

**Using feedback with young learners
to accelerate progression and promote
learner autonomy and self-regulation**

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What's the problem?

I don't have enough time to give feedback!

How do you think learners feel about being assessed?

They're too young to understand.

Do you know this or have you assumed this?

They never do anything with the feedback.

Do your learners know what to do?

They never remember their mistakes!

What do you think learners understand about why they have been assessed?

There's too much to get through. We don't have time to go back and check or review.

What happens if YLs only do something once?

Do learners know why they need to activate correction?

They aren't interested in correcting anything.

What can effective feedback do?

- to accelerate progression
- to promote learner autonomy
- to support self-regulation

1 De-personalize

- Agree judgement points.
- Give feedback on task not learner.
- Develop a two-way process.

2 Time carefully

- Give immediate feedback even if generic.
- Don't interrupt tasks.

3 Focus on only one issue

- Identify a single point for improvement.
- Try not to focus on mistakes but 'do better'.

4 Encourage reflection

- Let students use their own judgment
- Agree assessment criteria
- Give students time to think
- Allow students to repeat tasks

5 Give one action only

- Give students only one task to support improvement.
- Build up layers of competence.

6 Vary feedback

- Make sure you use oral and written
- Vary group, pair and individual
- Build up peer and self assessment

7 Keep a record

- Be consistent
- Be fair
- Standardize scope and content
- Use with students and stakeholders

How can we make feedback work for learning?

De-personalize

- agree points for feedback with students

Time carefully

- recognise the impact of immediacy

Focus on only one issue

- point out only one issue to improve

Encourage reflection

- ask students to think about how to improve

Give one action only

- aim for one activity to improve; allow repetition

Vary feedback

- use oral /written; whole class, group, pair, individual

Keep a record

- create short record for monitoring & stakeholders

Takeaway

INVOLVE YOUNG LEARNERS IN THE ASSESSMENT & FEEDBACK PROCESS

References

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