

Developing oral feedback in geography

Following the training in the generic unit *Oral feedback*, it is important to consider how the key messages of the training apply to geography. As part of the whole-school focus on this, the following subject development material is intended to help you consider the key messages of the training unit and identify any areas requiring development in your department.

The following is a brief summary of the training unit.

Objectives

- To highlight how effective oral feedback develops pupils' learning.
- To consider a range of strategies for giving effective oral feedback that can be both formal and informal.
- To help teachers plan for giving effective oral feedback.
- To help schools develop a whole-school policy clarifying the relationship between oral and written feedback.

Key messages

- Oral feedback is the most regular and interactive form of feedback. It should be constructive and informative in order to help pupils take the next steps in their learning.
- It is both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it should be planned.
- In offering oral feedback, the teacher is modelling the language that pupils can use in giving feedback to their teacher and peers.
- Oral feedback should be developmental. It should recognise pupils' efforts and achievements, and offer specific details of ways forward in relation to the shared learning objectives.
- Oral feedback about pupils' learning occurs in a range of situations on a continuum from the instant informal reply to more formally planned reviews.
- While focusing on specific areas of a response it is important to say when an answer is wrong to avoid confusion or reinforcing misconceptions.
- 'Wait-time' before and after questions or responses encourages pupils to consider and expand on their responses.

The following material builds on the tasks outlined in the 'Ready for more?' section of the *Oral feedback* training unit and it is intended for all those who teach geography.

Reviewing existing practice in oral feedback

The table on page 3 provides a tool for a department to self-review current practice and to help identify an appropriate starting point.

As a department, agree and highlight the statements that best reflect the practice of the whole department. At the bottom of each column is a reference to the tasks that will support your current practice and provide the appropriate material to develop from this point.

Having completed this review you should read 'Making effective use of the subject development material' on page 4.

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>There is no clear school or department policy on oral feedback.</p> <p>The subject leader has identified where teacher oral feedback:</p> <ul style="list-style-type: none"> • is informal, ad hoc and unplanned • tends to be teacher-led question-and-answer sessions or generalised comments to the class • does not target individual pupils • is unrelated to the learning objectives. <p>Teachers sometimes provide opportunities for pupils to discuss each other's work, but without reference to learning outcomes.</p>	<p>Departmental planning for oral feedback is becoming more focused on learning objectives and outcomes.</p> <p>Teachers are beginning to consider the role of different types of oral feedback.</p> <p>Teachers are beginning to use questions to probe progress against the learning objectives and outcomes to help pupils improve their work.</p> <p>Teachers are beginning to target specific individuals and groups of pupils for feedback in lessons.</p> <p>Teachers provide opportunities in lessons for pupils to provide feedback to their peers and for teachers to provide feedback to the pupils (in relation to learning outcomes).</p>	<p>The school is reviewing its marking policy to include oral feedback and departmental policy reflects this.</p> <p>Oral feedback is a focus of departmental planning and relates directly to the learning objectives and outcomes and helps clarify the next steps for pupils.</p> <p>Oral feedback opportunities are integral to medium- and short-term planning.</p> <p>Teachers use a varied repertoire of types of oral feedback.</p> <p>The teacher structures and models pupil oral feedback in relation to learning outcomes.</p>	<p>The school and department have a fully integrated assessment policy which values equally the importance of written and oral feedback.</p> <p>Planning for oral feedback at all levels, from full reviews to individual teachers' lessons, is an integral feature of departmental work across the school.</p> <p>Departments ensure that oral feedback from pupil to teacher, teacher to pupil and pupil to pupil forms part of a dialogue that relates directly to learning objectives and outcomes. The feedback provided is constructive and informative and enables pupils to take the next steps in their learning.</p>
Pupils	<p>The subject leader has identified lessons in which pupils:</p> <ul style="list-style-type: none"> • expect teacher feedback in the form of supportive encouragement • do not view oral feedback as an essential part of learning • judge oral feedback to be secondary to written feedback • offer comments on each other's work, but these lack clear focus and are usually unchallenging. 	<p>Most pupils expect feedback to relate to their learning and listen to and respond to what is said.</p> <p>Most pupils know when to expect specific oral feedback as a class, individually or in a small-group setting.</p> <p>Pupils are beginning to see oral feedback as having a distinct value.</p> <p>Most pupils are able to provide useful feedback to other pupils and similarly respond to feedback from their peers.</p>	<p>Pupils recognise fully the value of oral feedback and know it is related to their learning. They listen carefully and respond appropriately.</p> <p>Pupils recognise the strategies for different types of oral feedback.</p> <p>Pupils will readily engage in focused peer feedback, in relation to learning outcomes, and are beginning to develop a vocabulary to do this.</p> <p>Pupil work shows evidence of a response to oral feedback.</p>	<p>All pupils recognise that oral feedback is focused on their learning and is as important as written feedback.</p> <p>Pupils know that feedback is valuable and listen carefully to each other and their teachers. They respond to feedback to engage in dialogue about their learning.</p> <p>Pupils understand well-established strategies for group and guided work that involve feedback.</p> <p>Pupils give regular detailed oral feedback related to learning objectives and outcomes to peers and teachers.</p> <p>Pupils are clear where in their work they have improved in response to feedback.</p>
	Start with Task 4.1A	Start with Task 4.1A	Start with Task 4.1B	Start with Task 4.1B

