Dedicated Improvement and Reflection Time

Please sit with your group for DEIS pillars

What does DIRT stand for?

Dedicated Improvement and Reflection Time

Facts

Effective feedback creates
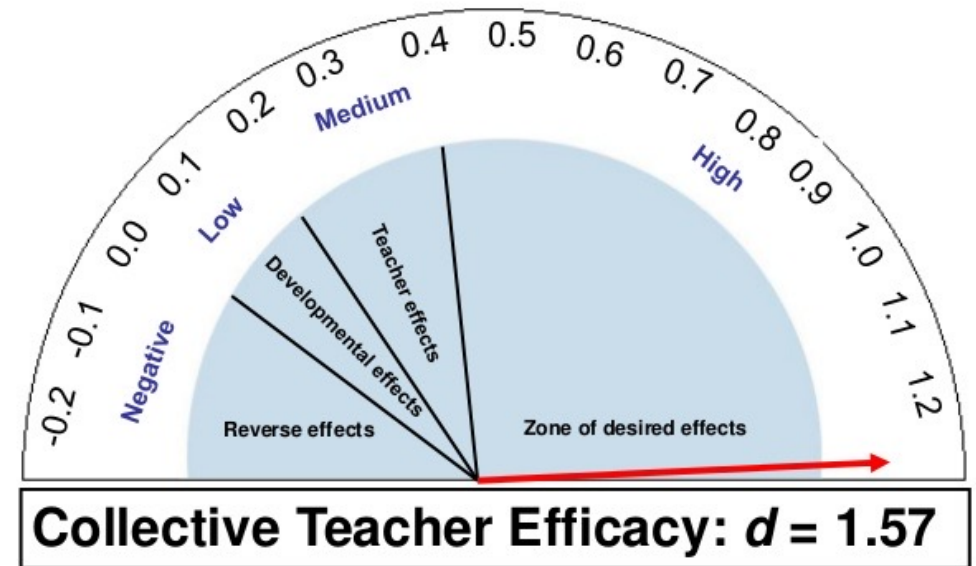**<u>8</u> extra months per school year**

FACT

Collective Teacher Efficacy has a 1.57
impact on student learning,
as compared to:
Formative Feedback   (0.6)
One to one instruction (0.67)

Collective Teacher Efficacy: *d* = 1.57

FACT

Comment only marking has a greater effect on student progress than

Grade only marking

or

Comment and Grade Marking

Academic research indicates that the reasons for marking students work are as follows, in order of importance:

1. To understand which teaching approaches are effective
2. To understand what our students do / don't understand
3. To identify common misconceptions
4. To inform our planning

Tosuncuoglu, I. (2018). Importance of Assessment in ELT. *Journal of Education and Training Studies*, *6*(9), 163-167.

	Importance
A	2
B	1
C	4
D	3

FACT

Learning Intentions must be shared with students at the beginning of each lesson

WWW & EBI feedback must be linked to Success Criteria

The most common SEN diagnosis of students in the Irish Education System in 2021 were

1.Speech and Language Disorders

2. Expressive Language Disorder

3. Receptive Language Disorder

4. Developmental Language Disorder

O'Connor, U., Courtney, C., Mulhall, P., & Taggart, L. (2022). The prevalence of special educational needs in Ireland: A comparative analysis. *European Journal of Special Needs Education*, 1-15.

Sutton Trust: Learning Toolkit (2012)

Strategy	Equivalent gain/ loss in months
Feedback	**+ 8 months (and it is cheap to do!)**
Peer teaching	+6 months (cheap)
1:1 tuition	+ 5 months (very expensive)
Homework	+4 months (very cheap to do)
Behaviour intervention	+2 months (very expensive)
Reduce class size	+3 months (very expensive)
Extend the school day	+ 2 months (very expensive)
Repeat school year	- 4 months (and extremely expensive)

http://educationendowmentfoundation.org.uk/toolkit/

Why do we mark?

For us:

To understand what our students do / don't understand

To understand which teaching approaches are effective

To inform our planning

To identify common misconceptions

For students:

To help students reflect, improve and 'close the gap'

To praise, to encourage, to generate pride

To confirm what is 'right'

To empower and develop independence

To hold students to account

Effective & Purposeful Feedback (Shute, 2008)

- Feedback should be **focused on the task**
- Feedback should be clearly **linked to the success criteria**
- Keep feedback **simple and specific:** be clear on how students can improve, e.g. pose a question, describe the next step
- Evidence of a teacher and student **dialogue**
- Provide learners with an opportunity to take on board the feedback and respond to feedback - **Time**
- Evidence of **long term progress**

We have provided the feedback

Students now must be responsible for responding to feedback: