

**Advanced FLISC'ing – Instructional Continuum Focused on skilled Feedback & Success Criteria**

Theme:		Focus:	1. <b>Novice</b>	2. <b>Advanced Beginner</b>	3. <b>Competent</b>	4. <b>Proficient</b>	5. <b>Expert</b>
Students using Success Criteria to focus their learning	<b>Using the Success Criteria</b>	Students use the Success Criteria to focus their learning	Insufficient Evidence		Uses SC and this is visible in the class e.g. students refer to the SC on the board.	Revisits the Success Criteria across the lesson	<b>Self Monitors &amp; self-directs (by students) to regulate their own actions as they work toward the success criteria</b>
		Success Criteria used by teacher across the lesson to focus teaching & students learning.				Directs the students towards the use of the SC to focus their thinking and actions towards achieving the Success Criteria across the whole lesson.	<b>Differentiates the success criteria ensuring they are specific and reinforced during the lesson.</b>  Uses the SC to guide learning and is reinforced across the lesson. <a href="https://youtu.be/5bEIGIiZCg">https://youtu.be/5bEIGIiZCg</a>
Checking the Success of students	The teacher checks how Successful students have been at the end of the lesson	Checks that students have achieved the Success Criteria but doesn't use this to inform future teaching and planning.				<b>Checks that students have achieved the Success Criteria and uses this information to inform future planning</b>	
Students seeking Feedback	Students know what 'feedback' is, understand how it helps them & actively seek Feedback	Instruct students on what feedback is and how this can help their learning.				<b>Uses 'Feedback' (the student) to support their own learning</b>	
Feedback focussed on Success Criteria	Feedback given during activity is focussed on the achieving the Success Criteria.			Makes statements during the lesson with reference to the Learning Intention or the Success Criteria.		<b>Makes statements relating to the achievement of the Success Criteria.</b>  Uses questions, appropriate to the task, to challenge students understanding.	
Focused Feedback	Feedback responds to the 3 questions students want to know: Where am I going? How am I going? Where to next?			Addresses at least one of the most commonly asked students' questions:  Where am I going? How am I going? Where to next?	Addresses at least two of the most commonly asked students' questions:  Where am I going? How am I going? Where to next?	<b>Addresses all three of the most commonly asked students' questions:</b>  Where am I going? How am I going? And Where to next?	
Feed back is related to the task not ego	The teacher is aware of the difference between ego and task related feedback	Separates ego and task related feedback but can occasionally mix these up in the same statement.				Uses feedback that is either task related or ego related and doesn't mix these up.	
Deliberately Seeking Feedback from your students	The teacher seeks feedback on their teaching to know thy impact.			Uses strategies to seek feedback on their impact on students		<b>Seeks feedback intentionally using multiple sources of feedback from students to gauge the impact of their teaching.</b>	