

Welcome to Central Learning and Teaching Newsletter 8!

In this edition, we will explore how feedback forms an essential part of our learning cycle and how combining it with retrieval practice can support not only recall but transfer. This newsletter also incidentally coincides with the EEF's most recent guidance report on feedback which you can find [here](#), and which I have used in places to prepare this newsletter.

What is teacher feedback and how does it support retrieval practice?

For bespoke support on how to give effective feedback contact: enquiries@impact.wales

Giving Effective FEEDBACK

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Feedback = How did your pupil do? + How could they do better?

"Information given by a teacher to pupil(s) about their performance that aims to improve learning" (Newman, M et al 2021)

"To effectively foster transfer, retrieval practice should always be combined with feedback.

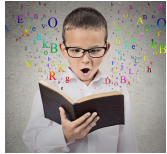
Combining retrieval practice with feedback not only helps students strengthen the knowledge that they already have; it also helps them fill in gaps in their knowledge. As a result, students will improve their understanding and be better able to transfer their knowledge." (Retrieval Practice and transfer of knowledge) Full paper [here](#).



Odd one out!

Find the odd one out from each row and explain your choice.

			Explain the odd one out!
Mineral extraction	Farming	Extreme temperatures	<p>This template can be found on the PowerPoint of templates I emailed earlier in the year. Give me a shout if you'd like me to send it again.</p> <p>This retrieval task lends itself to detailed feedback well:</p> <ol style="list-style-type: none"> 1. It taps into key terminology so we could check understanding post completion and eliminate misconceptions. 2. It requires students to think hard and make connections. 3. Teacher feedback can be detailed, students attention specifically directed to how it connects to other concepts and questions can even be planned beforehand if you have targeted specific common errors. The EEF third recommendation is that we "plan for how pupils will receive AND use feedback" and I can see how this specific retrieval task could do just that
Accessibility	Lack of water	Tourism	
Fat stored as a hump on the back	Two layers of eyelashes	Spikes instead of stems	
Over cultivation	Removal of fuelwood (deforestation)	Climate change	
Use of fertilisers	Tree planting	Magic stones	



Literacy and retrieval practice

Feedback and questions go hand in hand.

Take a look at this question grid Lisa shared.

Notice how each question is planned to push students' thinking and make them actively reflect on the use of vocabulary. Not just retrieving but also deepening knowledge.

What questions can we ask...

Information you are looking for	Question to ask
To discover if the student has heard the word or has used the word	Read the word to the student and then ask 'Have you ever heard this word?' 'Do you have any ideas about what it means?'
To discover if the student knows how to use the word	'Can you use the word in a sentence?'
To discover if the student knows what words they don't understand while reading	'What words caused you problems while you were reading this section?'
To discover what students know about prefixes, suffixes or roots	'Can you figure out what this word might mean by looking at this part?'
To discover if connecting the word to a larger context helps the student with the word's meaning	'Can you figure out what the word might mean if I tell you it is related to ____?'
To discover if the student can use the context as a clue to figure out the meaning	<ul style="list-style-type: none"> 'Can you reread that section and from the other sentences figure out what the word might mean?' 'Can you cover the word and replace it with another?'

Rag rating

If we want students to use subject terminology well but also to broaden their use of vocabulary, we need to know how well they understand it. A follow up feedback from this task could model the use of vocabulary in different contexts, drawing on students' contributions.

Isabel Beck argues that knowing a word isn't an 'all-or-nothing proposition'. Instead, there are levels of understanding of a word, and it is important to distinguish between them.

Word	Know it well, can explain it & use it	Know something about it, can relate it to a situation or feeling	Have seen or heard the word	Do not know the word
tyranny				
surreptitious				
grapnel				
purport				
sensitive				
dubious				