

# **An Investigation in Leading Change: The Impact of Introducing Verbal Feedback Methods to Increase Student Engagement, Progress & Attainment and Address Concerns Regarding Teacher Workload and Wellbeing**

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**By**

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## **Abstract**

This research study investigates the impact of verbal feedback methods on three key focuses, student engagement with feedback; student progress and attainment; and teacher workload and wellbeing.

Teacher workload, with relation to marking and feedback, has been at the forefront of discussion for several years, yet there is limited research to address this issue and develop workable practices to combat the issue. This research study aimed to provide a viable alternative to the burdensome practice of written feedback comments on individual pieces of work, while maintaining and/or improving the progress and attainment of students.

This research study was conducted utilising theories and practices identified to promote change and motivate others towards implementing change.

The study found successes with the implementation of verbal feedback methods across the three focuses, but noted limitations with such a small sample of data. These limitations were attributed to the failure to effectively motivate others to act to fulfil change.

## **Introduction**

School X is a non-selective mixed secondary academy and is part of a wider academy trust, situated in a small coastal town on the East of England. The town has been highlighted as one of the top three seaside towns in terms of social deprivation, taking in factors such as income; employment; health and disability; education, skills and training; barriers to health and services; crime; and the living environment (ONS 2013). High levels of deprivation have been prevalent in the area for several years. In 2010, the Department for Communities and Local Government identified the area as being in the top 20% of the most deprived areas (see figure 1).

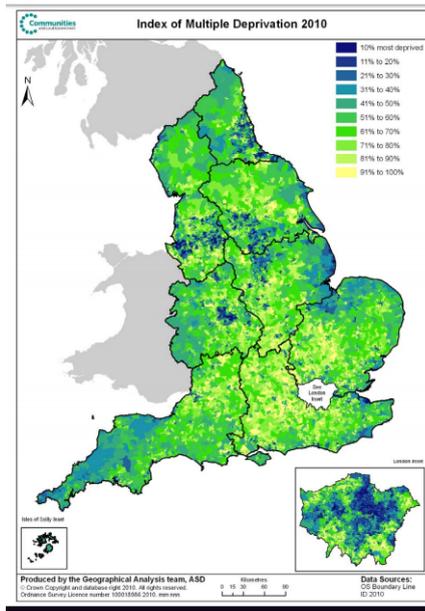


Figure 1

Throughout the decade, deprivation has increased and the school is now located within a local authority that ranks in the top 20 of the most deprived areas (Ministry of Housing, Communities and Local Government, 2019), (See figure 2)

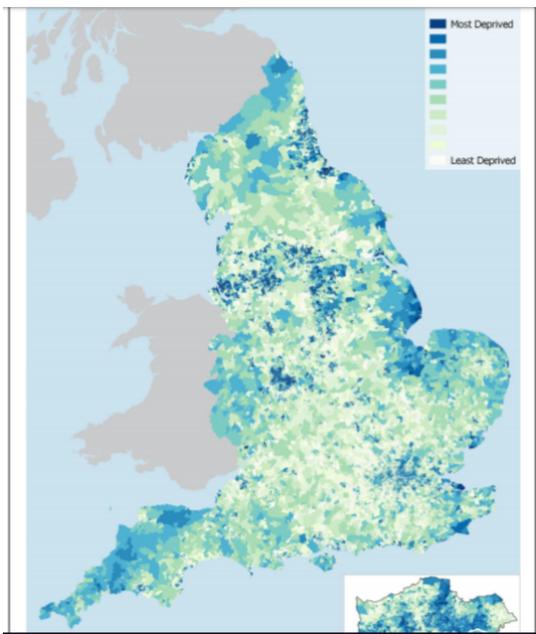


Figure 2.

During their 'Benchmark' study of English Seaside towns, the Centre for Regional Economic and Social Research (2008) found that the town has one of the 'weakest

local economies' based on three 'Indices of Deprivation': income, employment and education, (Department for Communities and Local Government, 2008:65).

Furthermore, the research reported that 20.5% of all working age residents were claiming some form of out of work benefit, such as Job Seekers Allowance or Income Support, highlighting the historic high levels of deprivation in this area.

School X's local area has the economic and socio-cultural make up which leads to lower socio-economic status, with a large proportion of deprived households, only 19% of the population gaining qualifications above Level 3 and 15% of the population having no qualifications at all (ELDC 2016).

School X is described as a 'larger than average sized secondary academy', with a high proportion of students having special educational needs and more than half of the students supported by pupil premium funding which is 'well above national average' (Ofsted 2017:11-12). Furthermore, the Department for Education performance tables report School X's cohort comprising of 54.1% disadvantage students; which is in the highest quintile nationally (DFE, 2019).

The above statistics show that School X, is not only in an area of high deprivation geographically, but is also comprised of a high proportion of disadvantaged students. Furthermore, School X is in county that appropriates a Grammar school system, with the nearest Grammar school in the same town. Therefore, a large proportion of the schools cohort has already faced academic failure, by not being selected for the local Grammar school (Ofsted, 2012).

Many students at School X come from poorer socio-economic backgrounds, with 54% of the cohort being eligible for FSM (DFE, 2019). In the author's experience, many students at the school do not have access to basic educational equipment, and regularly come to school without basic writing equipment, such as pens, pencils and a rubber. Since its conversion to Academy status in 2010, School X has tried to combat the material factors affecting achievement and the school itself has undergone a £19m capital rebuilding programme, with up to date facilities and access to technology and material resources, such as Ipads, a new sports facilities and an independent vocational base, with an abundance of equipment.

A recent Ofsted (2020) report, highlighted that School X does not always enable all its 'students to perform to the best of their abilities'. Furthermore, when reviewing the DfE performance data for the school - although there have been significant improvements – it is still below national average across every performance measure (DfE 2019). Additionally, an earlier Ofsted report highlighted that pupils do not always have a 'clear understanding of how to achieve' (Ofsted, 2018:8). However, a follow up visit a year later found that 'helpful feedback' was leading towards improvements in teaching and learning, particularly in English, (Ofsted, 2019:6), a notion supported by improved GCSE results that summer (DfE, 2019).

While parental experiences and expectations have an impact on student achievement (Schunk, Pintrich and Meece, 2008), in School X the author has found that despite social class there tends to be a low regard for academic success and educational value. During a discussion with sixth form students, the majority had little desire to undertake degree studies and already had employment in place on completion of their A level studies. With the lack of secure employment in the local area and the lack of professional occupations, requiring degree level qualifications; it is clear that the social deprivation of the area is having a negative impact on the aspirations of the young people in School X. Additionally, the level of self-employment within the area is higher than national average; during a conversation with a student about his future career aspirations, he told me that his dad did not have any GCSE qualifications and had his own construction business. Therefore, upon leaving school he was going to work for his dad, and consequently did not need qualifications. Unfortunately, this is not an isolated case in School X and many students do not value academic achievement. Interestingly, this student came from a higher socio-economic background in terms of family property and capital.

Many students in School X have a negative view of their local area, yet have no motivation to leave. They do not view education as a means to a better life, more opportunities and greater financial stability.

Alongside, high levels of deprivation, low attainment and low aspirations, School X faces an additional challenge of teacher recruitment & retention and high levels of

employee absence. According to government findings, teacher training recruitment has been below target every year since 2011. In 2018, approximately 42,000 teachers left the state funded sector and in 2016, 32.3% of newly qualified teachers were not recorded as working in the sector five years after qualifying (Foster, 2019). As School X is situated in an area of poor economic growth, it is difficult to recruit employees from out of the area and a large portion of the population who have higher-level qualifications commute out of area for work (ELDC 2016).

Staff retention is an area that has affected multiple roles within School X, particularly the role of Principal. Since 2015, School X has been under the leadership of 7 different Principals. This has led to a lack of consistency in vision and the implementation, and subsequent removal of several different policies, initiatives and periods of change. Unfortunately, this has created a culture of reluctance to change.