Making effective use of the subject development material

The tasks you have been referred to are intended to support the development or extension of oral feedback in geography and provide guidance on how to embed this into regular practice in geography lessons.

The results of the self-review will have suggested the appropriate task(s) that will support your department's development needs.

To make best use of the supporting material the following sequence will be helpful.

1 Read the task and the supporting exemplification.

This describes how a department has approached the task and worked through each of its stages. It is given as an *example* of how the task might be addressed. It is not intended that you follow this approach, which is given as a guide to the process that will support improvements in your subject.

2 Identify what the department did and the impact it had on pupils.

Discuss as a team the example provided and establish the key areas that helped to develop this practice and the impact it had on pupils. It will be helpful to identify the changes in teachers' practice and how these impacted on pupils' learning.

3 Agree and plan the actions that will develop your practice.

As a department, agree how you intend to approach this task. Clarify what you are focusing on and why. The example given will act as a guide, but be specific about which classes, which lessons and which aspects of the curriculum will be your points of focus.

4 Identify when and how you will evaluate its impact on pupils.

The purpose of focusing on this is to improve pupils' achievement and attainment in geography. You will need to be clear on what has helped pupils to learn more effectively in your subject. Part of this will be how your practice has adapted to allow this. You should jointly identify what has worked well and which areas require further attention.

5 Having evaluated these strategies, consider what steps are required to embed this practice.

You will need to undertake an honest evaluation of what you have tried and the impact it has had on your teaching and on pupils' learning. One outcome might be that you need to spend longer on improving this area or you may be in a position to consider the next task.

Other departments in the school will have been focusing on this area and you should find out about the progress they have made.

You may find that some teachers in the department will require further time to develop and consolidate new practice, while others will be ready to progress further through the tasks in this area (while continuing to support their colleagues). Practice across a department will need to be consolidated before focusing on a new area of Assessment for learning.

The subject development tasks

Task 4.1A

With a colleague, observe each other teaching and, ideally, record (video/audio) the lessons. Use **handout 4.1.4** and **slide 4.1.5** in the generic unit (see **appendix 4.1A.1**) to record how specific and positive individual pieces of feedback are perceived to be. You should mark a cross in the relevant quadrant to record how positive/negative and specific/non-specific each example of oral feedback is during the lessons.

The scatter of the plotted points will give an overall impression of the nature of the oral feedback and highlight particular development needs for the teacher observed.

Capture specific examples of oral feedback recorded in each quadrant to inform your joint review of the lesson. It is important to focus on the effective practice of the teacher observed before agreeing areas for improvement and how to go about doing this.

Task 4.1B

Refer to **handout 4.1.4** in the generic unit (see **appendix 4.1A.1**) and, as a department, 'traffic light' the types of oral feedback described, e.g.:

- green = frequently used across the department
- amber = occasionally used by individuals
- red = rarely used.

Select an area highlighted amber or red that the department agrees is most likely to impact on learning outcomes.

As a department, plan and teach lessons that incorporate the selected type of oral feedback.

Jointly review the impact of this on pupils' learning.

The following pages provide exemplification of each task.

