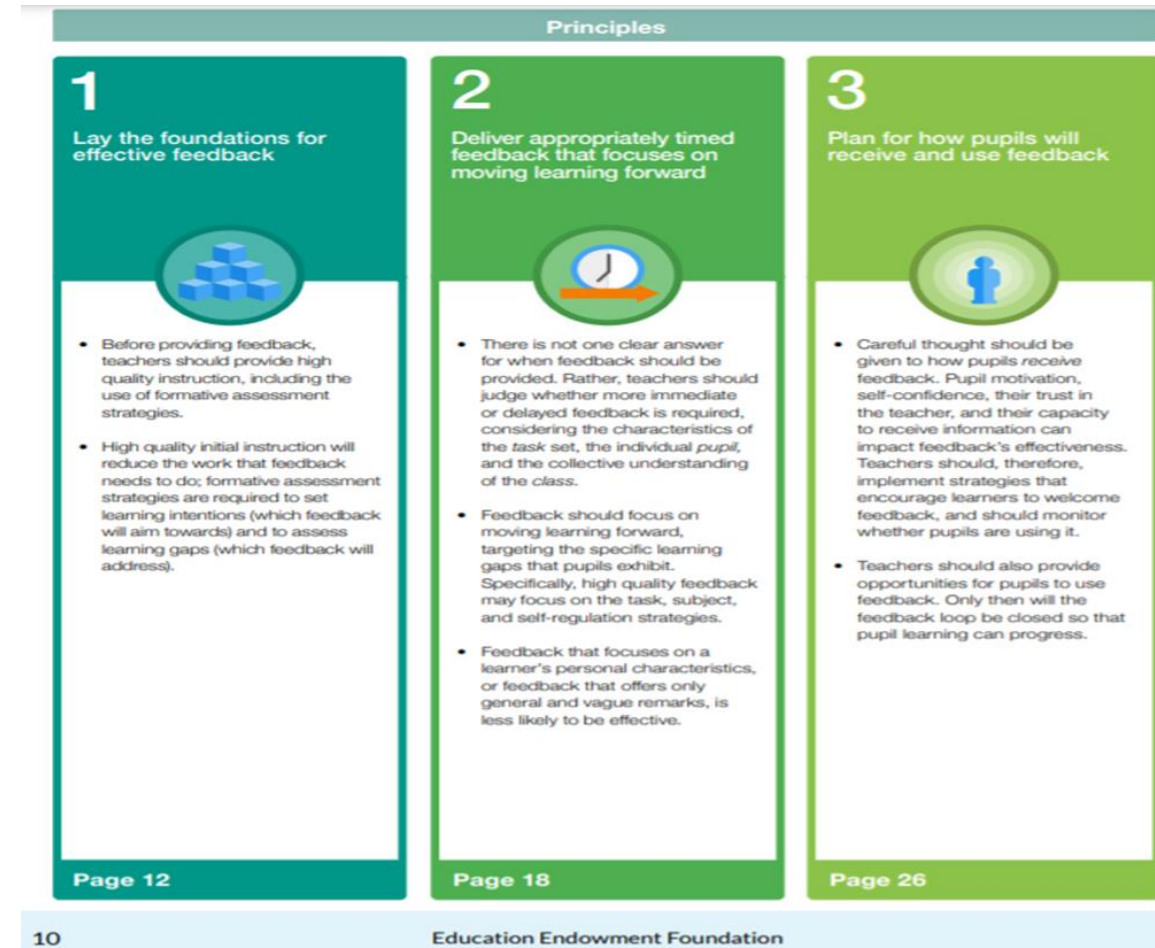
What is circulation?

- The concept of walking around your classroom is not something new. Good circulation means that you can keep your students engaged in tasks, support them when they are stuck and stretch them as they work. The concept of circulating, checking and reacting really refines practice and make you think more about how you spend your time in the classroom. The EEF research finds that teachers should be active and not sat down at their desks, especially when students are working silently.
- Your movement round the classroom needs to be calculated. Simply floating from desk to desk is not always enough to ensure that you are supporting the learning as well as you could be. As structured as it sounds, you may have to create routes depending on the type of task set. Many classes often have a huge variety of need in one room. For example, you know that certain students in your class may struggle more with longer writing tasks, whereas comprehension is an issue for other children. As such, having set routes gives additional value to your seating plan and you can pre-plan where and how you are going to support individuals depending on the tasks being set.