Due to rising concerns around staff wellbeing, the author (as part of an agreed action from the wellbeing working party) conducted a staff workload survey. From this, it was identified that the biggest impact on teacher workload was marking, with teachers spending an average of 20+ hours a week marking pupils work.

Furthermore, the Independent Teacher Workload Review Group identified that 'marking has evolved into an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils' progress' (Copping, 2016:6).

Due to the difficulty to recruit to positions and regular long term absence, School X has incurred large costs in relying on supply staff to fill these positions. This year alone, a minimum of 6 supply staff have been required daily to cover these gaps at a cost of £1317 a day. In addition to this, School X employs two permanent cover supervisors at a minimum cost of £17582 per annum each. This brings School X's costs for covering absence to almost £300000 per annum as a minimum. School X is currently in a deficit of around £250000. If we could improve staff wellbeing and therefore reduce the number of staff absences, as to not need regular supply staff, School X would save just over £250000 a year and recoup that deficit.

Previous to the survey, the author had changed her own marking practices in order to improve pupils understanding of how to improve and achieve, and to provide a

more sustainable workload. As part of the English department, the author had seen success by adopting a feedback only method to assessment in terms of student attainment, student autonomy and engagement, and teacher workload. The aim of this study is to see if other teachers and departments could be motivated to adopt new practices in order to improve these three key areas.

## **Literature Review**

There is a vast amount of literature, theory and research discussing the impact of various assessment practices and leadership methods. This section aims to summarise the debate and guide the reader to the pertinent areas for discourse.

The term 'feedback' can have many different meanings, for the purpose of this project feedback is the providing of information related to the process or task of learning that serves to close the gap between what is already understood and what needs to be understood (Sadler, 1989). Over the years, many schools have developed the somewhat unhealthy notion that feedback means written remarks about a student's piece of work that is then responded to-in writing-by the student. But where did this notion come from? In 2015, Ofsted released guidance about the use of marking and feedback, stating they did not 'expect to see any specific frequency, type or volume of marking and feedback' (p13.) Ofsted also refer to the importance of verbal feedback but stipulate there is no need for written documentation that it has taken place. In 2019, with its updated Inspection framework, Ofsted continue to reiterate the message that marking and feedback does not to be conducted in a prescribed format, but instead highlights the need for 'clear, direct feedback' that is not burdensome to teachers' workloads (Ofsted, 2019).

p9-10). Considering Winnie and Butlers' (1994) definition of feedback as 'information with which a learner can confirm, add to, overwrite, tune or restructure information in memory' (p5740) there is no prescription of a particular format in which this feedback should be delivered, what is important is that the message is accessible for the learner in order to impact on learning. Brookhart (2008) divides feedback in to two categories 'evaluative feedback and descriptive feedback' where evaluative feedback is a judgment of students work, with a grade or written comment of praise/criticism, and descriptive feedback provides the student with information about how to become more competent (p26). In a study by Butler and Nisan (1986) it was found that students who received descriptive feedback outperformed those students who received evaluative feedback significantly in follow-up tasks. Despite the fact that written descriptive feedback can improve student performance, it requires students to read and act on that feedback in order to improve. Many studies have shown that students do not always read written feedback, let alone use it to improve future work (MacDonald, 1991; Crisp, 2007). Furthermore, Weaver (2006) and Higgins, Hartley and Skelton (2002) highlight that teacher feedback is often written in a way that students find difficult to interpret and transfer in to improved future performance. This is summarised clearly by Price et al (2010) 'feedback can only be effective when the learner understands the feedback and is willing and able to act on it' (p279).

Furthermore Hattie & Timperley (2007) argue that feedback is only effective if it is delivered with a learning context. This is the second part of the teaching process, that takes place after a student has responded to the initial teaching instruction. Hattie & Timperley suggest that for feedback to be effective it must answer three

questions 'Where am I going? How am I going? And Where to next?' (2007, p86). While all three questions are relevant to improving student achievement it is the final question that can have some of the greater effects on learning. Unfortunately, as Hattie & Timperley (2007) note all too often the response to 'Where to next?' is 'more'. For example, more equations to solve, more quotes to analyse, another paragraph to write. Whereas helping students develop strategies and processes to work on tasks and enhancing their self-regulation 'provide greater possibilities for learning' (p90). While there are many ways in which learning can be enhanced developing students' skills in error detection and self-regulatory proficiencies can lead to a more effective learning experience (Hattie, Biggs & Purdie, 1996). Butler and Winne (1995) suggest that effective learners develop these self-regulatory processes by creating their own internal feedback while engaged with academic tasks, whereas less effective learners depend much more on external factors (teachers) for feedback. The more feedback directs students to more effective self-regulation, the more effective it is at improving performance (Kluger and DeNisi, 1996). By supplying students with written feedback of what to do next, are we, as teachers, creating less effective learners? However, Ashford and Cummings (1983) highlight the importance of feedback as psychological reassurance and that it is often desired by people even if it has little effect on improving performance. Hattie & Timperley (2007) notion that students often view feedback as the teacher responsibility, thus further supporting the idea that they do not always engage with written feedback comments in order to improve performance.

Self-efficacy, a student's beliefs in their own abilities and capabilities, is important to improving student performance (Bandura, 1993), research shows that there are

positive correlations between self-efficacy and academic attainment (Pintrich & De Groot, 1990). It is also evident that teacher feedback can influence self-efficacy (Duijnhouwer, Prins, & Stokking, 2010) and when students are given frequent and timely feedback self-efficacy improves (Schunk, 1983).

Boud and Molloy (2013) state that we are at risk of feedback becoming 'one of the unpleasant side effects of teaching' (p10). In 2015, the DfE's School Workforce in England report stated that almost 1 in 10 teachers left the profession in that year and only 75% of the teacher who had qualified three years prior remained in the profession. Furthermore, a survey conducted by the NUT and YouGov, from the same year, found that more than half of teachers were considering leaving, with 61% citing 'volume of workload' as the main reason. Additionally, in 2016, a report by the Independent Teacher Workload Review Group suggested that providing 'written feedback on pupils' work has become disproportionately valued by schools' and that too often the quantity of feedback is confused with the quality (p5).

Another important aspect to consider is the timing of feedback. Kulik & Kulik (1988) found that immediate feedback was more effective than feedback that was delayed. Butler, Karpicke and Roediger (2007) also suggest 'that the efficacy of feedback will decrease substantially as the delay before the presentation of feedback increases' (p274). The Education Endowment Foundation (2016) highlight the potential for marking to become time consuming and applying 'in depth' responses across multiple classes is contributing to the heavy teacher workload. In the EEF's published report, 'A Marked Improvement?' (Elliott et al, 2016), it found that the average teacher spent nine hours marking pupils' work each week, however there

was little evidence to show which strategies will have a positive effect on their pupils' progress and which will not. While Hattie & Timperley (2007) highlight feedback as one of the top ten influences on student performance. Hattie (2003) found feedback has an effect size of 1.3. An effect size of 0.5 is equivalent to one grade improvement at GCSE, therefore this would translate to over two grades improvement. However, there is no evidence to support that this feedback must be written. This has left many looking for alternative solutions to this burdensome practice. Through an action research project, including over 100 schools, McGill (2019) found that verbal feedback, in place of written feedback lead to improved engagement and attainment of disadvantaged pupils and improved teacher wellbeing (p6-23). Additionally, Van der Schaaf et al. (2011) found that students who received verbal feedback found their teacher's feedback more useful compared to those students who received written feedback alone. However, Nadeem (2015) found that verbal feedback had a greater impact on the progress of low attaining pupil's than those of higher attaining pupils, who stated they found written comments more useful (p53).

The next section of this literature review will explore leadership theories, with a focus of leading to bring about change.

