

LeapEd Webinar

“2 Stars and a Wish: feedback strategies for Assessment for Learning (AfL)”

GUSTO
GROW UP SCHOOL TRANSFORMATION

ISLAMIC
SCHOOL
ENRICHMENT
PROGRAMME



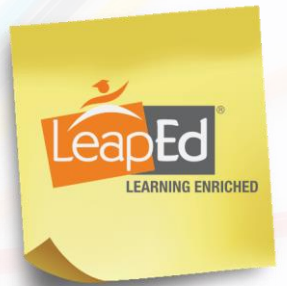
Pelan Pembangunan
Pendidikan Malaysia
2013-2025
Pendidikan Prasekolah hingga Lepas Menen



Recording of Webinars

- This webinar is being recorded
- This recording may be used by LeapEd for training and marketing purposes
- This may include conversations in the Breakout Rooms
- If you do not wish to be recorded, please switch off your video

Reminders



= put your questions in the group chat box

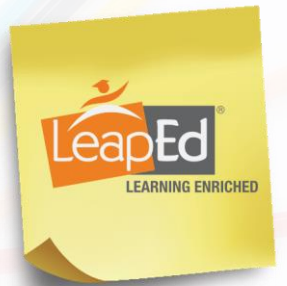


= use emoticons as and when needed/requested

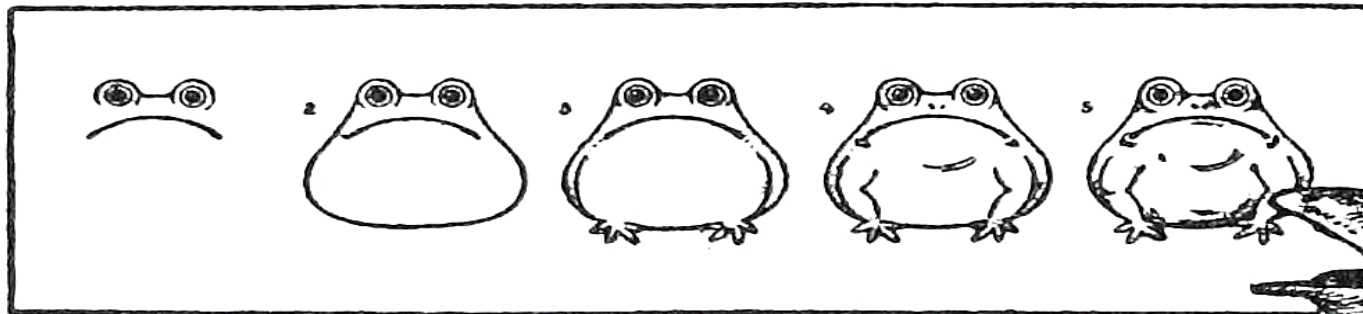


= session evaluation at the end of the session, and via email

Starter



Let's draw a farm house!



Agenda



What is AfL?



Why should we use AfL?



How do we incorporate AfL and effective feedback?



Breakout Rooms

Understanding Assessment

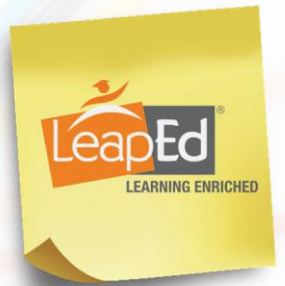
- What does it mean to you?
- What are the different ways you have used to assess your students?

** Breakout Room Discussion*





Types of Assessment



Type A

Formative Assessment

I check students understanding **throughout my lesson.**

I give my students **feedback** on their work/assignments/ projects etc.

I **monitor** my students' learning throughout my lesson.

I use a wide **range of questions** during my lesson, to gauge my students understanding.

Assessment *for* Learning

Type B

Summative Assessment

I check students understanding **at the end** of every lesson before planning for the next lesson.

I give my students a **grade** for their work.

I **evaluate** my students learning at the end of my lesson.

I use a **test/quiz** to gauge my students understanding of a certain topic or chapter.

Assessment *of* Learning

What is Assessment for Learning (AfL)?

Self and Peer Evaluation



Effective Feedback



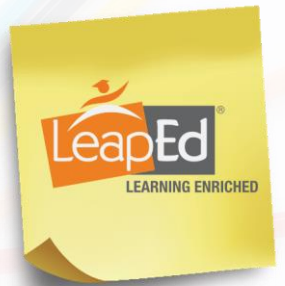
Questioning



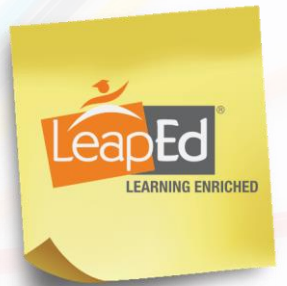
AFL is an approach to teaching and learning that ***creates feedback*** which is then used ***to improve students' performance***.

AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about ***where they are now, where they are going and how to get there***.

(Cambridge Assessment International Education, 2020)



Why Do We Need AfL?



**Collect & analyse evidence
to move the learning forward**

Establish learning objectives

What has been the
impact?

Identify the students'
learning needs

Planning and
presenting of learning
opportunities

How will you meet
those needs?



What Is Effective Feedback in AfL?

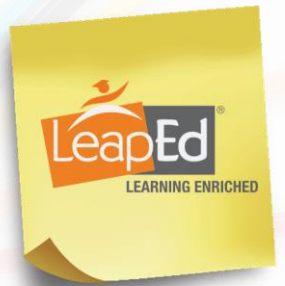


Acknowledge success; use data and facts; link to LO & SC	Specific
Student focuses on what they can do well; identifies area(s) for improving their own work, based on LO, SC, Criteria	Mindful
The teacher explains the assignment's assessment criteria; suggests additional ways to improve – e.g. using an exemplar	Actionable
One-to-one, non-competitive setting; appropriate time & venue; using respectful language	Respectful
Feedback takes place long before the assignment is due; provide extensions for improving the work to meet timelines/milestones	Timely

Effective Feedback is SMART

Poll Questions

Do you agree/somewhat agree/disagree with these statements?



