Provide feedback to the teacher on:

a) learner participation and progress in the learning activities
b) learners’ engagement in and response to assessment for learning
c) learners’ progress in taking responsibility for their own learning

Assessment for learning requires collaboration between the teacher and support staff so that children are given the best and most suitable opportunities for their own learning. How the activities were engaged with, how the children responded to them, and which approaches worked best, are all useful pieces of information that will help the teacher plan assessments better next time around.

The main areas where your feedback is important to the teacher are in learner participation, learner engagement, and how learner responsibility has progressed.

The value of feedback.
**Learner participation and progress in learning activities**

How much the children were engaged with the learning activities themselves will tell the teacher how interested the pupils were in the activity. Any areas of difficulty need to be addressed in future classes, and if there are apparently gaps in knowledge that make the activity less accessible to children, in the future these need to be filled prior to the activity. You should be able to take notes throughout lessons that enable your ability to feed back to the teacher. This can be in a tabular form, or it could just be informal notes in an exercise pad, to act as memory prompts.

**Learner engagement and response to assessment for learning**

If a child was engaged, but did not complete the activity, or if they seemed to find the exercise difficult at one or more stages, this may denote an issue with the child's learning progression; however, if several children of differing abilities appeared to have difficulty understanding one or more areas of the exercise, this may mean that the activity itself was too complicated or at a level that was too high.

Asking children how they feel about the exercise, as well as how well they thought they did at it can be helpful with being able to feed back to the teacher. Again, you could take notes, or this type of question and answer session could become a regular feature at the end of learning sessions.

**Learner progress in taking responsibility for own learning**

When it comes to pupils taking responsibility for their own learning, much of this will be tied in with how engaged they are with the assessment process. Where there is a lack of engagement or interest in the topic or activity, this may indicate an issue in the way it has been presented, or there may be specific learning objectives that need to be further fulfilled by the pupil.

You could feed this type of information back to the teacher in a discussion at the end of the day, or in the form of notes on each pupil. In order to make your feedback as useful and effective as possible, it is sensible to organise it in a logical way; this makes it more accessible and easier to understand from the teacher's point of view.