



# Video Feedback

## **Video Feedback: *Improving Attainment and Progress through Effective Feedback***

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### **Overview**

#### **Project Aims**

- To improve students' attainment through improvements to the quality of feedback.
- To improve students' engagement with feedback, encouraging them to take ownership of their own learning and progress.
- To promote more effective and efficient use of teachers' time.

#### **Rationale**

- The project came about as a result of an ongoing frustration that marking students' books does not always support students' progress in a way that is proportionate to the amount of time spent marking books.
- It was noted that many of the issues in students' work, in terms of common mistakes, literacy and next steps in order to make progress, are common amongst a number of students. Marking books in the traditional sense can result in repetition on the teacher's part, promote a focus only on books as evidence of students' work and support the notion that 'traditional' marking is the principal form of effective feedback.

#### **Project Outline**

- Students receive generalised written feedback through their class site on literacy and presentation issues (alternatively this could be shared via email).
- Videos are made that address students' misconceptions or next steps.

#### **Impact**

- 77% of a Year 11 C/D borderline group made 3 or more levels of progress in mathematics in their 2013/14 GCSE mathematics examinations, a higher percentage than the national average of 65%. This is even more impressive given that over 50% of the group arrived at the academy with KS2 level 3 in mathematics. An important element of the progress made was the move to a video feedback structure.



# Video Feedback

- Action research shows that students engage well with the video and class site feedback system, irrespective of gender and prior mathematical ability. Many students express a preference for addressing their feedback in lesson time.
- As students become more familiar with this feedback system and use it over a prolonged period of time, their perception of the difference in the quality of feedback in terms of the progress that it helps them to make becomes starker. The same Year 11 C/D borderline group responded to a questionnaire as follows:

	On a scale of 0 to 10, how effective did you find the 'old' style of marking in your books in terms of helping you to make progress? (0 = not effective, 10 = very effective)	On a scale of 0 to 10, how effective do you find the 'new' style of feedback using YouTube in terms of helping you to make progress? (0 = not effective, 10 = very effective)	Gap
March 2013	5.7	7.2	1.5
April 2014	4.8	8.5	3.7

## Student comments

"I have found out the YouTube videos are a lot better than just getting feedback in our books, the reason for this is because the YouTube videos show examples and how to answer the questions correctly. It is really clear and easy to understand."

"I find the YouTube style feedback very effective as I feel that I have made massive progress watching the videos. Also, if I didn't understand I would always replay and watch them again in order to understand the topic."

"They show you some examples so you can learn from them and then they provide you with hard and challenging questions which is good, to see if you have been focusing all the way through the clip."

## Teacher comments

"Students can receive a much more detailed response to any errors made or misconceptions held."

"I think it's more personalised as each video is tailored to a certain group of pupils. It is also something live that pupils can refer back to at any point throughout the academic year. I also think pupils like that they know the person behind the camera."

"I am able to provide a greater amount of feedback in less time."



# Video Feedback

## How To...

### Setting Up

#### Resources

- Computer access for staff, including the ability to record videos
- YouTube account
- Microsoft Excel or equivalent
- Computer access and headphones for students (optional depending on how you wish to approach the sharing of feedback – in or out of lessons).
- Mechanism for sharing feedback (class site, email etc.)

#### Step 1 - Logistics

- Set up a YouTube account and link this to the camera function on your device.
- Set up an Excel mark book for your class.