In a survey conducted by Zengler Folkman (2020) they found that leading change was in the top 25% of competencies attributed to effective leaders. However, their research found that leading change was viewed as a greater priority for top level and senior leaders compared to those in middle leadership positions.

In 2015, Zengler & Folkman outlined 7 key principles for leading change. Among these were the need to inspire and motivate others; noticing problems; providing a clear goal; and challenging standard approaches, moving away from old familiar practices.

Additionally, through their research LoVerme Akhtar & Kotter (2019) set out four key principles for leading change, which can be implemented by anyone regardless of their hierarchical position:

- Think about both Management and Leadership
- Take care of both Head and Heart.
- Move away from only Have To and create Want To/Get To.
- Expand from the Select Few to the Diverse Many.

Considering these principles in more detail, they state that leadership is about moving towards the future 'establishing a direction... and motivating... others to act'.

In order to motivate others to act the opportunity for change should consider both the 'rational and emotional perspectives'. Encourage people to invest in the change, by feeling they want to rather than just have to. Finally create a diverse network of people working on bringing about the desired change (p3-4).

Aguirre & Alpern's (2014) 10 Principles of Leading Change Management also highlight the need to engage others, but recognise that people are influenced and inspired by other's, not just those in formal positions of leadership. They term these informal leaders as 'special forces' and divide them into three distinct categories:

**Pride Builders** who are good at motivating and inspiring others to take pride in their work.

**Trusted Nodes** these are the go-to people. The ones sought out by others for knowledge and advice.

**Change and Culture Ambassadors** who 'serve as both exemplars and communicators, spreading the word about why change is important.' (p7).

Already we are starting to see a consensus that for successful change management it is important to have a clear goal/vision and the need to motivate and inspire others to share that vision and invest in the change. Beer's (1980) six step change management model lists steps two and three as developing a change vision based on specific and actual problems, then establishing support for this change from stakeholders. Similarly, Judson's (1991) five steps highlight the need for gaining acceptance of the change. Furthermore, commandments 2 and 8 of Kanter, Stein and Jick's (1992) Ten Commandments state the need for the creation of a shared vision and clear direction and the involvement of stakeholders in the change process.

The final model to consider is Hiatt's (2006) ADKAR model, the acronym standing for awareness, desire, knowledge and ability, and reinforcement. Focusing on the first two points, awareness involves understanding why the change is being made, this includes understanding what the benefits are for the individual, 'what's in it for me' (p2). Desire concerns the willingness to support the change and focuses on empowering employees to be involved with the change.

It is clear from the above literature that one of the key factors in leading change effectively is motivating others to be involved in and support the change. To paraphrase the proverb, if no one is following, you are just taking a walk. But how do leaders motivate others? How can we ensure that others are joining us on this change journey?

Maslow's Hierarchy of Needs (1943) is a well known theory about human motivation and one that is referred to regularly within the education sector. Maslow's theory suggests that human beings have five levels of needs and that needs lower down need to be met before higher needs can be met. These needs can be further divided into basic needs, psychological needs and self-fulfillment needs (see figure 3).

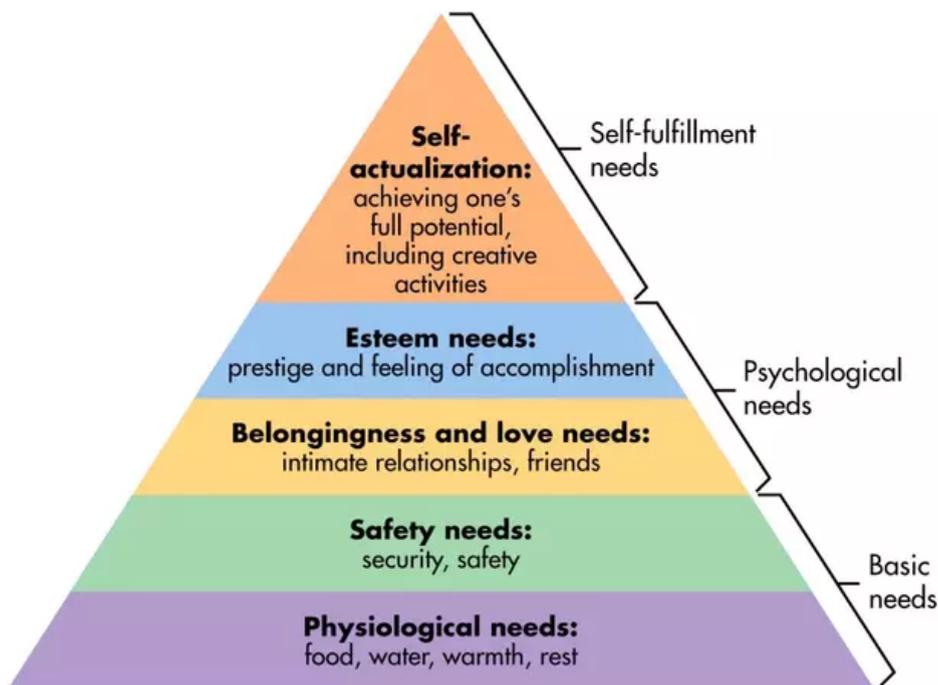


Fig. 3

When considered as a theory of motivation, Maslow suggested that the bottom four needs, often referred to as deficiency needs, motivate people when they are unmet.

For example, the longer someone goes without food the hungrier they will become. However, the top need, our growth need, works in an opposite way. The more the need is met the greater our motivation becomes. Maslow later updated his theory and proposed that the order in which these needs are met may be more flexible than originally suggested. This later hypothesis was supported by research conducted by Tay and Diener (2011) who found that although people living in poverty may struggle to meet some of their basic needs, they still reported feelings of love of belonging.

Herzberg (1968) found that employees were motivated by intrinsic factors such as challenge and increasing responsibility and that these factors meet a person's need for growth and achievement – the higher levels of Maslow's Hierarchy of Needs.

Herzberg's Two Factor theory highlights two distinct areas that affect employee motivation, hygiene factors and motivator factors. While hygiene factors did not motivate employees, they could demotivate employees if not met. Whereas the motivator factors could lead to greater satisfaction and performance, as they met a person's intrinsic needs (see figure 4).

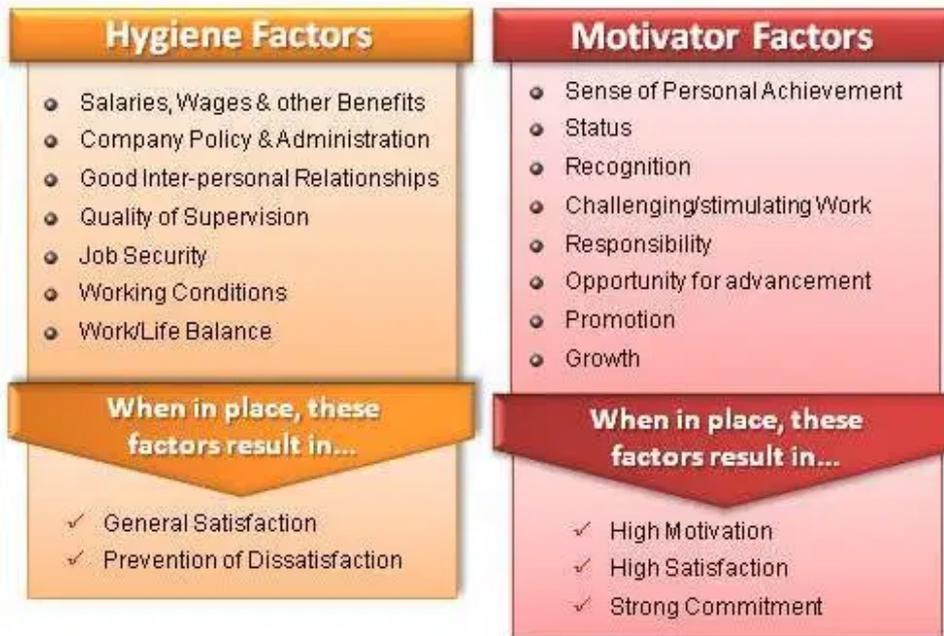


Fig. 4

More recently, Pink (2009) argues that intrinsic motivation should be employed over the more traditional 'carrot and stick' extrinsic motivation. According to Pink, intrinsic motivation centres around three factors: Autonomy, Mastery and Purpose. Autonomy is the need to have control over their work, what they do; how they do it; and when they do it. According to Pink, Autonomy motivates people to think creatively and 'leads to engagement' (p36). Mastery is the desire to improve, to continually get better through learning or practice. In order to promote this, Pink's suggests that employers should provide, what he terms, 'Goldilocks tasks', that have the right amount of challenge-not too easy, not too hard (p38-39). Finally, Purpose is the belief that you are working for something greater or more important than yourselves. Offering employees this greater sense of purpose can lead to more hard-working, productive and engaged employees.