Task 4.1A

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Context

As a result of their participation in a whole-school training event that focused on Assessment for learning Unit 4, Module 4.1, *Oral feedback*, the members of the geography department in School B considered the effectiveness of their use of oral feedback to pupils within lessons.

Observations by senior managers had previously highlighted the need for improvements in the use of oral feedback across the curriculum, in particular to address how teachers planned both their formal and informal use of it to develop pupils' learning. The uses of both oral and written feedback were identified as areas of focus within the school improvement plan.

Process

As a starting point, the head of geography agreed to have three of his lessons videoed so that the department could analyse his use of oral feedback and determine whether or not it should be a focus for developmental work across the department over the next twelve months.

The three geography teachers in the department each observed one lesson video, analysed each item of feedback and plotted them onto a copy of **handout 4.1.4** from the generic unit (see **appendix 4.1A.1**). The three resultant diagrams showed a fairly equal balance of categories of oral feedback across the four quadrants.

In reflecting on this, the head of department was pleased that he had demonstrated the skills and subject expertise necessary to provide positive and specific feedback to pupils but wanted to analyse his responses further to identify how he might improve.

To do this he decided to work with a smaller sample of 'feedback items', so four examples in each of the quadrants were randomly selected and transcribed for the department to analyse (see **appendix 4.1A.1**).

At their next department meeting, the teachers worked collaboratively to suggest ways in which each item of 'specific negative', 'non-specific negative' and 'non-specific positive' feedback might be developed to make it more specific and more positive. A sample of their development work is provided in **appendix 4.1A.2**.

Evaluation

Each member of the department then agreed to have one lesson videoed over the course of the next month, so the nature of their oral feedback could be analysed and the impact of their developmental work discussed at their next department meeting.

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Context

The following case studies each describe how three geography departments, where the heads of department participated in their local education authority's geography network meetings, undertook an investigation into their use of individual, group and whole-class oral feedback. Their schools had each identified Assessment for Learning as a whole-school priority.

Following an input on Assessment for learning Unit 4, Module 4.1, *Oral feedback* at the geography network meeting, each head of geography agreed to use traffic lighting to identify an area of focus within the department and to then use **handout 4.1.4** in the generic unit (see also **appendix 4.1A.1**) as the basis for improving teachers' use of oral feedback.

Context for case study 1: Focus on individual oral feedback

The geography department identified their use of individual oral feedback as an area for development. Lesson observations suggested that the use of this type of feedback was extremely variable across the five teachers delivering the Key Stage 3 geography curriculum, but that the potential for this to impact positively on attainment could be significant. This priority linked well to another area the department had identified for development at Key Stage 3: the use of written feedback to improve standards.

Process for case study 1

The department collaboratively planned a lesson from their Year 8 unit 'Urban land use'. It focused on the skill of photograph interpretation and the understanding of urban redevelopment. The **learning objectives** for this lesson were to:

- develop the skill of photograph interpretation
- describe and explain how the decline of industry impacts on the urban landscape and land use.

The **learning outcomes** were to be able to:

- recognise, identify and describe the key features of urban re-development and land use
- explain how industrial change impacts on the urban land use
- select evidence from the photograph and from personal experiences to support explanations of changing land use.

In the lesson pupils were asked to reflect on written feedback they had received for their annotated river field sketches completed two months previously. They were asked to use this feedback to inform their photograph interpretation work on urban land use (see **appendix 4.1B.1** and **appendix 4.1B.2** for pupil work samples from this lesson).

One member of the department who had been identified by the subject leader as being particularly skilful in his use of oral feedback agreed to have his delivery of the planned lesson videoed so that the other members of the department could analyse his practice and use it to inform their own developments in providing oral feedback.

The department analysed the video at their next department meeting.

This transcript shown in **appendix 4.1B.1** records one teacher/pupil discussion that took place during this lesson while the pupil was annotating a photograph showing aspects of urban redevelopment. The comments alongside this transcript are those made by members of the department as they evaluated the quality of the teacher's feedback. They were able to recognise that he skilfully directed the feedback towards the objectives and outcomes for the lesson and that the instant feedback provided the pupil with opportunities to amend and improve his work.