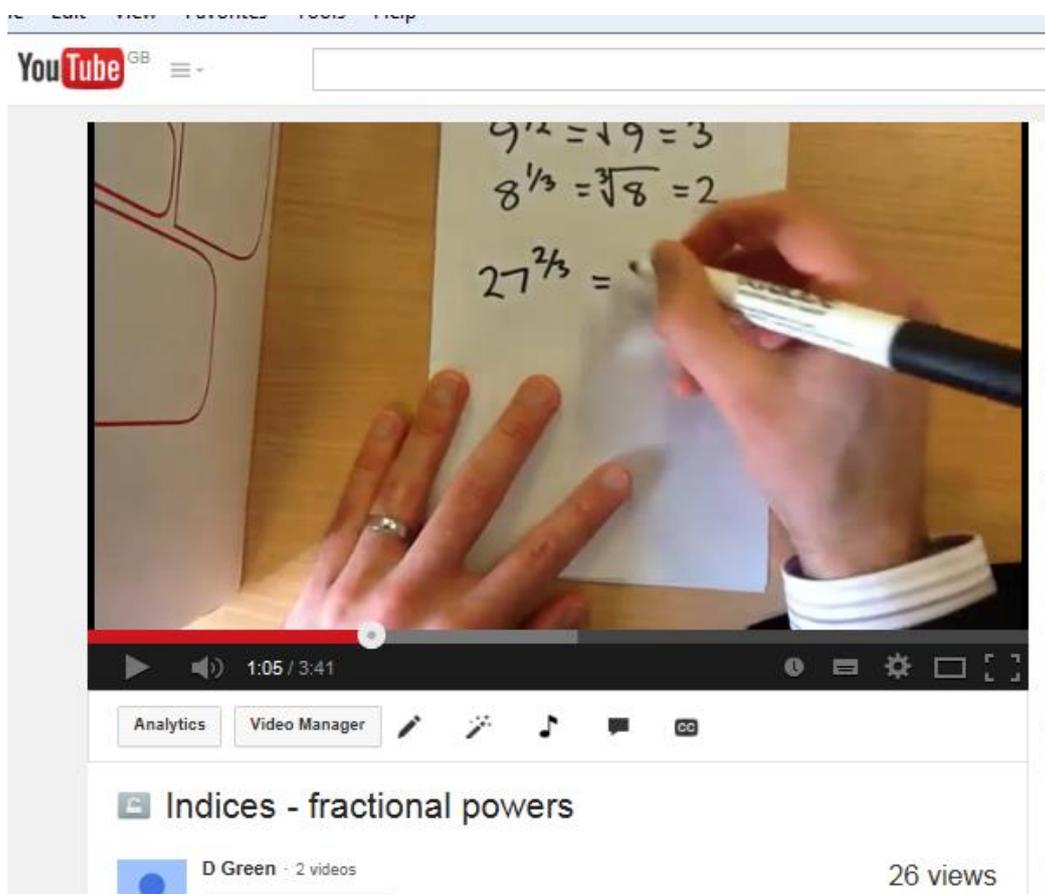
### Providing Video Feedback

#### Step 2 – Identifying Students' Issues

- Take a sample of students' work (approximately 20%), making notes on the general subject-related issues, as well as other issues such as literacy and presentation.

## Step 3 – Creating the Videos

- Make separate (usually two or three) YouTube videos that address each of the subject-specific points identified, ensuring that each one contains at least one example and at least one question for students.
- Ensure that you use a marker pen when writing for the videos – this helps to make examples and questions legible for students.
- Upload videos to YouTube. Ensure that you upload in High Definition – this helps to make examples and questions legible for students.



# Video Feedback

## Step 4 – Sharing the Feedback

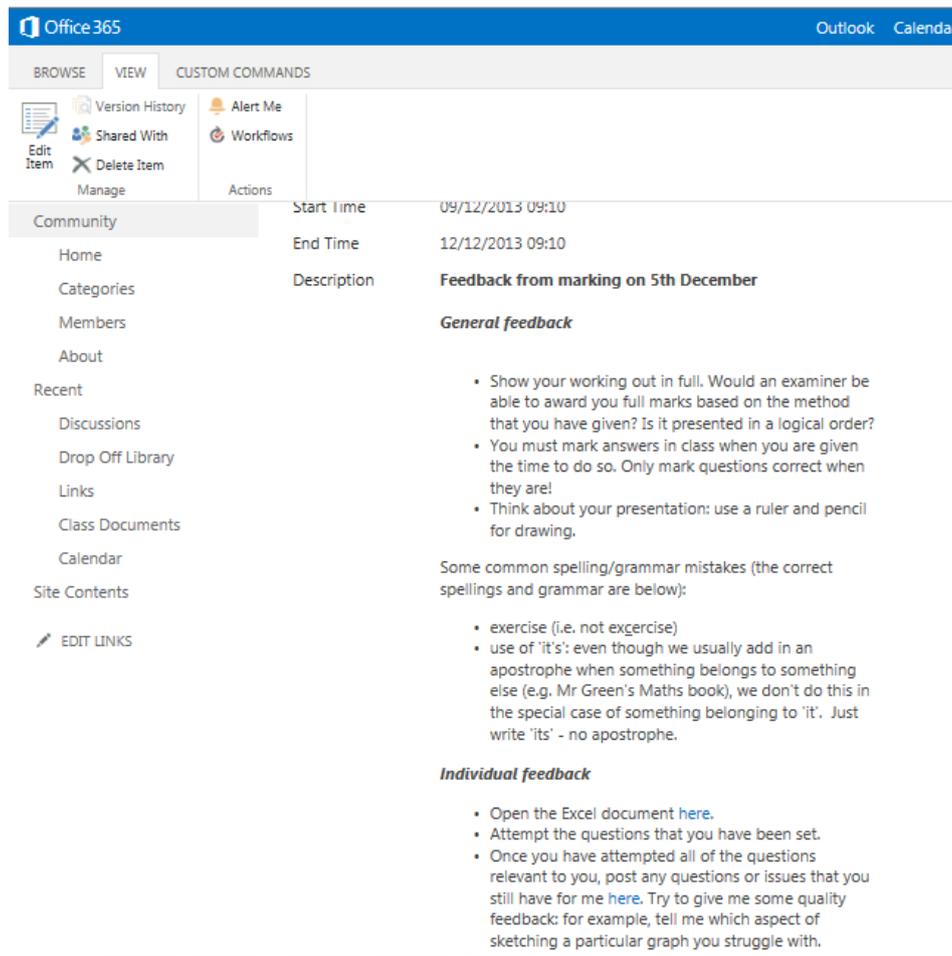
- Once videos are made and uploaded, copy and paste the link to each video into the formula bar of your Excel mark book.<sup>1</sup>
- Go through all students' books, identifying any further issues arising - make notes on literacy and presentation issues as you go in a teacher's exercise book and flag the particular videos that you have created that students need to watch in your Excel mark book.
- Create additional videos if required: there is a possibility of a further subject-specific issue being found once all books are checked.
- Protect the Excel sheet with a password using the 'Review', 'Protect Sheet' option in the ribbon at the top of the page. This will prevent students from amending your feedback.

