

**Reader please note:** This is a 'real-life example' of one teacher's Visible Learning Impact Cycle. It was written to evaluate and then improve the teacher's own impact in the chosen area. It is being shared in a collegial spirit, mindful that it wasn't written for an external audience and hasn't been 'spruced up' in any way at all! It may or may not be useful to know that all our students have significant Additional Support Needs/ Special Educational Needs. You can find out more about us, and our Visible Learning journey at [www.stormonthouse.hackney.sch.uk](http://www.stormonthouse.hackney.sch.uk). Over to you!

Area for Research	<b>The Visible Learning Classroom</b>
Research Topic	Response to Failure

Teacher/Researcher name(s):	FM	
Impact Partner(s)	SK, RM, CB	
Start date:	Completion date:	Final draft for reporting:

- The Impact Cycle diagram is at Appendix 1

## What are my students' learning needs?

### Step 1: Evidence gathering

What did I want to find out?	How pupils respond to getting a question wrong
How did I gather evidence?	Asked 2 questions for Baseline Assessment and wrote verbatim answers 1. What do you do once you have got a question wrong? 2. How do you feel when you get a cross on your work, or you are told your work is wrong?

### Step 2: Baseline evidence statements

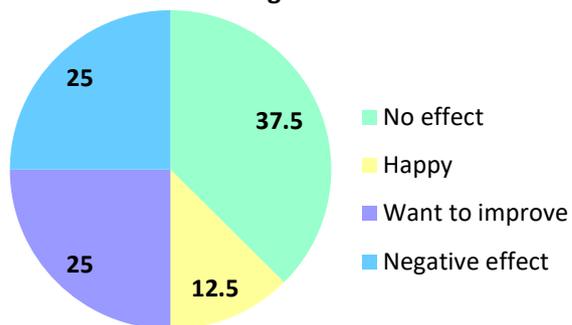
8 pupils interviewed – from my (mixed 10F and 10W) year 10 Maths Class.

I looked at the statements that my class gave for the two questions I asked and categorized them. Below are tables to show the number and percentage of pupils who gave a certain type of answer for each question and a pie chart to demonstrate the proportion of pupils feeling each way.

**How do you feel when you get a cross on your work, or you are told your work is wrong?**

	Number of pupils	% of pupils
No effect	3	37.5
Happy	1	12.5
Want to improve	2	25
Negative effect	2	25

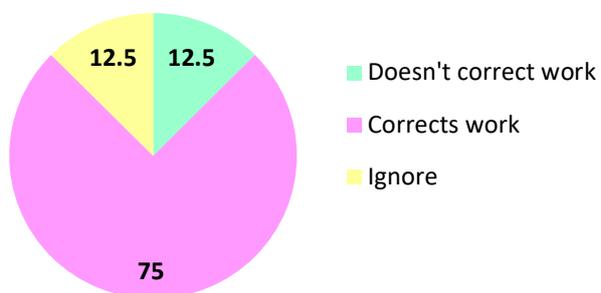
**How do you feel when you get a cross on your work, or you are told your work is wrong?**



**What do you do once you have got a question wrong?**

	Number of pupils	% of pupils
Doesn't correct work	1	12.5
Corrects work	6	75
Ignore	1	12.5

**What do you do once you have got a question wrong?**



Step 3: Focus areas:

From this evidence I thought that I should focus on these things:

- Do they know **what to do about their mistake.**
- Can they **explain how they corrected their answer.**

# What are my learning needs in relation to these student needs?

## Step 4: My learning needs

What did I need to learn?	How did I learn?
<ul style="list-style-type: none"> <li>I needed to learn how to support children to feel better about making a mistake.</li>   <li>I needed to learn how to make the feedback cycle meaningful and part of the lesson process.</li> </ul>	<p style="text-align: center;"><b>How Do You View Your Mistakes?</b></p>  <ul style="list-style-type: none"> <li>I found this diagram particularly useful for this Year 10 class (<a href="https://www.edutopia.org/blog/teaching-students-to-embrace-mistakes-hunter-maats-katie-obrien">https://www.edutopia.org/blog/teaching-students-to-embrace-mistakes-hunter-maats-katie-obrien</a>). Some pupils feel very negative once they make a mistake and this hinders them from processing helpful or meaningful feedback.</li> <li><a href="https://nrich.maths.org/6597">https://nrich.maths.org/6597</a> - I found this a particularly useful article when considering about pupils' confidence in order to help them take feedback in a positive way.</li> <li><a href="http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx">http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</a> - This article is useful as it gives seven aims for my feedback so in the same way that this research needs to be SMARTER, my feedback to pupils should be GTAUTOC!!</li> </ul>