## **Methodology**

This study was conducted using action research. Stringer (2014) describes action research as 'a systemic approach that enables people to find effective solutions to problems they confront in everyday lives' (p1). He continues to highlight its purpose is to 'build a body of knowledge that enhances professional and community practices and works to increase the well-being of people involved' (p1). Action research was first introduced to the field of education research in the early 50's (Corey, 1953). Mills (2013) describes action research as systemic inquiry conducted by teachers, or those with a vested interest in the teaching and learning process for the purpose of gathering data about how a school operates, how they teach or how students learn. As this study aims to investigate the relationships between feedback methods, student engagement and progress, and teacher workload and wellbeing, it was concluded that action research was the most appropriate method of research.

For this study, several teachers from different departments with varying experience and seniority levels were selected to be the first trial group, for implementing a change in the way teachers provide feedback to students about their work. This was done in discussion with the Principal. It was agreed that the staff selected would be those who had received a good or outstanding grading on previous lesson observations, as they already showed good practices with relation to providing feedback to students. The author also considered Aguirre and Alpern's (2014) 'special forces' and selected staff who fit in to one of the three categories; Pride Builders, Trusted Nodes or Change and Culture Ambassadors.

Staff were originally contacted via email to explain the premise of the trial and to share the rationale behind it. Later, the author conducted face to face meetings with those participating in the trial to offer greater insight and share resources. Staff were given the autonomy to decide which of their classes they wanted to trial the method with.

The change to the way in which teachers would provide feedback to students about their work involved moving away from the traditional approach of providing written comments on student's work. Instead, teachers would read their classes work and feedback would be given orally to the whole class, addressing common errors and misconceptions and providing guidance on ways to improve. A feedback proforma (see Appendix A) was provided for teachers to use to plan this feedback section of their lesson. Example PowerPoint presentations (see Appendix B) were given to teachers, but again teachers were given autonomy to decide on the style and format of how this would be presented to students. In order to remove variables of timing of feedback, all teachers were asked to feedback to students the lesson after the work was completed.

The purpose of this study was threefold, to see if changes to our feedback practices had positive impacts on both teachers and students. Firstly, the author wanted to measure whether these changes led to greater student engagement with feedback. Secondly, to ascertain if it had a positive impact on student progress and attainment. Finally, to identify if it decreased teacher workload and therefore improved teacher wellbeing.

### **Data collection methods**

There are three data collection methods that were considered for this study, Qualitative, Quantitative and Mixed Strategies:

Qualitative: This approach serves to gather the views and opinions of others. This can be done through interviews, discussions or questionnaires. Data collected using this method is usually in word format rather than numerical. Therefore, the researcher will need to analyse and interpret the data.

Quantitative: This approach serves to gather numerical data and measure these variables with the application of statistical techniques. 'Findings of quantitative studies are usually easy to present, summarize, compare and generalize' (Dudovskiy, 2018).

Mixed Strategies: This approach use both qualitative and quantitative approaches where necessary. This approach balances the inherent limitations of a qualitative or quantitative approach (Firat, Yurdakul & Ersoy, 2014).

For this study the author will be employing a mixed method approach. According to Johnson and Turner (2003) a mixed method approach will result in the 'most accurate and complete depiction of the phenomenon under investigation' (p299).

Data collection involved the completion of self-administered questionnaires, where participants would respond to a collection of questions on their own. While questionnaires would normally be considered as a quantitative collection method, due to the open-ended nature of some of the questions, they will largely supply qualitative data. Archival data collection, using information related to students work both prior to the study and after the trial. As these assessments and practices would

have already been conducted as part of regular classroom practice, they are considered archival data (Mertler, 2009).

Firstly, to measure student engagement, the author would compare how students responded to feedback in the written format of individual comments in books to how they responded to feedback in the form of oral class feedback. In School X, students must respond to feedback in red pen, this could range from answering a question, adding more detail to a piece of work or redrafting the original piece. The author will consider both quality and quantity of response as a measure of student engagement. Students will also be asked to complete a short survey detailing their thoughts on the new feedback method (see Appendix C). Data to measure student engagement was largely qualitative in nature.

Secondly, to measure student progress and attainment, the author will collate end of term assessment data and compare this with the previous term's data to ascertain if progress has been made. This data will provide a quantitative measure of student progress.

Finally, to measure the impact on teacher workload and wellbeing, the author will collect feedback from the teachers involved in the trial via a staff survey (see Appendix D). Again, this data will be qualitative.

There are important ethical considerations in terms of data collection, particularly when that data contains information about children. To address any concerns around ethics, all student surveys were completed anonymously. With regards to the collection of archival data - which I have privilege to as a teacher, not as a

researcher - any data collected was anonymised and there is no information included in this research project that could be linked back to an individual.

### **Data Analysis Methods**

Once data had been collected it was analysed using a variety of methods. The following methods were considered, selected and implemented:

Content Analysis, using verbal and behavioural data to classify, summarise and tabulate findings.

Narrative Analysis, the reformation of responses given by participants, considering the context of each case.

Tabular display of data, tables were created to analyse student progress data.

Case study write up was completed to present the findings from the content and narrative analysis.

Validity, generalisability and reliability were considered to ensure that quality research was undertaken.

The creation of self-administered surveys was to ensure reliability of data collection, whereby each participant was asked the same questions, using the same wording.

The trial was not conducted during the first term of the school year, to ensure all participants were familiar with traditional feedback methods of written comments on student work. This also ensured that students had developed relationships with teachers, so the new teacher factor was not a variable.

Closed questions were included in the self-administered surveys to ensure validity and that the methods clearly measured the desired purpose of the study.

Several teachers were selected, from different subject areas, with differing levels of experience to ensure generalisability and although teachers were initially given autonomy to select which class this was done with, the author did ensure that this covered a range of key stages and abilities.

### **Findings: Analysis and Interpretation of Research Outcomes**

After initial contact was made with participants via email, the author had 1:1 meetings with participants to explain the feedback method, share resources and address any queries or misconceptions. Participants were instructed to continue with their normal working practices, with regards to feedback, for the first term. In the subsequent term they would use the new oral class feedback method.

During the term of the trial, teachers would continue the usual instructional practice appropriate for their subjects and classes. Students would then use that instruction to complete a task or piece work. Teachers then assessed this piece of work, logging their findings on the feedback proforma supplied by the author. This focused on three distinct areas: literacy errors; what students did well; and areas for improvement.

Teachers would then feedback to students, as a whole class, the next lesson.

Students were then given time in that lesson to digest and act upon that feedback, by adding to or improving their original work. The frequency that this took place was dependent of curriculum time allocation for individual subjects. Core curriculum

subjects, such as English, are taught 4 times a week, whereas vocational subjects are taught once or twice a week dependent on key stage.

At the end of the term of trial, students and staff were provided with self-administered surveys to document their response to the new feedback method. These were then collated by the author.

