

## Title and Author

Hattie and Clarke (2018) *Visible Learning: Feedback* (Chapter 3: Teaching and Learning Frameworks)

## Summary

### Prior knowledge lesson starters

- Teachers are advised to avoid disconnects between prior and new learning and to ensure that previous knowledge is secure before delivering new input.
- Consideration of the cycle of learning is proposed for starters to support learners in knowing where they are, where they need to go, how to get there and to what extent they achieved this.
- Planning for use of questioning in a variety of ways, depending on the activity at hand.
- It is important for teachers to consider how they act on the feedback they receive from their questioning and assessment of learners.

### Sharing learning intentions

- Learners should be made aware of the learning intentions in order to promote success, but teachers should consider when they choose to share this with the pupils so as to maintain enthusiasm and engagement.
- Learning intentions should be credible and decontextualised and consider both knowledge and skills that the lesson intends to offer opportunities for the development of.

### Co-constructing success criteria

- Pupils should understand the aim of the lesson and how to achieve this.
- Success criteria provide a breakdown of the learning intention and how to identify when they have achieved it.
- They are most successful and effective when they are co-constructed with learners.
- Closed and open success criteria can be used differently depending on the lesson being taught and feedback should relate the statements to support learners in understanding the extent to which they have achieved.

### Using the SOLO taxonomy

- Based on Biggs and Collis (1982) 'structure of the observed learning outcome' and focuses on the process of learning rather than how much has been learned.
- Progresses from unistructural, multistructural, relational and extended abstract as complexity and understanding increases.

### Key Considerations for Practice

- Effective feedback relies on careful planning, collaboration with learners and responding to findings.
- Pupils should be consistently communicated with regarding the expectations and outcomes of their learning.
- Success criteria can also be progressive based on the level of understanding in the classroom.

### Prompts for Professional Dialogue and Reflection

- What aspects of the above do you see in your practice? Which are effective and why?
- What is the impact on learners and why do you think this is the case?
- How does this connect to other reading around feedback and assessment?