## Plan and implement

### Step 5: Identifying the required changes

Me (the teacher)	Students	Families
<ul style="list-style-type: none"> <li>Address making mistakes during lessons. Talk about how mistakes are integral to the learning process.</li> <li>Ask pupils to tell me what happens when they've made a mistake – aiming for them to highlight the benefits of the feedback cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge that they have made a mistake and realise that they do not have to feel negative about the fact that their answer is incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>Support students by discussing their learning at home.</li> <li>Encouraging students that challenging work, and making mistakes are a vital part of the learning process.</li> </ul>

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|--|--|
| <ul style="list-style-type: none"> <li>- When I mark their work in orange pen and it is wrong, I am looking for pupils' responses:</li> <li>- What do they do immediately? How are they feeling?</li> <li>- Do they ask for support from peers or their teacher or TA's?</li> <li>- Do they independently work out the correct answer?</li> <li>- Can they explain afterwards how they got the correct answer/why their first answer was incorrect?</li> </ul> | <ul style="list-style-type: none"> <li>- Respond meaningfully to the mistake by correcting their work and ensuring that they understand why their first answer was incorrect and how they corrected their answer.</li> </ul> |
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#### Step 6: SMART+ER target setting and monitoring

##### **Specific**

I will be focusing on how pupils respond to failure, whether they correct their work, how they correct it, and whether the process of the feedback is meaningful for the pupil.

##### **Meaningful**

I am undertaking this research in order to ensure that my pupils are responding to my feedback meaningfully and processing that they have got something wrong. They will then need to acknowledge that they have done work wrong and correct it (possibly with support). They will then try to explain how they have changed their work.

##### **Achievable**

Pupils will be correcting work in lessons when they are given immediate feedback on their work (whether in class or overnight between two lessons). Teachers and TA's will support pupils in recognizing that their work is incorrect, and use in class strategies to help pupils respond to the feedback.

##### **Relevant**

Pupils need to be responding to feedback and using a meaningful correction process in order to ensure that they are learning successfully and making progress. This particular Year 10 class is aiming to take their Mathematics GCSE at the end of Year 11 so being able to respond to feedback and correct their work will be a vital part of their learning process over the next two years.

##### **Time bound**

I am aiming to notice an improvement and a positive difference on the feedback process and cycle for Year 10 by the end of the Spring term.

##### **Evaluate**

I will use the same questions that I asked at the beginning of the process. I would expect their answers to 'how do you feel when you get a question wrong' to be more positive by the end of the process. I will look at pupils' work and particularly their responses to orange pen questions and incorrect answers.

##### **Readjust**

I will continuously reflect on how pupils are reacting to the feedback cycle. I will be flexible and use different approaches if I feel that the pupils would benefit more.

## Step 7: Implementation

What I did	Reflection
<p>Had a class conversation about the learning process. Talked particularly about failure and mistakes as an integral part of that process. If pupils don't make mistakes then they are likely not doing work that is challenging them enough and they may not be learning much that is new.</p>	<p>This was not a particularly impactful event. Whilst the conversation was interesting at the time and pupils all contributed to the conversation there was very little retention over time or true understanding of what we had discussed. Pupils had not fully taken on board that feedback is a positive process, and that the process of correcting their work leads to deeper understanding, and as such I noticed no change in what was happening. Pupils were still often only attempting work that was too easy.</p>
<p>Started making pupils particularly aware each week of the orange marking in their book and setting aside about 15 minutes each week in a lesson for pupils to address mistakes – explain what they have learnt as a result of the feedback and support each other.</p>	<p>I talk through pupils work with them, and use the green and orange pen whilst I work with them so that they can immediately see what they have done incorrectly, and they can improve as a result of that feedback. This has been working well as pupils respond much more meaningfully to feedback and are beginning to react more positively as they just see it as useful. I also give more praise for a corrected answer than for an originally right answer!</p>
<p>Giving immediate feedback in lessons and observing the process that a pupil goes through - asking them questions to support a positive mindset during the process.</p>	<p>This has been working well in that I have been able to sit with all students and help them think about their incorrect answers. I have been using very positive language with the pupils and praising their improvements, and their responses to feedback greatly.</p>
<p>Using a visual aid to help pupils understand the feedback journey!</p>	