The author had planned to hold fortnightly check-ins with teaching participants, however due to timetable and workload constraints this was not always possible and many of these check-ins were conducted via email. It became evident, that despite initial enthusiasm to participate in the trial, not all participants were implementing the feedback method. This led to the trial being conducted by participants over different 6 week periods. By term three only two participants had completed the trial. The author spoke with the other participants and agreed that the trial would be carried out over the coming 6 weeks. Unfortunately, due to the global covid-19 pandemic and the subsequent closure of schools, the remaining participants were unable to carry out the trial.

As a result of the covid-19 pandemic, School X was closed to all but children classified as vulnerable or children of key workers, this included teaching staff. As a large portion of the data the author had intended to collect was only available in hard copy, the author was unable to collect all the data that would have been presented as findings for this study. The author did have access to data that was stored electronically, and these will be presented below.

### **Responses to student surveys**

As expected there were multiple variables in the responses from student surveys, both in content and quantity of response, with some students providing very short responses. The two class sets of responses came from a y8 high ability English class and a y11 mixed ability GCSE Sport class. On the question of whether they preferred the new method to the traditional method of feedback, the author was able to gather some clear data.

**Figure 5. Survey data displaying students' preferences of feedback method**

Class	Number of students	Preferred new method	Preferred traditional method	No preference
Y8 English	29	6	21	2
Y11 Sport	30	27	1	2

These results show a clear distinction between the two classes, with only 20% of the Y8 class preferring the new method, while 90% of the Y11 class preferred the new method. With their being multiple variables between subject and key stages it is difficult to draw any reliable conclusions from this data set. However, if we add in the original data set from the author's own class some correlations could be drawn.

**Figure 6. Survey data displaying students' preferences of feedback method including the author's class**

Class	Number of students	Preferred new method	Preferred traditional method	No preference
Y8 English	29	6	21	2
Y11 Sport	30	27	1	2
Y10 English	28	26	0	2

The author's class was a Y10 high ability English class. Within this group 93% of students preferred the new method.

With this additional set of data, we can remove the variable of subject impacting on the results, as it was the same subject as the Y8 class but provided a markedly different outcome. If we consider the variable of key stage, it is clear that those students in key stage 4 preferred the new method, while those in key stage 3 largely preferred the traditional method. Due to the small sample size additional data would need to be collected before any meaningful conclusions could be drawn between key stages and their response to feedback methods.

Interestingly, although the majority of the y8 class did not prefer the new feedback method, there was one particular element which they identified as useful.

**Figure 7. Survey data displaying which elements student found most useful**

Class	Class size	Literacy errors	What went well	Areas for improvement	No response
Y8 English	29	23	2	1	3

Over 70% of the class found having literacy errors identified as a whole class useful, with one particular student highlighting that they felt less negatively about their own literacy issues, as they realised they weren't the only student who made errors.

Another student also commented that they preferred this format to the teacher correcting literacy errors on their work, as they felt seeing multiple errors highlighted in their book was demoralising.

Interestingly, when reviewing the additional comments students left there appeared to be a general consensus.

**Figure 8. Survey data displaying correlation of additional comments**

Class	Class size	Additional positive comments on immediacy of feedback
Y8 English	29	19
Y11 Sports	30	24
Y10 English	28	24

These results show that more than 75% of all students involved found that receiving feedback the lesson after the task was a benefit. With 15% of students commenting that they felt they were able to progress more quickly as they were not having to wait for feedback, when compared with the traditional method of receiving written feedback in their books.

In relation to data linked to student engagement, the author was unable to collect any data due to the Covid-19 pandemic as School X prohibited the access to, and handling of, students' books.

Similarly, when considering data linked to student performance. The author was unable to access this data for all classes. All available data will be presented below.

Within the Y10 English class students were given an initial exam practice task at the start of the 6 week period, after receiving feedback via the new method, at the end of the term students were given a comparable exam practice task.

**Figure 9. Performance data displaying students' attainment in exam practice tasks**

Student	Initial task	Task after feedback
	Grade	Grade
Student A	2	3-
Student B	3-	3
Student C	4	3-
Student D	4+	4-
Student E	4-	5-
Student F	3-	3-
Student G	4-	6-
Student H	3-	2+
Student I	3+	4-
Student J	2+	3
Student K	2+	3
Student L	3-	3-
Student M	2-	2
Student N	3-	2+
Student O	3+	3+
Student P	3+	3-
Student Q	4+	4+
Student R	3	2-
Student S	3-	2+
Student T	3	4-
Student U	2	1+
Student V	8-	6
Student W	2	3
Student X	3+	3-
Student Y	5+	3+
Student Z	7-	8-
Student AA	4	3+
Student BB	6	4-

From these results we can see that just under 40% of students improved from the feedback. However, just over 45% showed a decrease in their attainment following the feedback. As there are multiple variables that could impact on students' attainment it is difficult to draw any conclusions from this data, especially with such a limited sample.

The data from the y11 Sports class was based on overall assessment grades for the qualification, students were assessed prior to the feedback method trial and then again following the 6 week period.

**Figure 10. Data displaying students' attainment grades before and after the feedback trial**

Student	Grade before the trial	Grade after the trial
---------	------------------------	-----------------------

1	L2M	L2M
2	L2M	L2D
3	L2M	L2D
4	L2D	L2D
5	Abs	L2P
6	L2D*	L2D*
7	L2P	L2M
8	L2P	L2M
9	L2P	L2M
10	L2M	L2D
11	L2D	L2D*
12	L2M	L2D
13	L2M	L2M
14	L2P	L2P
15	L2M	L2M
16	L2D	L2D
17	L2D	L2D
18	L2D	L2D
19	L2D	L2D*
20	L2M	L2D
21	L2M	L2M
22	L2P	L2M
23	L2P	L2M
24	L2M	L2D
25	L2P	L2M
26	L2M	L2M
27	L2M	L2D*
28	L2M	L2D
29	L2D	L2D
30	L2D	L2D

These results show that 55% of students improved in terms of overall attainment. As highlighted above, there are numerous variables that could impact on students' progress and attainment and therefore we cannot attribute this improvement to the feedback method alone. Further investigation would need to take place to identify the impact of the new feedback method on attainment. However, when this data is considered alongside the students' responses to feedback, as highlighted above, 15% of students said they felt it had helped them progress quickly.

The final element that this study was focusing on was the effects of verbal feedback methods on teacher workload and wellbeing. Again, the author was only able to

collect a small sample of data, due to the impact of Covid-19, this will be presented below.

**Figure 11. Data displaying teacher survey responses in relation to impact on workload**

Teacher	Identified a positive impact on workload	Comments
Teacher A	Yes	'It was a quicker method'
Teacher B	Yes	'Significantly saved time'

These results show that all teachers who participated in the trial identified a positive impact on their workload, with both participants highlighting that using this method took less time than the traditional feedback method used.

Despite the admission that it had a positive impact on workload, the responses to preferred methods and continuation of use gave differing results.

**Figure 12. Data displaying teacher survey responses in relation to preferred methods and long-term usage**

Teacher	Preferred new method	Preferred traditional method	Would continue to use new method
Teacher A	No	Yes	Yes (alongside traditional method)
Teacher B	Yes	No	Yes

Although Teacher A, highlighted the positive impact of the method on their workload, they still preferred the traditional feedback method. However, both teachers said they would continue to use the new feedback, even if not all the time (as is the case with Teacher A). Teacher B specifically highlighted that they would continue to use the method because of the positive impacts on their workload, but also because of the progress students had made (See figure 10).

In a supplementary interview with Teacher B it was revealed, that following their success with the new feedback method, they have shared this method with their own

department (Social Sciences) and the Vocational department and now both departments use this method with their Key Stage 4 classes.

In terms of the three focuses that this study aimed to target, student engagement, student progress and attainment, and teacher work and wellbeing some successes have been found. The successful introduction of the new feedback method within two departments suggests that the method has merit and further exploration could lead to positive impacts whole school.