Context for case study 2: Focus on paired oral feedback

Following the whole-school delivery of Assessment for learning Unit 4, Module 4.1, *Oral feedback*, departments were asked to focus on a specific type of feedback they needed to develop. Because the geography department had introduced a range of thinking skills activities over the previous twelve months, they thought it would be productive to focus on their use of individual oral feedback as an intervention for paired work.

Process for case study 2

The department decided a good starting point would be for the head of department to video one of her lessons so that they could identify existing strengths and areas for development and could begin to develop a shared understanding of effective practice in oral feedback. The lesson chosen focused on the Great Kanto Earthquake of 1923, about which the pupils were asked to carry out a classification task involving card sorting.

The **learning objectives** for the lesson were to:

- link the causes and effects of the Kanto Earthquake
- classify human responses into categories
- recognise and describe how humans respond in their attempts to manage the earthquake hazard.

The **learning outcomes** were to be able to:

- classify the information about the earthquake into causes, effects and responses
- recognise that responses can be prioritised and sorted into sub-categories according to the different types of strategy used to reduce the impact of earthquakes
- describe and explain links between causes, effects and responses and justify personal opinions about which are the most important.

The department met together to analyse the oral feedback. **Appendix 4.1B.2** shows a transcript of a discussion between the head of geography, a male pupil (MP) and a female pupil (FP), which took place during the card-sorting task. The teachers evaluated the quality of the oral feedback in this section of the lesson against the learning objectives and outcomes. Their comments are shown alongside the transcript.

Overall, the department felt that the instantaneous teacher feedback was extremely valuable and reflected the value she placed on cooperation and collaborative working. One teacher suggested that this element could be further strengthened if it was made an explicit part of the learning objectives within the lesson.

Context for case study 3: Focus on group and whole class oral feedback

In the third case study, the head of department was carrying out classroom-based research into the use of oral feedback to encourage higher order thinking.

Process for case study 3

The head of department worked with the two other teachers in his department to plan a lesson within a Year 9 unit of work on urbanisation which considers factors that impacted on urban redevelopment of Salford Quays in Manchester.

The **learning objectives** for the lesson were to:

- link facts and make relevant assumptions about the social implications of urban redevelopment
- be able to support answers using evidence
- form a convincing argument based on personal opinions.

The **learning outcomes** were to be able to:

- classify information into a number of categories
- recognise and describe links between facts and events and make relevant assumptions about facts and events as well as suggest how these might affect the future

- justify personal opinions and make predictions based on evidence to form a convincing argument about the social implications of urban re-development.

The pupils were asked to work in groups to solve a mystery: 'Who killed Enid?' In 'mysteries', pupils are required to work collaboratively to uncover an answer by linking information provided on separate pieces of card in order to identify causes and effects – in this example, the local, national and international causes and effects of urban re-development. He wanted the pupils to be creative in devising theories and to evaluate and question the quality of their own and their peers' responses.

A sample of development work on oral feedback

In the development phase of the lesson, the teacher planned opportunities to work closely with each group during the mystery task so that he could provide instant feedback that pupils could immediately act on. In the whole-class feedback that followed, one of his aims was to sharpen up pupils' awareness of what makes a good answer or response.

The head of department arranged for his lesson to be videoed so that he could use the recording to evaluate the feedback in terms of its impact on the quality of the pupil outcomes. His prime aim was to draw out extended answers from the pupils by encouraging them to carry out higher order thinking such as reasoning, synthesising, evaluating and justifying.