# Monitor and evaluate impact of actions

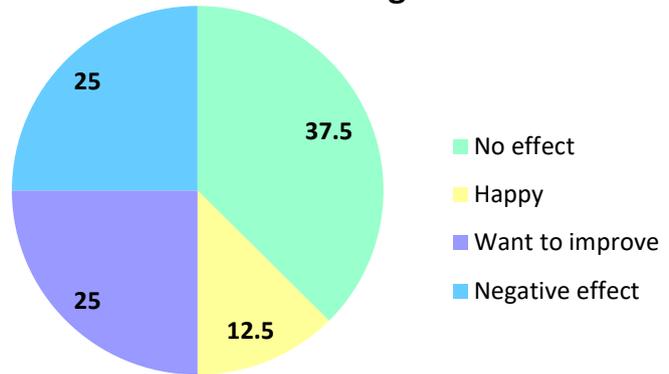
## Step 8: Impact statements

I found that pupils answers to the same questions were slightly changed. See below:

**How do you feel when you get a cross on your work, or you are told your work is wrong?**

	Number of pupils	% of pupils
No effect	1	12.5
Happy	0	0
Want to improve	6	75
Negative effect	1	12.5

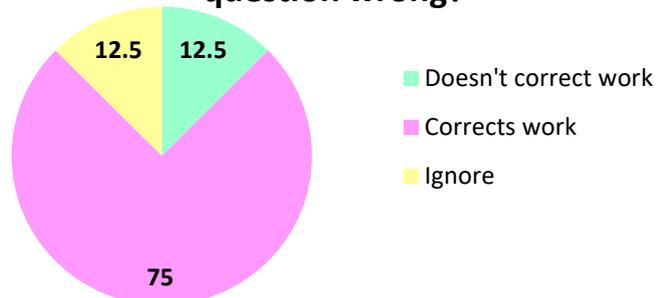
**How do you feel when you get a cross on your work, or you are told your work is wrong?**



**What do you do once you have got a question wrong?**

	Number of pupils	% of pupils
Doesn't correct work	1	12.5
Corrects work	7	87.5
Ignore	0	0

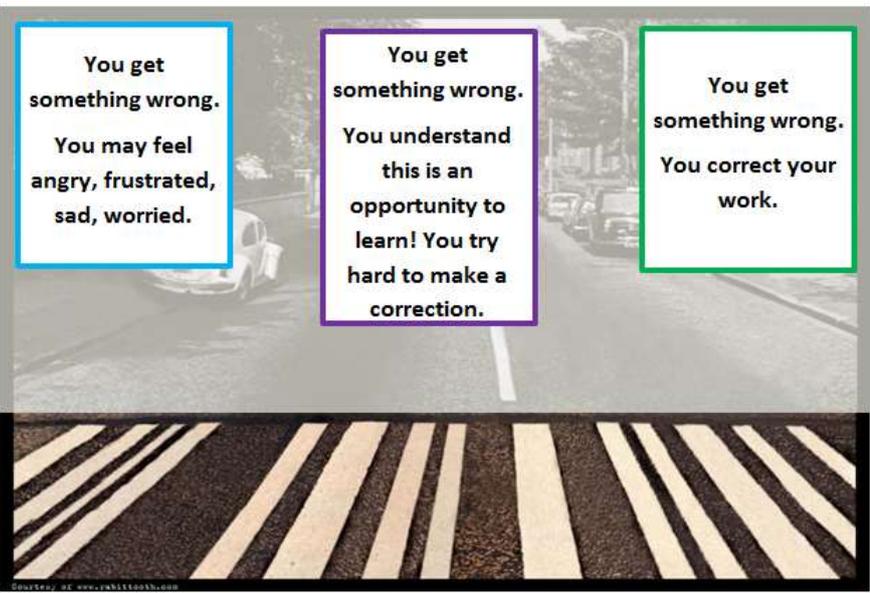
**What do you do once you have got a question wrong?**



The evidence I am most interested in is the anecdotal evidence within my classroom, where pupils have been so proud of their corrected work that they want to show their TA, or they leave the classroom so that they can show their work to their for tutor. They are mostly now more eager to ask me to mark their work with them and give them their feedback immediately so that they can see how they have done. Most of them will then correct their work and clearly show joy at being able to show that they have progressed and listened to feedback!

## Where to next?

Step 9: Planning where to next



The graphic features a background image of a road with a crosswalk in the foreground. Three text boxes are overlaid on the road scene:

- Blue box (left):**

**You get something wrong.**  
**You may feel angry, frustrated, sad, worried.**
- Purple box (middle):**

**You get something wrong.**  
**You understand this is an opportunity to learn! You try hard to make a correction.**
- Green box (right):**

**You get something wrong.**  
**You correct your work.**

I plan to use this to get students to explicitly understand the process that they go through when they get their work wrong or I ask them to improve or add to an answer.

# Appendix 1: The Visible Learning Impact Cycle

