

Title: Creating a Culture of Peer Feedback using TAG in Gymnastics

According to Hattie (2012), peer feedback provides students with the experiences to write or verbalise to their own peers, hence developing students' ability to distinguish quality, self-assess and provide personal improvement strategies to achieve their personal targets. The team adapted the TAG Feedback framework to introduce and scaffold students' feedback giving and receiving process in educational gymnastics. This framework also helps to structure their verbal and written responses such that constructive peer feedback becomes synonymous in gymnastics and hereafter, for all PE lessons. In this session, the team would be sharing successes, struggles and challenges in the journey to create a safe culture for peer feedback while improving on the quality of movement experiences in gymnastics lesson (also other PE lessons) in Admiralty Primary School.