Circulation (EEF Research)

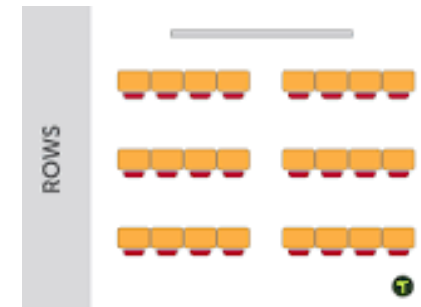
Summary

- If you deliver high-quality instruction and modelling this **will reduce your workload for feedback.**
- Effective circulation will help you assess and inform the feedback that takes place.
- It will also ensure that instant feedback is given that will help address misconceptions and move learning forward.
- Circulation will help you decide on a 1:1, small group or whole class intervention around a misconception and if it will be modelled, discussed or a separate task set.
- It will help personalise feedback which is more effective.
- Teachers should draw upon pupils and use their feedback to help pupil's learning progress.



Circulation- Planned routes

- Have a planned route of your class room. Circulate more than once , this will help you identify errors quickly
- Pre –call (I’m checking for capital letters) gives children a chance to be ready to show
- Set up a seating plan so that you know the children who need grater support are going to be attended to first
- No hands up
- Ensure that all children are easy to access without interrupting others



Circulation- Planning

- Have a WAGOLL to refer to and annotate
 - Prepare for misconceptions/ anticipate error
 - Have questions ready for different abilities (this will also help support staff, students)
 - Track errors- Annotate planning, tick sheets ect
 - Plan interventions, pre teach and keep up sessions
 - Working walls
 - Scaffolds
 - Circulation of TA
- Sound mats, tricky word mats

These will all help you give accurate and efficient feedback and gather data to help close gaps

Circulation- Build relationships

- Children need to be aware that you're always there to support and provide-praise
- Teach as you move around the room and make constant verbal and non-verbal interventions as you go: "Laura, ...will help you with your handwriting." or non-verbal cues to remind children to stay on task. This may also include addressing a misconception or teaching point from where you are in the room. Sometimes, intentionally stop and think for at least 15 seconds to decide on the most effective, high-leverage feedback

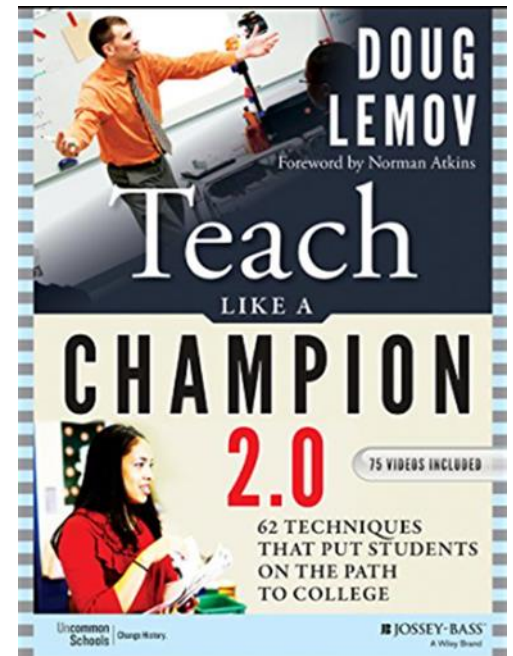
Circulation

Which of these strategies do you already use ?

How do you think circulation impacts learning?

What would you use in practice?

