

How can I encourage Year 8 pupils to engage with their written feedback to improve their spelling?

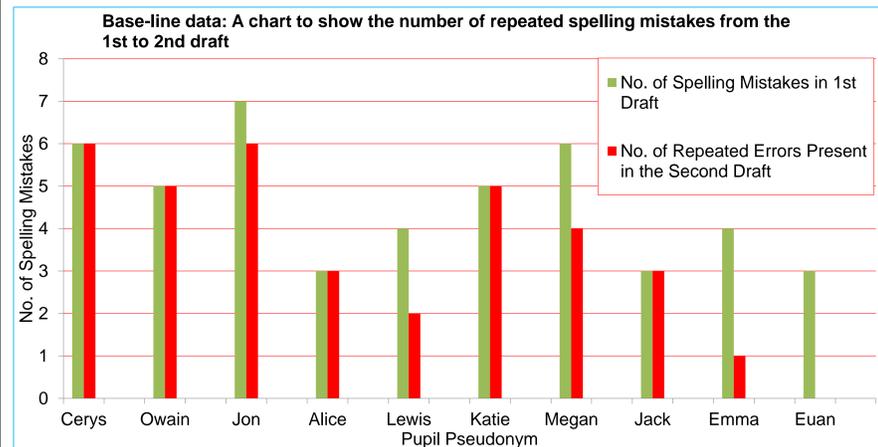
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Rationale for Inquiry

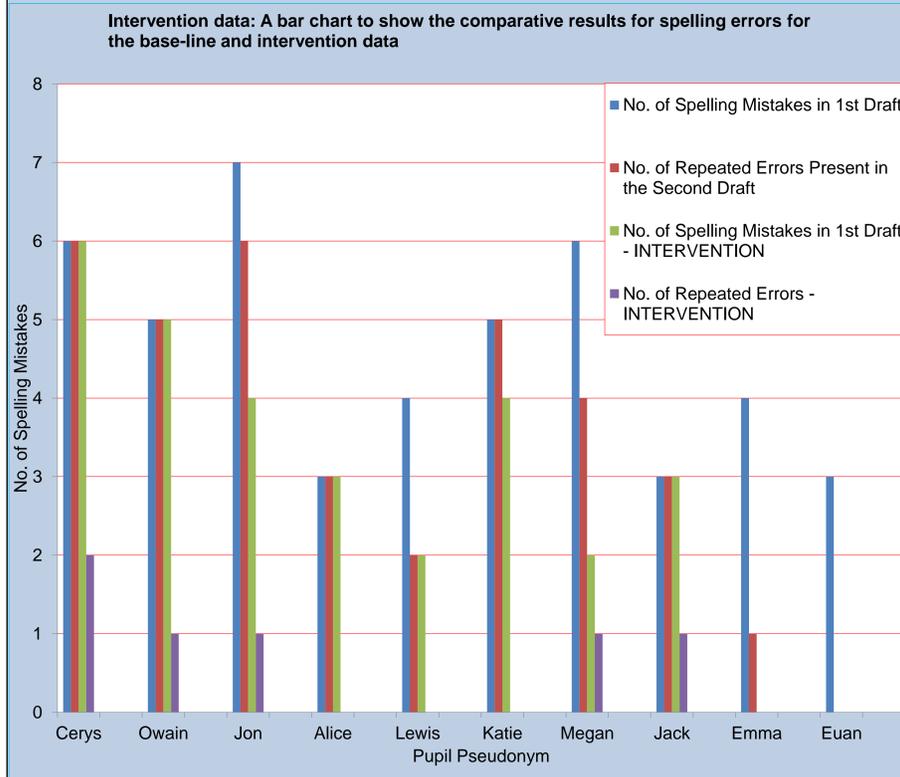
This research looks at the number and nature of spelling mistakes in Year 8 pupils' work. The base-line data revealed that the number of repeated spelling mistakes carried over from 1st to 2nd drafts was high. The inquiry looked at pupils' lack of self-correction and ways to improve engagement with written feedback on spelling. The literature suggested that a spelling journal, documenting all previous mistakes, would be the best way to improve pupils' spelling.

Methods

- The stratified sample constituted 10 pupils with a spread of target grades and a balance of genders.
- Base-line data assessed the number of repeated mistakes in a 2nd draft of a piece of work.
- Statistical data measured the number of repeated mistakes in the 2nd draft after intervention.
- A questionnaire measured pupil perceptions of the intervention.



Results



Pupil Voice –Questionnaire Responses

- *Do you feel that the spelling journal prevented you from making repeated spelling mistakes?* 5/10 pupils said yes.
- *Do you feel that the spelling journal has made a positive difference to your spelling?* 5/10 pupils said yes.
- *Would you like to continue using the spelling journal for the drafting of your next piece of work?* 5/10 pupils said yes.

Interpretation of Results

- Raw findings saw a reduction in the amount of repeated and general spelling mistakes made between 1st and 2nd drafts of FG's stories.
- However, the negative pupil perception of the spelling journal demonstrated that it was not the main reason for fewer spelling mistakes.
- Findings suggested that clarity about the purpose of teacher feedback influenced engagement with written feedback more than the spelling journal did.
- Clarke (2008) states 'motivation is the most important factor in determining whether [pupils] succeed'(p. 18). Clarke also claims that involving pupils in the planning of formative feedback activities 'maximises engagement' (pp. 31-66).
- Pupils are more likely to engage with written feedback if the goal of the feedback is shared with them beforehand.

Future Work

- Trial a new approach to giving written feedback in collaboration with the pupils. Increase the use of shared learning goals and pupil voice data.
- Share findings with pupils. Praise and encourage them to continue their progress.
- Disseminate findings through whole-school INSET. Instigate and sustain discussions about effective feedback.