Selecting participants considering Aguirre and Alpern's (2014) 'special forces' had a positive impact on driving change, as can be seen with Teacher B taking the method and sharing this practice with others to bring about wider change.

Considering the participants who did not complete the trial, it was evident from conversations that the author was not able to successfully inspire and motivate them to change. Despite one aim of the study being to reduce teacher workload, one participant commented that they had not started the trial because of workload commitments and did not want to add to their workload by trialling something new. From this, it could be interpreted that the first step of Hiatt's (2006) ADKAR model for change had not been achieved, as the participant was not aware of why the change was being made and what was in it for them. However, it could be argued that this teacher's hygiene factors were not being met, in terms of work/life balance and therefore they were demotivated (Herzberg, 1968).

In terms of motivating others towards change, there have been mixed findings. The author found greater engagement from those staff that they were able to conduct face to face meetings, rather than those whose correspondence was mainly conducted via email. Interestingly, the participant who completed the trial first worked within the department that the author has leadership responsibility for. Therefore, it is important to consider if the perception of leadership and authority influence participants' motivation and acceptance to change. However, the author was able to directly influence participants to complete and start the trial, who they did not have leadership responsibilities for. Furthermore, it could be argued that the author

indirectly influenced others towards change through cascading the vision for change using Aguirre and Alpern's (2014) 'special forces'.

## **Conclusions**

This chapter builds upon and provides a conclusion to the interpretation of results provided in the previous chapter, alongside providing a justification and purpose for the research.

### **Justification and purpose of research**

As previously discussed in the review of available literature, providing feedback to students is one of the top factors that improve learning and student progress (Hattie, 2003). However, there is very little literature available about the effects of verbal feedback compared to written feedback. Sufficient research about the impacts of verbal feedback on student progress will equip senior leaders with the insight needed to understand the impact and create effective policy with regards to assessment and feedback practices, enabling effective change and improvement.

Furthermore, it is clear, from the review of available literature and the contextual information about School X, that teacher workload was having a significant negative impact on staff wellbeing and school finances. Developing effective methods to reduce teacher workload, while maintaining and/or improving student progress, would provide senior leaders with an actionable strategy to address key issues surrounding staff wellbeing and reduce the school's financial deficit.

An action research approach was utilised for this study, in order to provide relatable results, with a view to address the reluctance to change culture present in School X. This approach aimed to fulfil Hiatt's (2006) ADKAR model for change, with a particular focus on the first two steps, Awareness and Desire.

### **The impact of verbal feedback methods on student engagement**

Unfortunately, due to the impact of the Covid-19 pandemic, the author was unable to gather sufficient data to draw any meaningful conclusions on the impact of verbal feedback methods on student engagement. Utilising the data provided from student self-administered surveys and student attainment data, the author could postulate

that verbal feedback had some positive impact on students engagement. Over 90% of the Key Stage 4 students involved in the study stated that they preferred this method to the traditional feedback method of written comments in books.

Additionally, over 45% of Key Stage 4 students showed an improvement in progress and attainment following the new feedback method. It could be concluded that this therefore meant an increased engagement with feedback, but any conclusion at this stage would be purely conjecture.

### **The impact of verbal feedback methods on student progress and attainment**

As previously mentioned, the sample of data available was restricted due to the impact of the Covid 19 pandemic and subsequent closure of schools. However, from the data available the author was able to conclude that student attainment and progress improved following the introduction of the feedback method.

**Figure 13. Data displaying the number of students who showed improved attainment after receiving the new feedback method**

Class	Number of student	Number of students with improved attainment
Y10	29	11
Y11	30	17

From these results, we can see that 47% of students improved their attainment after receiving the new feedback method. Additionally, data gathered from the teacher's self-administered surveys highlights improved student progress as a positive impact of the feedback method. It could therefore be concluded that verbal feedback has a positive impact on pupil progress. Further investigation would need to be undertaken to compare the progress students would have made had they only received feedback in the traditional format of written comments in book, in order to ascertain if verbal feedback is more effective than its written counterpart. Additionally, it is important to consider that there are a number of factors that impact students' progress and attainment and this success cannot be attributed to the verbal feedback alone. Additionally, schools operate in a system of co-production and a student's progress is not only influenced by the education received in school, but also

the stimulus received at home (Bruijn, 2007). While the instructional component of the learning process remained the same, with students being taught by the same teacher, using the same methods, the author is unable to comment on any changes that may have occurred outside the classroom.

### **The impact of the verbal feedback method on teacher workload and wellbeing**

Similarly to the other focus of the study, the data available to assess the impact of the new verbal feedback method on teacher workload and wellbeing was restricted by the impact of the Covid-19 pandemic and the subsequent closure of schools. However, from the small sample of data available the author can conclude that the new feedback method had a positive impact on teacher workload.

**Figure 14. Data display teacher responses from self-administered surveys**

Teacher	Identified a positive impact on workload	Reason for positive impact
Teacher A	Yes	Reduced time spend marking
Teacher B	Yes	Reduced time spend marking

All teachers who completed the trial, identified that the new feedback method had had a positive impact on their workload. This positive impact was attributed to the reduction of time spend marking, in comparison to the traditional method of written comments in books. In the author’s own trial of the feedback method, they also found positive impacts on their workload, due to the reduction of time spend marking.

Wider research would need to be conducted to make any correlations between the new verbal feedback method and teacher wellbeing. It is possible to hypothesise that, as teacher workload was cited as the main reason teacher consider leaving the profession (NUT and YouGov, 2015), a reduction in teacher workload would lead to increased teacher wellbeing and an improved work/life balance.

Additional positive impacts from this could also be possible. Be reducing the time teachers spent marking – and the potential possible impacts that has on wellbeing- it could be argued that improved teaching and learning could take place. For example

this could led to reduced absences, reduction of supply staff used and more time for planning and resourcing high quality lessons. However, these conclusions would just be conjecture at this stage and further investigation would be needed to assess the wider impact of the verbal feedback method.

In summary, the following conclusion from the study could be drawn:

1. Verbal feedback has a positive impact on student engagement, particularly in Key Stage 4
2. Verbal feedback has a positive impact on student progress and attainment, particularly in Key Stage 4
3. Verbal feedback has a positive impact on teacher workload and wellbeing

### **Implications for School X**

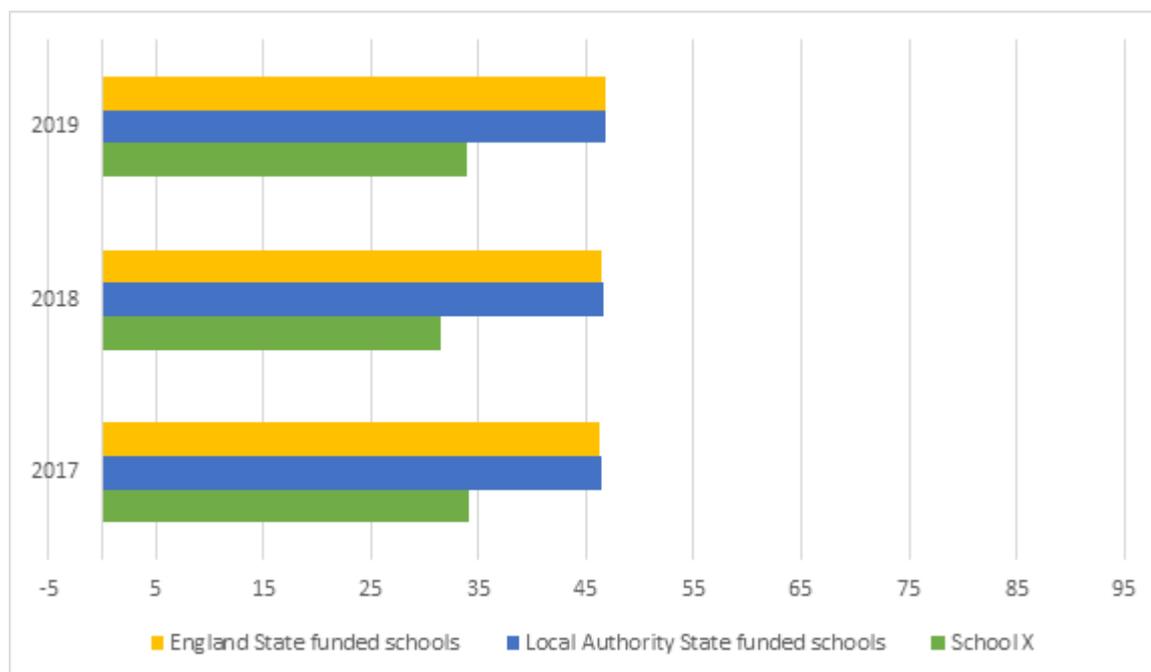
As previously mentioned when discussing the context of school X, there are significant concerns with regards to teacher workload and wellbeing. This study has concluded that the implementation of a new verbal feedback method has positive impacts on teacher workload and wellbeing. The wider implementation of the new verbal feedback method - across all departments - would significantly reduce teacher workload and therefore improve staff wellbeing. This, in turn, could see improved staff absence figures and improved retention of existing employees. Therefore, reducing School X's costs for supply staff.

