

#	URL	learner_name	Topic	Text	Initial Responder	TimestampURL
Intro					Andrea	https://youtu.be/YUkg-GhNkzw?t=8
1	https://www.future	Sally Valentine	Planning/markig	What do you feel the time split should be between planning and marking on a daily basis to be most effective at AFL?	Dylan	https://youtu.be/YUkg-GhNkzw?t=62
2	https://www.future	Bushra Khan	Planning/markig	In Early Years ,giving a constructive comment in the formative assessment is a bit tricky. What would be the strategies to deal with this issue?	Chris	https://youtu.be/YUkg-GhNkzw?t=222
3	https://www.future	Asma Ahtisham	Learning Intentions	As an EY teacher we have to hold our objectives on one hand and formative assessment on other hand. How can we juggle in these two and how can we break down high priority learning objectives that are measurable .It is critical to check every single day ,on how well students mastered that objectives.	Chris	https://youtu.be/YUkg-GhNkzw?t=436
4	https://www.future	Zaima Anwar	Questioning	I am really interested in learning effective questioning techniques with examples from primary level. Kindly share some effective lesson plan videos as well, because at times we can learn better by just watching and observing. The video in the previous activity regarding was really helpful.	Dylan	https://youtu.be/YUkg-GhNkzw?t=746
5	https://www.future	Varsha Bunjun	Questioning	I encourage students to ask questions, frequently I find they have trouble expressing their problems. I would appreciate any tips on improving their questioning skills.	Chris	https://youtu.be/YUkg-GhNkzw?t=1082
6	https://www.future	A Abbas	Questioning	Is it always the mcqs which can be used as HPQs as I would like to know the alternative ideas of assessing my pupils effectively in less time so that I can make my teaching more responsive and effective according to my student's needs	Dylan	https://youtu.be/YUkg-GhNkzw?t=1346
7	https://www.future	amber fatima	Discussions	how can we start a discussion in the class when we have only two or three students in the class and students are below average. I have put this question in many forums but failed to get the right tool to assess them	Chris	https://youtu.be/YUkg-GhNkzw?t=1588
8	https://www.future	EDGAR ERNESTO GARCIA LOPEZ	Discussions	How to encourage ESL students to talk in a huge group af about 45 students and only three English hours per week?	Dylan	https://youtu.be/YUkg-GhNkzw?t=1953
9	https://www.future	Maria Munawwar	Discussions	My question is that group work is important but many a times due to limited time we can't give students enough time to discuss matter thoroughly which results in the opinion of only the group leaders so how to overcome it and get the opinion of majority of students. Secondly do rubrics help in assessment.	Chris	https://youtu.be/YUkg-GhNkzw?t=2080
10	https://www.future	Chanthoul SEAM	Classroom Practice	Hello there !! would love to give my warm respect to all.What I want to ask are as the following. How do we apply our assessment effectively in the classroom? what type of tools should we use to assess our students? How many questions should we ask our students during the assessment?What type of assessment is the best for our students? and..... so on. Best Regards from me	Dylan	https://youtu.be/YUkg-GhNkzw?t=2759

