



## Fellowship Update

Name	Grant Nightingale
Project Title	What impact does whole class feedback have on student engagement with feedback and teacher workload?
Reason for doing the Action Research/Fellowship	Having used whole class feedback in a previous school I was eager to research how effective it would be in a different setting. I wanted to see how both students and staff would respond to the change in approach to giving feedback and to judge whether the change would lead to a positive outcome such as reduced workload or increased student engagement with feedback. In addition, as part of the T&L group within school I have been asked to trial whole class feedback with my groups so I see this research as an ideal way of doing so. I wanted to complete the fellowship as I'm interested in the pedagogy around teaching and wanted to expand my knowledge of current research and educational thinking.
A snippet of progress to date	Having used whole class feedback in a previous school I was eager to research how effective it would be in a different setting. Throughout the first few years of my career in teaching I have struggled with finding the right balance between providing students with effective and worthwhile feedback and ensuring that the process of marking and providing feedback to students does not become a laborious and overly time-consuming exercise. Being a history teacher, I have approached my action research with the aims of discovering whether continuing with individual feedback or whole class feedback would lead to greater improvements in student work and also whether or not the move to whole class feedback would measurably reduce teacher workload. Upon starting this action research, I had to engage with a range of reading and research that was already out there regarding feedback and its effectiveness. The common point that kept coming up was that there isn't a one size fits all approach to feedback and if I took the approach that the same thing would work for every single student then I would find that the feedback I was giving to students wouldn't be aiding their progress. I have found myself during the early years of my career spending hours writing individual comments in books hoping that students will take the time to read them, understand them and then be able to use them to improve their work. When writing my literature review, I found that Sherrington (2017) suggests using whole class feedback as the approach requires the teacher merely to look for common errors and areas for improvement across the class and deliver this back to the students collectively. Sherrington's view relies on the presumption that there will be common errors across the class and that students would have either been successful at or struggled with the



same aspects of their learning or the given task. In my experience this is almost always the case. Therefore, using whole class feedback would not only reduce my marking and feedback workload but it would also serve to increase the ease of spotting patterns within student work and make it easier to plan to tackle common student misconceptions and build on their prior understanding or lack thereof. The most common opposing view that I have come across is the view that whole class feedback could be simply a fad or gimmick and that students require individualised feedback in order to improve their work and make progress. The diversity within our classrooms according to Reynolds (2013) means that whole class feedback wouldn't be as effective as the more traditional ways of delivering feedback to students.

Prior to the school closure I had been using whole class feedback with the results I had expected to find. Most students engaged with it and enjoyed the whole class interaction and were able to make the improvements I was looking for. Whole class feedback was making it easier to get across to the students where they were going wrong and where the areas for improvement were. However, some students (all higher ability) were missing that individualised feedback that they were accustomed to receiving. I was beginning to incorporate aspects of individualised feedback alongside the whole class feedback just prior to the school closure.

I have found the process of action research this year more enjoyable than I expected. Engaging in a wider range of educational theorists and literature has made me look more closely at other aspects of my practice and not simply the ones focused on in this research. The current Covid-19 pandemic has made carrying out the research difficult, but I have still been able to deliver feedback over platforms such as Teams and have been able to continue to provide whole class feedback on assessments. During the time away from school I have received several requests from GCSE students for individual feedback on their work again showing me that some students will also want that type of feedback. If I had to conclude anything at this point it would be that whole class feedback has reduced my workload as a teacher and has made the process of marking and delivering feedback more enjoyable. I still provide individualised feedback as I feel at times students need this in order to reach their full potential and sometimes not every single student aligns with what is common across the rest of the class.