# English Stage 5 – resource in focus – feedback

This resource showcases an excerpt from the sample teaching and learning program [Novel voices – Year 10, Term 1](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices). Sample programs are optional resources that present ‘one way’ of designing teaching and learning experiences. They can be adopted and adapted for your school context.

The example below demonstrates **one way** that feedback may be strengthened. It focuses on **Phase 2, activity 3 – point of view and characterisation 3 level guide**.

**Note**: possible adaptations are represented in **bold red.**

**Scenario:** Miss Lacey is an English teacher in a large inner city high school. Her class has a high percentage of students learning English as an additional language or dialect (EAL/D) and students with learning support needs. Throughout the lesson, Miss Lacey notices varied responses from students. Although she wanders around the room and gives in-the-moment feedback where she can, she feels she is not getting to all the students and doesn’t want students to leave the room without receiving feedback that encourages them to strengthen their responses.

She has recently read an interview with Dylan Wiliam (Hendrick and MacPherson 2017) which explores ‘Four quarters marking’. This model suggests:

* that teachers mark, in detail, 25% of individual student work, providing personalised and actionable feedback
* students self-assess 25% of their own work – it is important that this process is explicitly modelled and scaffolded by the teacher, as well as monitored for quality and effectiveness over time
* students peer-assess 25% of others work – again, crucial to the success of peer assessment is explicit teaching of this approach and should be monitored by the teacher
* the remaining 25% of work should be reviewed at a whole-class level, with the teacher looking for common errors and/or misconceptions to provide feedback at a whole class or cohort level.

To clarify the main lesson concepts and clarify misconceptions, she decides to review the tasks at a **whole-class level**, focusing on the areas she noticed that students were making the most errors in. Moving forward, she ensures that she incorporates the other types of marking – teacher-written feedback, student self-assessment and peer assessment, along with whole-class feedback, to enable the provision of feedback from different sources.

This approach can support students to become assessment capable learners.

## Point of view and characterisation

Excerpt from page 27 of the [Novel voices – Teaching and learning program](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices).

**Reading inferentially to deepen understanding of the text –** students complete **Phase 2, activity 3 – point of view and characterisation 3 level guide** to develop understanding of how point of view and characterisation interact to shape meaning. This activity also provides students the opportunity to practise supporting an argument with evidence in preparation for the summative assessment task.

Excerpt from page 49 of the [Novel voices – Resource booklet](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices#Resources0).

### Phase 2, activity 3 – point of view and characterisation 3 level guide

**Teacher note**: the questions in this activity formatively assess literal, inferential and evaluative levels of comprehension. For more information on these 3 levels of comprehension, see the [Comprehension webpage](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/litfocuscomprehension.aspx#link100:~:text=in%20the%20classroom.-,Literal%2C%20inferential%20and%20evaluative%20levels%20of%20comprehension,-When%20readers%20read) of the Victorian Department of Education’s Literacy Teaching Toolkit. The NSW Department of Education’s website contains syllabus-aligned resources to support reading for [literal comprehension](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/teaching-strategies/stage-5/reading/stage-5-literal-comprehension), [inference](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/teaching-strategies/stage-5/reading/stage-5-inference-), and a [text’s main idea and theme](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/teaching-strategies/stage-5/reading/stage-5-main-idea-and-theme).

**Student note: the following activity will help you to practise supporting an argument with evidence from a text. This is a skill that you will need in your summative assessment task.**

1. Re-read ‘The Index Cards’.
2. Indicate whether the statements in the first column of the table below are true, false or if there is not enough information given to take a stance (there will only be one of these).
3. Provide evidence from the text to support your argument. Some of these statements can be either true or false. Your use of evidence from the text is what is important.

**Teacher note:**

* **Provide verbal, on-the-move feedback to students as they work through the activities in the** [**Resource booklet**](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/english-curriculum-resources-k-12/english-7-10-resources/stage-5-year-10-novel-voices#Resources0)**.**
* **Display relevant pages from the Resource booklet and facilitate student discussion to share ideas.**
* **Provide whole-class feedback based on student responses.**
* **Use the think-aloud technique to develop a model of a quality response based on student contributions.**

## References

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Hendrick C and MacPherson R (2017) *What does this look like in the classroom? Bridging the gap between research and practice*, John Catt Educational Ltd, Melton Woodbridge.

Nowra L (2011) ‘The Index Cards’ in Kennedy C (ed) The Best Australian Stories 2011, Black Inc. Australia. ‘The Index Cards’ has been reproduced and made available for copying and communication by NSW Department of Education for its educational purposes. This has been made possible as permission has been granted by AMANITA Pty Ltd providing the services of Louis Nowra. This resource containing the copy of the short story is licensed up until November 2027. Accessed April 2024.

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