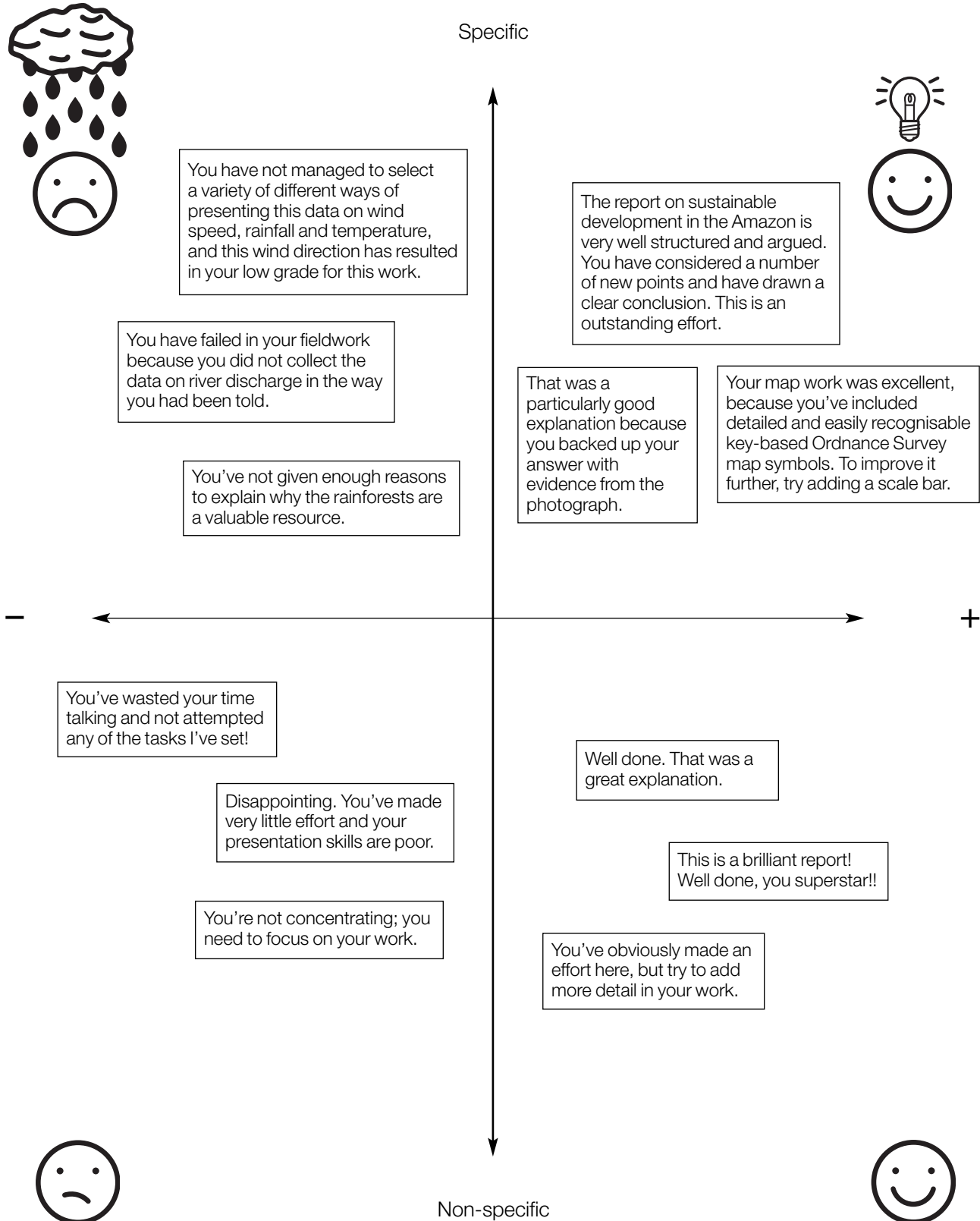
Appendices 4.1B.3 and **4.1B.4** show transcripts from different episodes within this lesson. The comments alongside the transcripts are those made by the head of department and his colleagues when they analysed the video with reference to the learning objectives and identified outcomes for the lesson.

Evaluation

At their next geography network meeting, each of the three heads of department gave a 10-minute presentation on their developmental work. They were asked to include an evaluation of the impact of their use of oral feedback on pupil outcomes, including specific examples of feedback that had led to improved pupil attainment against the learning outcomes identified for the lesson.

