



Certificate of Achievement

Matthias Giger

has completed the following course:

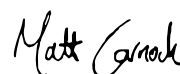
PLANNING FOR LEARNING: FORMATIVE ASSESSMENT NATIONAL STEM LEARNING CENTRE

This online course supported teachers and educators in planning to identify learners' thinking, clarify learning goals, and fine tune their teaching to progress students' understanding, both in and between lessons. It drew upon assessment for learning practices, contextualised in STEM subjects.


5 weeks, 3 hours per week



Karen Hornby
Online CPD Educational Lead
National STEM Learning Centre



Matt Cornock
Online CPD Coordinator
National STEM Learning Centre



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit futurelearn.com/proof-of-learning/certificate-of-achievement.

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



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PLANNING FOR LEARNING: FORMATIVE ASSESSMENT NATIONAL STEM LEARNING CENTRE

This online course supported teachers and educators in planning to identify learners' thinking, clarify learning goals, and fine tune their teaching to progress students' understanding, both in and between lessons. The course explored planning based on learners' starting points, using success criteria, and developing classroom questioning to adjust teaching approaches and respond to student learning. It drew upon assessment for learning practices, contextualised in STEM subjects.

STUDY REQUIREMENT

5 weeks, 3 hours per week

LEARNING OUTCOMES

- Identify students' starting points and how to plan to move them forward successfully
- Demonstrate how to make evidence informed judgements about your students
- Apply a range of approaches to respond and adapt teaching during and in between lessons
- Develop your planning for flexibility and evidence collecting opportunities, including addressing difficult areas and misconceptions

SYLLABUS

- Planning to gather evidence about your students' learning
- Planning to address misconceptions
- Collecting evidence to inform your teaching
- Planning to respond to student understanding during lessons
- Medium-term planning to respond to student understanding across lessons