

## Cambridge Professional Development Qualifications – Assessment for Learning Session

<b>Aims:</b> <ul style="list-style-type: none"> <li>To understand the importance of feedback as an assessment for learning tool.</li> </ul>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>To allow learners to understand that feedback to students is a key learning tool</li> <li>To demonstrate that feedback must be concise and specific and aligned to the success criteria to be effective</li> <li>To reflect upon the ways in which feedback can be used in the classroom.</li> </ul>
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Topic and content	Teaching and learning activities	Formative Assessment	Learning materials and resources	Evaluation
Assessment for Learning - Feedback	<p><b>Starter</b> – drawing a house.</p> <ul style="list-style-type: none"> <li>Ask all learners to ‘draw a house’ on a piece of paper.</li> <li>Ask all learners to reveal their houses and then reveal the <a href="#">assessment criteria</a> which should be exacting, i.e. <ul style="list-style-type: none"> <li>The house should have a garden</li> <li>And a fence</li> <li>And a chimney</li> <li>And smoke coming from the chimney</li> <li>And flowers in the garden, etc.</li> </ul> </li> <li>Ask learners how this task could have been improved to ensure more of them met the assessment criteria. Guide the discussion around to the importance of feedback.</li> </ul> <p><b>Body of session</b></p> <ul style="list-style-type: none"> <li>PowerPoint on theories and findings on feedback</li> <li>Watch the YouTube clip on the power of feedback.</li> </ul>	<p>Responses from individuals will allow level of understanding to be established.</p> <p>Feedback from pairs to</p>	<p>Construct the <a href="#">ideal house drawing</a> in advance that meets all the assessment criteria.</p> <p><a href="#">PowerPoint</a> and YouTube clip</p>	<p>Questioning.</p> <p>Feedback and discussion.</p>

	<ul style="list-style-type: none"> <li>• Ask learners to discuss, in pairs, what they have learned about feedback from the YouTube video</li> <li>• Bring the group back together to establish the learning</li> <li>• Ask learners to swap their house drawings with the person next to them. Using the assessment criteria from the start of the lesson they are going to create three feedback steps for their partner which will help them to improve. Remember, This feedback should be specific and focused on the assessment criteria.</li> </ul> <p><b>Plenary</b> Learning Wall. Write on a post it three ways in which you will use feedback differently within your classroom.</p>	<p>enable level of understanding to be gleaned. Group supports and rectifies any misunderstandings.</p> <p>Learning is consolidated in producing specific feedback linked to the starter task.</p> <p>Programme Leader can monitor understanding from the session based on feedback from learning wall.</p>	Post-its	Learning Wall output.
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