	A	B	D	E	F
1		Surname	Feedback Videos		
2			Video 1	Video 2	Video 3
			1 - Indices involving fractional powers	2 - Solving equations where the unknown is on both sides of the equation	3 - Solving equations which include fractions
3			<a href="http://www.youtube.com/watch?v=S-gkIHjNTj0">http://www.youtube.com/watch?v=S-gkIHjNTj0</a>	<a href="http://www.youtube.com/watch?v=Kdh_9rhHbs">http://www.youtube.com/watch?v=Kdh_9rhHbs</a>	<a href="http://www.youtube.com/watch?v=s5JkjqWRJS">http://www.youtube.com/watch?v=s5JkjqWRJS</a>
4				<u>Q</u>	<u>4</u>
5	1	ADAMS, David	Y		Y
6	2	ALI, Noreen	Y		Y
7	3	ATWAL, Sonia	Y		Y
8	4	DEAN, Anna	Y	Y	Y
9	5	HUSSAIN, Ramzan	Y		Y
10	6	HUSSAIN, Yousef	Y		Y
11	7	IQBAL, Anisa	Y	Y	Y
12	8	JALIL, Hassan	Y	Y	Y
13	9	JAMES, Harry	Y	Y	Y
14	10	KAUR, Gurjeet	Y		Y
15	11	MOHAMMED, Ibrahim	Y		Y
16	12	PRITCHARD, Leanne	Y	Y	Y
17	13	SINGH, Jai...	Y		Y

<sup>1</sup> Technical point: we do this because pasting this link directly into the desired cell can mean that links are not accessible to students if the Excel sheet is later protected.

# Video Feedback

- Students receive generalised feedback on common issues (in terms of subject-specific issues, literacy and presentation) via their class site, which sits in Office 365/Sharepoint 13. This generalised feedback could equally be distributed via email.



The screenshot shows an Office 365 SharePoint interface. The top navigation bar includes 'Office 365', 'Outlook', and 'Calendar'. Below this are tabs for 'BROWSE', 'VIEW', and 'CUSTOM COMMANDS'. A left-hand navigation pane lists various options: 'Edit Item', 'Version History', 'Alert Me', 'Shared With', 'Workflows', 'Delete Item', 'Manage', 'Actions', 'Community', 'Home', 'Categories', 'Members', 'About', 'Recent', 'Discussions', 'Drop Off Library', 'Links', 'Class Documents', 'Calendar', 'Site Contents', and 'EDIT LINKS'. The main content area displays a document titled 'Feedback from marking on 5th December'. It includes a table with 'Start Time' (09/12/2013 09:10) and 'End Time' (12/12/2013 09:10). The 'Description' section contains the following text:

**General feedback**

- Show your working out in full. Would an examiner be able to award you full marks based on the method that you have given? Is it presented in a logical order?
- You must mark answers in class when you are given the time to do so. Only mark questions correct when they are!
- Think about your presentation: use a ruler and pencil for drawing.

Some common spelling/grammar mistakes (the correct spellings and grammar are below):

- exercise (i.e. not exgercise)
- use of 'it's': even though we usually add in an apostrophe when something belongs to something else (e.g. Mr Green's Maths book), we don't do this in the special case of something belonging to 'it'. Just write 'its' - no apostrophe.

**Individual feedback**

- Open the Excel document [here](#).
- Attempt the questions that you have been set.
- Once you have attempted all of the questions relevant to you, post any questions or issues that you still have for me [here](#). Try to give me some quality feedback: for example, tell me which aspect of sketching a particular graph you struggle with.

- Allocate time in lessons for students to act on their feedback, particularly in relation to the questions that students are expected to complete from each video – solutions to these should be discussed in class, with peer support encouraged throughout the process.