

Feedback

Transcript of video 1 of 1

This video is available from <https://www.qcaa.qld.edu.au/p-10/transition-school/continuity-curriculum-pedagogies/feedback>

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Annette Woods:

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Feedback is another important concept to think about in terms of what it means to engage children in quality learning environments. We would think about not just *feedback*, however, but also *feed forward*. So by that, we would be talking about actually providing children with spaces to reflect, and facilitated learning environments where they reflect not only on what they have learnt, but also how that learning might indeed take them forward into new learning contexts.

Rae Welch:

Prep Teacher
Jamboree Heights State
School

Yesterday we looked at changing that story a little bit. Do you remember? You came up with some really good ideas of how we can change the story. We are going to innovate on that story of The Very Hungry Caterpillar.

Student 1:

On Friday she gobbled up five nuts.

Rae Welch:

Ooh, so which did you change? You changed 'Monday' and made it say ...

Student 1:

Friday.

Rae Welch:

You changed 'he' and made it say ...

Student 1:

She.

Rae Welch:

You changed 'ate through' and made it say ...

Student 1:

Gobbled.

Rae Welch:

Gobbled ...?

Student 1:

Up.

Rae Welch:

'Up'. Good boy. You changed 'one' to say ...

Student 1:

Five.

Rae Welch:

And 'apple' to say ...

Student 1:

Nuts.

Rae Welch:

Oh, well done. You innovated that story, changing all five different parts. I want you to write me a sentence innovating on this one,

changing it a little bit.

Rae Welch: I use feedback continually across the day for the children to acknowledge when they've learnt something and achieved a skill. Then it gives them that confidence that, 'Yes I've done well', or to help redirect them and not have them go on making the same mistake constantly throughout that activity. Feedback is used immediately as best as possible, so that we can redirect and regather thoughts and move onto the new skills.

Student 2: 'On Tuesday he saw eight blue apples.'

Rae Welch: Well done. I like that. Do you know what I like about it? I can see you've used a capital letter to start your sentence. Well done. You've used a full stop at the end of your sentence. I love that. And 'apples'. Hmm ... can you find that word anywhere else on the page?

Student 2: Mmm.

Rae Welch: Ah yes, so if I give you my pen, do you want to have another go there at writing the word 'apples' for me?

Rae Welch: When giving back feedback to children, here at our school we have a system that we try to work on: two stars and a wish. So we work ... we acknowledge two positive things that the children have done with their work at this stage and a wish or a goal or the next step of where we'd like them to be heading. So it's recognising their good work and helping them look at where they can take their work next time, to make it even better.

Rae Welch: We want it to say, 'On Tuesday, he saw eight blue *apples*'. I wonder how we could make it say 'apples'?

Student 2: S.

Rae Welch: Ah! Great thinking. Pop an 's' on the end.

Annette Woods: Quality teachers know that intervening with children's learning at just the right time, at that time when children just need something to take them forward into the new ways of learning or into new understandings. And part of our decision-making process is about watching children, and knowing children well.