



# BULLETIN

## STUDENT RESPONSE

---

In a leading learners meeting students were asked about their understanding of MAD time and how they respond to teacher feedback. They explained that at times they didn't always understand the feedback given and therefore felt they weren't able to respond appropriately to make the progress they needed. This bulletin shares a couple of strategies so that both you and your students can make the most of student response.

Firstly, students expressed their concerns about the frequency of the feedback they receive. As we have discussed, it isn't always beneficial to students if we are writing WWW/EBI on every piece of work they do. Students will not have the time in lessons to do MAD time after every marked piece and this means students may start to ignore the feedback.

Instead, the most suitable strategy is to have key assessment points within a topic/project and provide detailed feedback on these pieces of work. This way students acknowledge that it is a key assessment point and they know where or how to find it and that they are expected to respond.

The Humanities MAD time assessment sheets make it clear to students what the feedback is. They then know they are then expected to complete a piece of quality MAD time which clearly helps them to progress.

**MAD TIME: Farm Type assessment**

Target level: \_\_\_\_\_ Level achieved: \_\_\_\_\_

Level achieved & why (WWW) Target to secure level or move to the next level (EBI)

L4 - Describe the different physical features for one specific farming type.

L5 - Explain the different physical and some human features of one type of farming.

L6 - Explain a range of physical and human features of one type of farming comparing to a contrasting type of farming.

L7 - Analyse the physical and human features of contrasting types of farming using specific place detail commenting on future impacts.

Additional teacher comment 😊

Make a difference

## FREQUENCY

---

Secondly, the students expressed their lack of understanding of some terminology used by staff in their feedback.

Here the Technology department has created a word bank for students to record specific terminology within the subject and its meanings so that they can refer to keywords used in the teacher feedback and use the correct terminology in their response.

**4 years technology** **Word Bank**

Write the word with the correct spelling	Write the words definition

## CONCLUSION

---

From the leading learners meetings it is clear our students value all types of teacher feedback and are happy to respond to this. However, we need to make sure that our feedback is given in such a way that the students can make the most of it, fully understand it, and it enables students to make progress.