Geography specific example of handout 4.1.4

Oral feedback



Type of comment	Developing the oral feedback comment
<p>Specific negative</p> <p>You have failed in your fieldwork because you did not collect the data on river discharge in the way you had been told.</p> <p>You have not managed to select a variety of different ways of presenting this data on wind speed, rainfall and temperature, and this wind direction has resulted in your low grade for this work.</p> <p>You've not given enough reasons to explain why the rainforests are a valuable resource.</p>	<p>More positive and more specific</p> <p>Your field work has a good introduction and methodology. However, because you didn't collect your own primary data in the correct way, you need to use the results from another group so that you can complete the report properly.</p> <p>You have drawn some really good bar charts for your data on microclimate. You could get yourself better marks here if you use a range of different types of graphs to show off the information you have collected. You could use pie charts, line graphs or wind roses, for example.</p> <p>This is a really positive start to your first draft. To further improve the explanation that you have done about the rainforest as a resource, you need to add more reasons and your own opinion.</p>
<p>Non-specific negative</p> <p>You've wasted your time talking and not attempted any of the tasks I've set!</p> <p>Disappointing. You've made very little effort and your presentation skills are poor.</p> <p>You're not concentrating; you need to focus on your work.</p>	<p>We all need to talk through our work so that we can sort out any problems, but you haven't managed to make a start yet. Is there anything specific that I can tell you about the migration case study that will help you to get going?</p> <p>When you do a presentation like this, you need to be well prepared; it helps to make sure that your overhead transparencies are carefully produced so that you can confidently talk about the information they show about crime rates in the inner city compared to rural areas. You really would have achieved more if your research and planning had been more thorough.</p> <p>Often the hardest thing when looking at a complex issue such as under-development is to see the 'big picture'. I'd like you to work as a team with James and Sophie to produce a plan to help you to get started on this report. I'll give you five minutes, then I'll come and see what you've done.</p>
<p>Non-specific positive</p> <p>Well done. That was a great explanation.</p> <p>You've obviously made an effort here, but try to add more detail in your work.</p> <p>This is a brilliant report! Well done, you superstar!!</p>	<p>This is a great explanation because you have given a number of reasons why people who live in poorer countries want to migrate to richer ones. You have also given your own opinion and backed it up with evidence from the video.</p> <p>Your first draft of the description of what life would be like in a shanty town is good so far. In your second draft, use more adjectives and extend your sentences by using a full range of connectives.</p> <p>You have selected the relevant facts, sequenced and linked them very well in your report. Remember to conclude with the most important idea.</p>

Case study 1: Transcript of individual oral feedback

Negative, non-specific feedback.

T Come on Ralf, you've not put many labels on yet.

P I've done three. How many do you need?

T It's more about the quality of what you write, not how many labels you put on the image. What could make a good annotation for this part of the photograph?

P It's waste ground.

T Good stuff. But what else can you tell me, though? To make a good annotation you need to look beyond what you can see! We know more than the photo shows. For instance, we could try to predict what the land used to be used for and maybe its future uses. So how can your label be improved so that it becomes an annotation?

P I could add more details to describe the photo.

T Adding more detail is a really good idea. That's just what you need to do. But what do you need to write to make a good descriptive comment? What about trying to say what the area might have been used for? What suggestions can you make?

P Perhaps there might have been some old factory buildings there; maybe it was knocked down to build new housing. I can see some that have already been built on the edge of the photo and maybe they need more houses as more people move to the area.

T That's excellent. So what you've done is to predict what the wasteland might once have been used for and you have suggested its future use, plus telling me why new housing might be needed. You have also used some evidence to back up your annotation. That's brilliant! You've done really well. So, what makes a good annotation then? Is it just adding more detail?

P Well yes, but you need to try and think about things you can say about why things in the photograph look the way they do.

T Yes. That's called prediction, which is a high level of understanding.

Here the teacher encourages the pupil to engage with the first outcome identified for the lesson focusing on **recognising, naming** and **describing**. The teacher also makes a neutral comment about the labels that are already written.

Positive, specific comments linked explicitly to the second and third learning outcome; focuses on **explaining** changes in land use and on selecting evidence.

Further feedback related to extending the pupil's response to bring it in line with the first learning outcome that aims to encourage **descriptive** annotations.

The teacher feedback prompts the pupil to **select evidence** and make a **prediction** backed up with reasons. This strengthens the quality of the **explanation**.

This summative comment is positive, specific and links what the pupil has said to the objectives and outcomes for the lesson. The teacher is explicit in his use of language and uses the same vocabulary as the objectives and outcomes.

The teacher prompts the pupil's reflections on the skills he has used and helps to deconstruct the annotations. This takes the pupil beyond the expected learning outcome as it encourages the skill of **prediction** as a tool for **interpreting** images. This was not an *explicit* part of the original objectives and has implications for future planning for pitching objectives and outcomes with an appropriate level of challenge for the class.

Case study 2: Transcript of paired oral feedback

T Can you select a card that tells you about the cause of earthquakes?