The study has also concluded that the implementation of a new verbal feedback method has positive impacts on student engagement, progress and attainment. School X has a history of poor performance, in terms of student progress and attainment, which is clearly documented in the school's performance data (DfE 2020).

**Figure 15. School X's performance data Progress 8 measure for the previous 3 years**

	2017	2018	2019
School progress score	-0.77	-0.78	-0.45
Progress description	Well below average	Well below average	Below average

**Figure 16. School X's performance data Attainment 8 measure for the previous 3 years**



These figures clearly show that School X is performing well below national average in terms of both student progress and attainment. Unfortunately, the official DfE performance data is not currently available for the students who have received this new feedback method, in order to draw comparisons. Furthermore, due to the impact of the Covid-19 pandemic and the cancellation of GCSE exams for Summer 2020, any data that becomes available will have been obtained under different circumstances, this would need to be a considered before any conclusion could be drawn.

However, the in-school assessment data collected showed that over 45% of Key Stage 4 students who received the verbal feedback method, improved their overall attainment, by 1 or 2 grades in some cases. Therefore, implementation of the verbal feedback method with Key Stage 4 classes could lead to improved performance data figure for School X. The need to improve student progress and attainment was an area highlighted for dramatic improvement by Ofsted (2019). Therefore, an

investment in practices which promote improved progress and attainment is part of School X's School Improvement Plan. Thus, implementing the verbal feedback method across the wider school community, could aid in improving the school's overall Ofsted rating and public image.

In order to implement this new verbal feedback method and initiate change, School X would need to update their current marking and feedback policy. More importantly School X would need to address the current culture with regards to staff perceptions of change. As previously highlighted, School X has gone through several periods of change, with 7 Principals in 5 years. This has seen the implementation and subsequent withdrawal of several new policies and practices. Therefore, a large proportion of staff are unwilling to invest time new practices, which they perceive will not be continued beyond a term. This was evident in the reluctance shown by several staff chosen to participate in the study.

## **Reflections**

In terms of success of the study, the author can conclude that several successes have been shown in terms of the key focuses of, student engagement with feedback, student progress and attainment, and teacher workload and wellbeing. With regards to bringing about a positive change to educational practices through effective leadership, some success can be seen from the study. Not only did participants of the study change their own practices, they also used their experiences to share the vision and promote change to other areas of the school. Following the 6 week trial period, the new verbal feedback method has been successfully adopted by two departments for their Key Stage 4 classes. The author cannot comment on the impact of these changes at this stage, however, if similar success in the trial is replicated in these areas, then large gains could be made in terms of the key focuses outlined above.

In terms of the author's experience as a leader trying to implement change, there are key areas for development. Firstly, sharing the vision. It is evident from the responses of some participants who failed to complete the trial, that the author did not successful convey why there was a need for change. The author did not allow

the appropriate time or forum for sharing this vision and was instead influenced by the constraints on time brought about by the school timetable and nature of the school environment. There is a tendency, in School X, to rely heavily on email communication to translate vital information. The author found that those staff who fully engaged with the change were those who the author had direct face to face contact with. If the study was to be conducted again, the author would ensure time was scheduled to allow face to face conversations with all participants. Additionally, after initial meetings, the author would also schedule subsequent follow meetings to address any misconceptions. It was clear, that despite initial enthusiasm for the change, some participants did not fully understand the value of the trial, 'what's in it for them' as described by Hiatt (2006) and did not feel the sense of 'purpose' that the trial could have provided (Pink, 2009).

Secondly, dealing with imposter syndrome. While the author is normally a confident and competent leader, and has been described as posing various traits of an effective leader, by those they lead on a regular basis; leading outside their normal role and area of authority did not come naturally. While the author aimed to successfully motivate others, using motivational theories proposed by Herzberg (1953) and Pink (2009), they were not able to replicate these to all participants. Despite this, the author was able to show success with the consideration of Aguirre and Alpern's (2014) 'special forces', with selecting key staff to share the vision for change with the wider school community. Moving forward, if the author was to replicate this study again, they would utilise these 'special forces' to convey the vision for change more effectively within the wider school community. The author failed to use them appropriately to inspire and motivate the other participants.

Finally, if the author was to replicate this study again, they would extend the study to consider the additional variables. The study had many limitations, as it did not consider the makeup of the classes the study was trialled with, in terms of discreet data. Does this method have a greater or lesser impact on disadvantaged students? Is it successful in improving outcomes for students with SEN requirements? Does it have a positive impact on teacher workload across all subject areas? Additionally, the study lacked a control element, in terms of accessing whether the verbal

feedback method had a greater impact on student progress and attainment compared to the traditional feedback method of written comments in books. Could similar successes in terms of progress and attainment been made with the traditional feedback method?

## **Recommendations**

This chapter will outline the key recommendations for School X following the analysis of the findings from the research study. It will also consider how these can be disseminated within the school and the wider education community.

1. Develop and complete another staff wellbeing survey
2. Review and update the current marking and feedback policy, with specific consideration being given to verbal feedback methods and teacher autonomy
3. Invest in staff training to understand and implement verbal feedback methods

Each of these recommendations will be discussed in further detail below.

### **Develop and complete another staff wellbeing survey**

The author would recommend that another staff wellbeing survey is undertaken by School X to provide an up to date assessment of the issue of staff wellbeing. In the original survey, marking was the main contributor to high staff workloads. Another survey would be able to identify if this is still the case. Additionally, it would provide comparable data about workload between those staff who continue to use the traditional method of written comments in books and those who have adopted the verbal feedback method. This would need to be carefully designed to ensure that these factors could be clearly identified. If the findings are similar to those previously found and the correlation of findings from the study are the same, with regards to impact of verbal feedback methods on teacher workload; this data could then be utilised to promote 'Awareness' for why change needs to happen (Hiatt 2006).

### **Review and update the current marking and feedback policy, with specific consideration being given to verbal feedback methods and teacher autonomy**

From research conducted within School X and consideration of the available literature around teacher workload and marking, it is clear that feedback and marking has become a burdensome task (Copping, 2016 and Elliot et al., 2016) contributing to excessive teacher workloads. Furthermore, evidence from the study and available literature suggests that timely verbal feedback has a positive impact on student engagement, progress and attainment. Updating the current marking and feedback policy to reflect the importance and appropriateness of verbal feedback methods could lead to significant gains for School X, in terms of staff wellbeing and student progress and attainment.