Q1: Learners need to take formal exams to get qualifications to progress through their education, so examinations are the only type of assessment that matter.

Q2: Work should always be given a grade or mark to give students a sense of purpose of doing it.

Q3: Peer feedback means students chatting to each other' rather than working on a task, and teachers will lose control of their class.

How to Get Started?

Summative Assessment

Step 2

Feedback from the teacher

Choose 1 piece of work to give detailed feedback. Then, allow time for learners to improve the work. Only give out grades after they have improved their work, if necessary.

Step 4

Peer/Self Evaluation

Learners give each other feedback about an assignment that they have just completed based on the success criteria you set.

Step 3

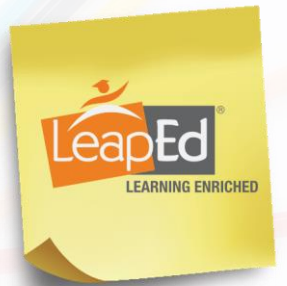
Feedback from the learner

Ensure learners understand what successful work looks like. e.g. Give learners a handout with a grid on which they can identify their understanding level with a smiley, sad or neutral face.

Step 1

Questioning

For teachers to establish where students are in their learning and identify gaps in knowledge.



So far, we have shared information about:

- Formative Assessment
- Summative Assessment
- The differences between those two types of assessment
- The importance of feedback in all types of assessment

A yellow sticky note with the GUSTO logo, which features the word "GUSTO" in a bold, sans-serif font, with "GIVING UP GUILT, TRANSFORMING" in a smaller font below it.

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GIVING UP GUILT, TRANSFORMING

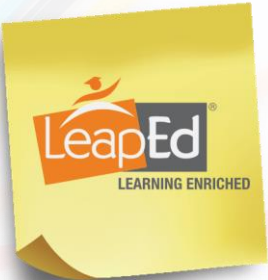
A yellow sticky note with the Islamic School logo, which features a stylized green and gold emblem with the text "ISLAMIC SCHOOL" below it.

ISLAMIC
SCHOOL

A blue book cover for the "Pelan Pembangunan Pendidikan Malaysia 2013-2025" (National Education Policy 2013-2025). It features a collage of diverse Malaysian children's faces and the text "Pelan Pembangunan Pendidikan Malaysia 2013-2025" in large, bold letters, with "Membina Prasekolah hingga Lepas Menengah" (Building from Pre-school to Post-secondary) in smaller text at the bottom.

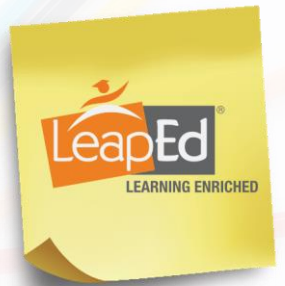
Pelan Pembangunan
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Membina Prasekolah hingga Lepas Menengah

For the next part of our webinar, today...



Strategies - Exemplars

Strategies – Accentuate the positive



Effective Feedback is SMART

Written Feedback



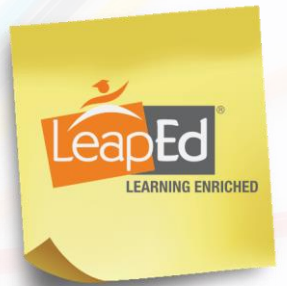
Strategies – Self and Peer feedback



Effective Feedback is SMART



Strategies – Summative to Formative



Test Results

Test

Feedback about answers
(use strategies)
(*Effective Feedback is SMART)

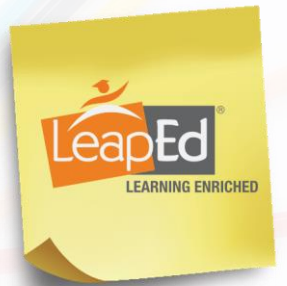
**Use feedback to improve
learning/outcomes**

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Pelan Pembangunan
Pendidikan Malaysia
2013-2025
Mula dari Prasekolah hingga Lepas Menengah

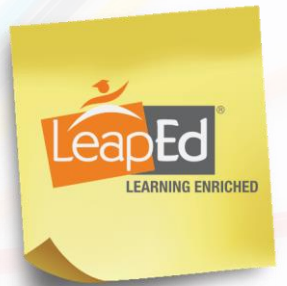
Breakout rooms



In the breakout rooms, share your thoughts about the following topics:

- 1) What consistent strategies do you use, including during the MCO, to provide feedback to your students, about their work?
- 2) From your experience, what have you learnt about the way feedback is given – is it working, and what could be better?

Plenary: Sharing and Q & A



Share a solution that you haven't used before and that you will try to use in your work with your students from now on.

What is one question you still have? Post it in the chat box, now!

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Session Evaluation

We will now share the link to the Session Evaluation Form in the group chat: <https://forms.gle/AusGFVcCQ48masBV8>
The link will also be emailed to you after this session.
We value your feedback and we will work to improve our services for future participants, based on your suggestions.

Join our:
Telegram Group “LeapEd Bright Ideas”

Google Site: “LeapEd Bright Ideas”
<https://sites.google.com/moe-dl.edu.my/bright-ideas/home?authuser=2>

“Because every child deserves a great future”





Thank you

www.leapedservices.com