FP It's this one that says where Japan is. It says it's on a boundary of a plate where there is a lot of stress building up.

T Well done, Henrietta; that's a good answer. What I'd like you both to do is to try to give an explanation about why earthquakes happen here?

FP Earthquakes happen there because the plates move together and cause friction. They sometimes get stuck and when they move suddenly, they cause the earthquake to happen.

MP The ground shakes because waves travel through it and that's why some buildings collapse. In Japan, one of the plates sinks beneath the other. It's called a destructive zone. You get volcanoes as well sometimes.

FP Yes, as the plate goes down it melts and makes lava ... no, magma. It explodes out onto the surface due to pressure, like in Mount St Helens. You measure the waves on a Richter scale don't you?

T That's right! Well done. What's good about the answer you've given is that you have added to each other's comments in a really positive way. This has made your joint answer really strong. You've identified the links between cause and effect and have described these links well. I liked your explanation as well. Also, you've remembered to link what we are doing now to other things we've done in geography recently. Great. OK, what I now want you to do is to classify the cards into causes, effects and human responses.

Pupils spend time sorting cards

T Great job! Can you see any pattern to the way you have sorted the cards?

FP Yes; there's loads of responses, a few effects and only one cause. That means that all of those effects and responses are linked to only one cause.

T Excellent answer. OK, now look at the effects. Which are the most important?

MP Death; people die in earthquakes. Buildings can be rebuilt; people can't.

T Henrietta, can you suggest a reason why people want to live in earthquake zones.

MP I can sir; it's because that's where their livelihood and jobs are.

FP Yes and their family will be there as well, so people wouldn't want to move.

MP Yes, and also the earthquake might not happen in ages; you could stay and never be affected at all.

T OK. That's great. So what you're saying is that people view the risk as being acceptable in view of the fact that earthquakes only happen rarely and are to some extent predictable. You're both doing really well as a pair here. Richard's making some clear points and Henrietta is adding to them. That's a good way to work; you're building each other's answers up to improve them. That means that your answers as a pair are perhaps better than answers you might have been able to give if you were working on your own.

Teacher gives a positive non-specific comment with a prompt for the pair to extend the answer to give an **explanation**. This encourages them to move from **recognising** a simple link of cause and effect towards **explaining** the links.

This conversation between the two pupils is an example of social construction. The FP gives the **explanation** but fails to use subject-specific terms. The pair then **link** in other elements of what they have learned using subject-specific vocabulary. Thus they move to a higher-level outcome.

The teacher is positive about the way the pair have built on each other's answers. His response reflects the wording of the learning outcomes, especially the third.

Although the pupil makes an attempt to **justify** his idea (see third outcome) the teacher does not respond to the comment. This may make the pupil feel that the answer is not valued.

This dialogue shows a further example of social construction. Although the pupils' comments are brief they are **beginning** to **suggest their own reasons** for human responses to the hazard. This indicates engagement with elements of the third learning outcome.

The teacher summarises what the pupils have said but makes explicit reference to the way in which their work as a pair has helped to develop their answers. She misses the chance to link the verbal response to the learning outcomes to highlight achievement and be clear about ways in which they can improve.