Feedback



Instant feedback

Instant impact

- Use names, be personal 'Jacob I like the way your letters are sitting on the line'
- Give a positive before moving on with precise and specific target
'I would now love to see your capital letters bigger than the rest'
- Give precise praise 'Brilliant conjunction in your sentence'
- Change wording if not understood
- Refer to WALT, Learning journey.
- Identify progress from the last lesson
- Give time

Live marking

- Write down an example (annotate their work)
- Highlight/ tick WALT/Learning journey so children know their next step
- Correct spellings on the spot so you can identify gap or mistake
- Support independence, use hints and questions to guide
- Purple pen whilst the child is present so you can provide teaching opportunities
- Be precise and specific
- Show them an example, put the full stop in their work for them, add a conjunction ect...

Whole class feedback

- After identifying a few children with the same mistake, stop and re-teach
- Use data that was recorded whilst circulating to plan a new lesson, starter
'yesterday a lot of use where struggling to cross ten when adding, lets go through the steps and have a practice'
- Encourage children to talk about their own strengths and weaknesses
- Read a children's piece as an example to praise or critique

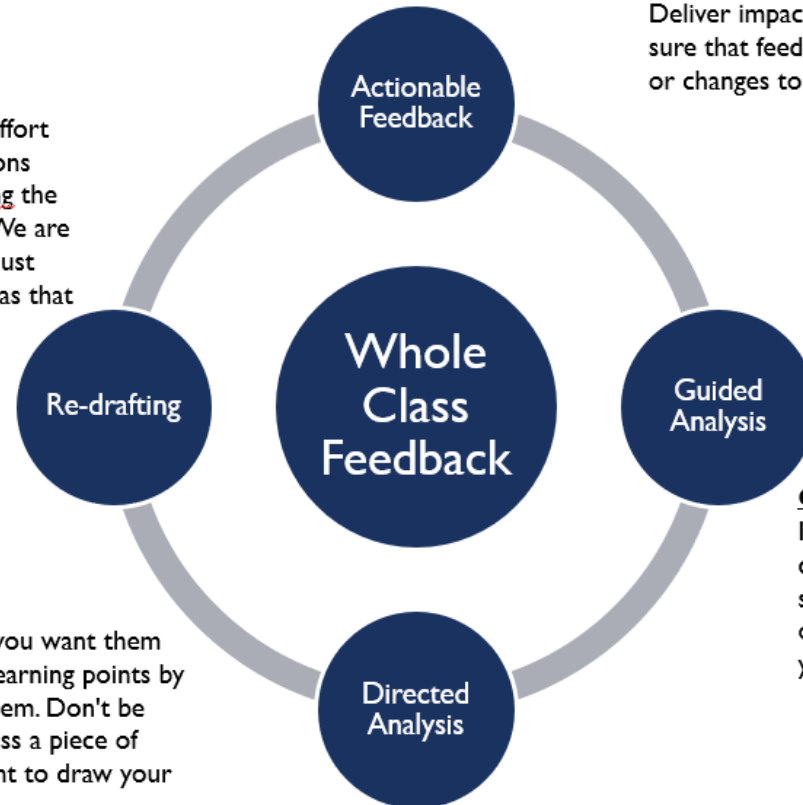
Whole class feedback

Clear Expectations for Redrafting

Ensure that pupils are motivated to put extra effort into redrafting work by sharing clear expectations that they include the ideas shared after analysing the work of their peers or whole class feedback: "We are going to improve our work based on what we just talked about; you need to use at least three ideas that you heard to make your writing even better."

Directed Analysis

Ensure pupils who initially fail to spot what you want them to from a piece of work take away the key learning points by standing at the board and clearly showing them. Don't be afraid to use your subject expertise to discuss a piece of work: "So, there were three things that I want to draw your attention to in this piece of work..."



Actionable Feedback

Deliver impactful feedback by ensuring it is actionable: make sure that feedback invites pupils to make corrections, edits or changes to their work.

Guided Analysis

Improve confidence in and the quality of classroom discussion by providing pupils with time to discuss the strengths and weaknesses of a piece of work first: "There is one mistake in this sentence that I'd like us to spot. Talk to your partner."

Research

Doug Lemov – Teach like a Champion

Early career Framework

Educational Endowment Foundation

Step Lab

https://app.steplab.co/learn/library?session_id=Li076vBCozmAQkcQ&seqlist_id=XLg00beme0ys