11	https://www.future	NURDIYANA ATIQA AH ABDUL WAHID	Classroom Practice	<p>hye dylan and chris i want to ask two question which is:</p> <p>1) which type of assessment (traditional or authentic) are suitable to use to makesure my student get good achievement and learning skills in science subject?</p> <p>2) tap into prior knowledge is an example how to approach the student to give their own ideas and explanation, is this approached enough for teacher to determine the student level of knowledge? thank you</p>	Chris	https://youtu.be/YUkg-GhNkzw?t=3230
12	https://www.future	Alistair Wallace	Differentiating	<p>Hi all, thanks for providing this opportunity!</p> <p>In the proceeding video, where Dylan introduces Hinge Point Questions, he uses an example in the context of lines of symmetry with finger voting. Dylan comments that this also allows the teacher to see which students are struggling. I am aware there is no simple answer to this question, but... where does the teacher go from here in the likely scenario that a significant minority are struggling, with the majority ready to move on? If the others move on whilst the minority practise more, they ultimately end up even further behind.</p> <p>I know Chris has previously commented that it is what we do with the evidence we have collected that is at the heart of AfL - in the context of this scenario (lines of symmetry), could you suggest some possible ways forward in the case that a significant minority demonstrate limited understanding? Thanks in advance!</p>	Dylan	https://youtu.be/F0a7Q6VruKM?t=6
13	https://www.future	Rabia Memon	Differentiating	<p>I want to ask that how to cater a slow learner in the class for formative assessment? coz if he/she is not that capable of attempting that particular assessment with particular course outline for the class, how she/ he will be able to attempt that assessment? though she/he has shown a bit progress in studies but not according to the particular course outline. Would that be okay to plan a separate assessment? will that not be unfair with others? please help me with this question!!!!</p>	Chris	https://youtu.be/F0a7Q6VruKM?t=246
	https://www.future	Shafaq Fraooq		<p>How can we cater a fast learner and a slow learner together in one lesson.</p>		
14	https://www.future	nida shahid	Differentiating	<p>I want you to discuss any topic related to Mathematics.</p> <p>Q: How to handle children of different IQ'S in the same class?</p> <p>Q: How to assess an un willing child?</p>	Dylan	https://youtu.be/F0a7Q6VruKM?t=491
15	https://www.future	shama bokhari	Differentiating	<p>how to assess a child with very low attention span who is a good observer but lack of interest and concentration is a hindrance</p>	Chris	https://youtu.be/F0a7Q6VruKM?t=1008

16	https://www.future	Patric Fawcett	Self/Peer assessment	I would like suggestions on getting students to assess themselves,I find only a few students can do this. At the moment I get my students to have a learner diary section in their notebooks to write down : the activities they enjoyed and why,the things they've learnt and finally the things they need to practise/work on.	Chris	https://youtu.be/F0a7Q6VruKM?t=1008
17	https://www.future	van Aardt Tessa	Self/Peer assessment	I teach Year 2 and this is a problem, when I ask them to complete a self assessment, they are inclined to tick what they think I want to see or what their friends do, so I would like this too. Thanks	Chris	https://youtu.be/F0a7Q6VruKM?t=1284
18	https://www.future	Seona Platt	Testing	How can we get our students to stop focusing on the grade and the outcome, when at GCSE level that's what they get? Our schools are focused on Summative AfL at KS4, so how do we train them out of it?	Chris	https://youtu.be/F0a7Q6VruKM?t=1474
	https://www.future	Rao Ghulam Murtaza		I would like to pose this: How can we get our students to stop focusing on the grade and the outcome, when at GCSE level that's what they get? Our schools are focused on Summative AfL at KS4, so how do we train them out of it?		
19	https://www.future	Lisa Hogan	Rubrics	In Maine, schools are moving toward proficiency-based learning. This approach is new to some teachers. Teachers have been instructed to create common rubrics to assess student learning. In English, teachers have the same scoring rubric regardless of the student grade or the class/content being taught.Students in grades 9, 10, 11, 12 must demonstrate proficiency at writing informative/explanatory texts yearly. The common rubric has characteristics such as organization, structure, information, sentence structure, etc. It seems what you would want a 9th grader to demonstrate and what you would want a 12th grader to demonstrate in explanatory writing might be different. The common rubric states criteria such as, "I have no clear conclusion" =score 1, I can write a conclusion that summarizes the essay = score2, I can provide a conclusion that supports the information or explanation presented =3, and I can provide a conclusion that supports the information or explanation presented and leaves the reader with an interesting final impression = score4 will be used for to assess all students regardless of grade level or class. (continued with next post-out of characters) Here is the rest of my question: Would it be better to have scoring rubrics for grade levels that build upon each other year after year? Would rubrics with clear, concise expectations from year to year help students understand what is expected and help move them along in their learning?	Dylan	https://youtu.be/F0a7Q6VruKM?t=1785
Summary					Andrea	https://youtu.be/F0a7Q6VruKM?t=2175