Case study 3: Transcript of group oral feedback

<p>T What I want is for the group to try to link some of these facts to make an assumption that might help to explain why Enid died of hypothermia.</p>	<p>Here the teacher outlines what is expected of the group. He uses key vocabulary that expresses the nature of the second learning outcome.</p>
<p>MPI She was too scared to go out of her house 'cos there was gangs going up and down the streets on bikes and that ... and so she couldn't get her pension and pay her gas bill.</p>	<p>MP1 (male pupil 1) makes a simple assumption, then links it to a reason. He begins to form an opinion and justify his idea.</p>
<p>T Great; but how can you link the fact that she couldn't pay her gas bill to her dying of hypothermia.</p>	<p>The teacher makes a positive but non-specific comment. He focuses the group onto the second learning outcome: to recognise and describe links.</p>
<p>FPI She couldn't pay her bill, so they cut her gas off. So she had no heating, so she couldn't keep warm. She wrapped up in a blanket, but this didn't keep her warm enough, so she died of hypothermia.</p>	<p>This dialogue shows how the teacher directs the group to be socially constructive and guides the group talk so that they begin to justify their opinions. The group begins to form an argument that is based on using evidence to make links between facts and events. However, links to the learning outcomes are not made <i>explicit</i> to the pupils.</p>
<p>FP2 She could have died from starvation 'cos if she didn't go out then she couldn't buy food.</p>	<p>The teacher summarises the assumptions made so far and provides the next focus for the group to work on. The pupils are encouraged to make predictions and to justify their ideas. There is a move to engage with the third learning outcome for the lesson.</p>
<p>T Interesting. But how can we rule out starvation.</p>	<p>The pupil makes assumptions and predictions as specified in the previous piece of teacher feedback.</p>
<p>FPI 'Cos she had a social worker.</p>	<p>Although the comment is positive and specific, there is no explicit reference to the outcomes and objectives. The teacher could have made a much clearer reference to the expected learning outcomes and how the pupils might have progressed to achieve them.</p>
<p>T We know, then, she was getting some care. So could the social worker be blamed for her death? I think you've done really well and between you have worked out that she didn't die of fright. She is unlikely to have died from starvation and she most probably died of hypothermia. Now I want you to think about the reasons why people like Enid die in their homes every day through neglect and what could have happened to prevent her death. Try to justify your opinions or ideas, linking the facts and backing up your answers with evidence and probable outcomes.</p>	
<p>MP2 If the area was more developed then they wouldn't need as many social workers or be as many people that needed looking after, so the social worker might have had more time to go and see Enid.</p>	
<p>T Well done; you're really starting to unpick this mystery and starting to uncover some complicated links and connections. You make a great team. See if you can build up an account that shows who is responsible for Enid's death either directly or indirectly.</p>	

Case study 3: Transcript of whole-class oral feedback

MPI I don't think anyone really killed Enid. I just think she died due to natural causes 'cos she didn't pay her gas bill and was cut off and so died of hypothermia. I think the EU is to blame 'cos they've given money to Salford to build up the Quays and not to build up the houses and better healthcare and stuff. It could have been prevented by building a factory 'cos that would have stopped unemployment so you wouldn't have people hanging about on the streets and stuff. So I don't think she would have been as scared to go out ... so in turn she could have got her pension and carried on her life. That's what I think happened.

T That's a good answer. Well done. There's been some really outstanding responses. So then, we've heard from all of the groups and their different opinions and arguments about why Enid died. Some of you have even been able to give some suggestions about what could have been done to prevent her death and to think beyond the information that you have. This is called hypothesising. OK ... do you think there is a right or wrong answer to this question?

FPI No.

FP2 But some reasons are more likely.

T Great. So therefore some people's answers will be better than others. Can two groups have the same answer but for different reasons?

MP2 Yes.

T So who's more right or who will get a better mark if they both have the same answer.

MP2 It's about what detail you can give.

T Good. But what do you mean about detail?

MP3 It's the way you back up your answers with as many reasons as you can.

T Superb. Anything else?

MP4 Yes. Some reasons are bigger than others, like complicated ones like when the property developer built offices instead of factories, which meant that the locals became unemployed 'cos they didn't have the proper qualifications or skills to work in the office, so they just started messing around on motorbikes, which scared Enid.

T Excellent. So often it's not the answer itself that is important, but how you are able to justify your arguments which help you get better marks.

This pupil gives his **opinion** to the rest of the class and **provides** several pieces of evidence to support his argument. He also **makes** a number of **predictions**.

In this piece of whole-class indirect feedback, the teacher acknowledges the input of all of the groups with a positive specific comment. However, there is a missed opportunity to unpick the pupil's answer and reference it to the learning outcomes. The teacher doesn't clarify why the answer is a good one.

The teacher guides the whole-class feedback by asking questions about how 'answers' were arrived at and how responses can be made more credible by **justifying** opinions with **evidence** and **making assumptions** based on the **interpretation** of information. In addition, the teacher's remarks are positive and end by asking a further question to stimulate further thought and reflection. This feedback could have been more meaningful if there had been a much more transparent use and reference to the very explicit language used in the objectives and outcomes for the lesson.

Although the teacher didn't model what makes a good answer, by encouraging the pupils to be metacognitive, they collectively begin to take apart their answer and specify what makes a high level of response.