Considering Pink's (2009) theories about motivation, it is important that this policy allows teachers the autonomy to select the most appropriate methods for themselves and their individual classes. As highlighted above, the study did not consider the impact of verbal feedback based on individual student needs, therefore the same successes may not be seen across all student groups. Implementing practices which may not be appropriate for all groups, could have the opposite effect on teacher workload and decrease staff wellbeing and motivation, if it is not possible to work towards 'Mastery' (Pink, 2009).

### **Invest in staff training to understand and implement verbal feedback methods**

It is evident from the author's experience with the research study, that failure to successfully share the vision for change results in a failure to successfully motivate others to implement change. Therefore, the author would recommend that sufficient time is scheduled to share the vision for change and ensure that the sense of 'Purpose' is clearly understood by all (Pink, 2009). The author would recommend that appropriate time be scheduled to share the updated marking and feedback policy and disseminate the findings of the study, and the up to date staff wellbeing survey. The author would recommend that the ideal time to share this with staff be during the September inset training days. Traditionally, September inset is where the vision and action plan for the coming school year is shared. Dedicating specific time

to the introduction of this change clearly signifies its importance and suggests to staff that it isn't just another initiative that will be gone in 6 weeks' time. The author would then recommend that the staff, who are currently using the new verbal feedback method successfully with their classes, work in smaller breakout groups to explain the method and its benefits in greater detail, utilising Aguirre and Alpern's (2014) 'special forces' effectively. These staff could then act as mentors and drivers of change, by scheduling time for them to meet again during afterschool CPD sessions. As highlighted above, the author found greater success with the participants of the study that they were able to have follow up meetings with.

While the above recommendations would involve careful planning and significant investment from School X, the multiple potential benefits out way the costs.

**Figure 17. Cost Benefit Analysis of implementing the author's recommendations**

Costs	Benefits
Conducting a wellbeing survey Updating existing policy Initial staff training Continuing training for new and existing staff	Improved staff wellbeing Improved student engagement Improved student progress and attainment Reduction in costs to supply agency Improved DfE performance figures Improved Ofsted rating* Reduction of financial deficit

\*dependent on a number of other factors.

The above cost benefit analysis clearly shows that the benefits of implementing the verbal feedback methods within School X out way the costs. While the costs do not incur any additional financial costs, other than staff time, which is already budgeted; the benefits include financial gains, through the reduction of costs to supply agencies. As previously mentioned, School X spends just over £250000 per annum on supply agency fees. The current financial deficit for School X is £250000, this saving would eradicate the deficit, with no additional financial outlay for School X.

### **Dissemination of findings**

Initially, the author will share the key findings from this research with the core SLT during an SLT briefing. From experiences found during this research, the author is aware of the importance of sharing the vision clearly, in order to achieve successful change. The author will consider Hiatt's (2006) ADKAR model for change, clearly explaining why the change is needed and what the potential benefits for implementing change are. Having trialled the method themselves, the author is in the position to express their own personal experiences and passionately share the successes they have achieved in terms of personal workload and wellbeing, alongside the gains in student engagement, progress and attainment. This allows the author to use storytelling in order to impact others and share the vision for change as a collective vision. Auvinen, Aaltio and Blomqvist (2013) suggest that storytelling can break down hierarchical barriers and promote feelings of shared organisational experiences. Furthermore, Parry and Hanson (2007) highlight how storytelling is utilised by leaders to deliver a compelling vision that inspires others to act and fulfil that vision (p.281).

It is pertinent to note that the premise for the research project was initially sparked by a discussion with a leader at a neighbouring school, who shared their successes with the implementation of verbal feedback. If the author was to offer a supplementary recommendation, it would be to develop a working partnership with that school to share best practice. This would help promoting the benefits of the change to other staff in School X, as they can see that the benefits are not isolated to a small group within one school.

In terms of sharing these findings to bring about wider educational change, the author would recommend that supplementary research was undertaken in School X, following the wider implementation of verbal feedback methods as recommended above. This wider research would supply a greater sample of data to allow further correlations to be made between the impact of verbal feedback on student engagement, progress and attainment and teacher workload and wellbeing. As School X is part of a Multi-Academy Trust, with schools in multiple regions across the UK, there is the potential to effect change to the wider education community. The

author would utilise the existing working partnerships to present these findings during Trust leadership meetings.

A final personal note, in order to promote wider educational change successfully, the author believes that they would first need to develop their own leadership practices further. The author would seek to utilise the experiences of existing successful leaders with the Trust, through developing opportunities to work shadow, in order to better understand how to successfully share a vision and inspire others to fulfil this.

Word Count 10859

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## Appendix A

### Feedback Proforma

Teacher:	Class:	Subject:
Title of Work:		Date Marked:
<u>Incomplete Work</u> <i>Please use this space to record students who have not completed the task.</i>		
<u>Spelling, Punctuation and Grammar</u> <i>Please use this space to record any SPAG errors made by students in this task.</i>		
<u>Areas of Success:</u> <i>Please use this space to record any positive aspects of how students completed this task, including examples of outstanding work that others can learn from, and any students who deserve merits.</i>		
<u>Areas for Development:</u> <i>Please use this space to record any areas for development that have been highlighted in the students' completion of this task, including any specific concerns that require one to one feedback/support.</i>		

## Appendix B

### Example Powerpoint slides

**SPELLINGS**

1. Correct errors as they occur throughout your work.
2. Copy out the 5 most difficult 5 times.
3. Or complete the stretch and challenge task!

- *A lot (two words not one)*
- Sense
- Emphasise
- Character
- Possesses
- Terrifying
- Tension
- Mysterious
- Refer
- Creates
- Apart
- Presents
- Intimidated
- Frightening
- Connotes
- Loneliness
- Imply
- Sombre

Only 18 incorrect spellings. Well done. Much improved.

**WHAT WENT WELL!**

- All of you are using quotes
- Most of you are identifying the writer's methods
- Structured response & breadth of response (TS)
- Depth of response (JM, ECo, SH-P)

Particularly good effort from [REDACTED]

## AREAS FOR DEVELOPMENT:

- Lack of techniques- writer's methods
- Lack of depth in exploration
- Informal tone (pretty much, like)
- How and why?
- Effect on the reader
- Odd contextual links
- Lack of context (TS)
- Lack of specificity
- Poor evidence selection
- Lack of breadth- you have explored only one quote/made one point

Poor sentence structure and lack of punctuation!

**Largely your responses are far too short- lacking in either depth or breadth.**

## REFINEMENT

Using **red ink**, you're going to extend your work, following the bullet points below, or redraft your work (from the beginning) based on the bullet points below. Your ability to focus will govern the extent to which you improve in this subject. Work individually, in silence.



- Re-read and redraft for clarity – Does each sentence express a complete thought? Do any sentences have too many ands or buts? Should they be separate sentences?
- Redraft your work for depth – have you focussed on the quotation. Write every possible point out of your chosen quote.
- Take care with presentation. Write neatly and use the margin – if it looks slap-dash, it suggests that you don't care whether what you've written is read. Remember to capitalise proper nouns.
- Alter your phrasing and vocabulary choices if need be. You need to convince an examiner that you deserve a good GCSE grade, and this is almost impossible to do if your work is phrased badly.
- Add more detail. The task should have taken the best part of an hour and in many instances, the care that ought to have been taken was absent.

## Appendix C

### Student Self-Administered Survey

Did you find the feedback method helpful? Why?

What was the most useful part? Why?

What was the least useful part? Why?

Do you prefer this feedback method or written comments in your book?  
Why?

Any other comments

**Appendix D**

Staff Self-Administered Survey

How did you find using the feedback method?

What did you like the most about the method? Why?

What didn't you like about the method? Why?

Do you prefer this feedback method or written comments in your book? Why?

How did it impact your workload compared to traditional written comments?

Will you continue to use this method after the trial? Why?

What would you change to improve the method, if anything?

Any other comments