

## NE714 Feedback for learning

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### What is the relationship between feedback and learning?

Assessment, when used well, helps teachers gather evidence to identify what students think and where their understanding lies, in relation to concepts, knowledge and skills being learned.

**Following** such assessments, explicit feedback is then an essential component of the learning process, as it identifies specific aspects of student performance that need improvement, and helps indicate ways in which the learner can improve.

Formative practices linking teaching, learning, assessment and feedback involve teachers:

1. Starting from where the learner is.
2. Recognising that students have to be active in the process and reconstructing their ideas (learning has to be done **by** them; it cannot be done **for** them).
3. Sharing learning goals with students.
4. Helping students to know and to recognise the standards they are aiming for and take responsibility for steering their learning in the right direction.
5. Involving students in self-assessment and taking action to move closer to the learning goals, including expressing their ideas and having the opportunity to try out ways in which new inputs might make sense to them, as 'talking the talk' is an important part of learning.
6. Providing feedback that leads to students recognising their next steps and how to take them.

As such, learning, assessment and feedback are inextricably linked.