

## Acting on Feedback

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U2.3

### WHAT THIS LESSON DOES

You have peer feedback on your format 1 presentation from the pair rehearsal. Today you will apply that feedback by making a correctly named v4 copy, adding a short change note on sm2\_peer\_feedback\_round\_1, and working toward a teacher tick on one accepted edit and one written decision.

### CURRICULUM OUTCOMES

| Outcome | What the specification asks for                                            |
|---------|----------------------------------------------------------------------------|
| M2.U2.3 | Present the information to their peers and consider the feedback received. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply peer feedback or justify why a suggestion was not accepted
- Update format 1 to v4 with a short change note
- Show evidence for a teacher tick: one accepted edit and one written accept/reject reason (circulating check in class; finish next lesson if needed)

### BEFORE THE BELL

- Share a recovery folder (sample format 1 plus two feedback lines) that students can copy into sm2 themselves in under two minutes.
- Check that the starter file sm2\_feedback\_practice (title slide plus a crowded three-bullet slide 2) is reaching each student's sm2 folder, or share a class copy they can copy from.
- Prepare a ticked / needs-follow-up roster for the circulating mini-ticks.
- Have one CapCut, Canva, or audio export path ready for the 60-second projector demo at the start of the step-by-step task.
- Share a recovery folder (sample format 1 + two feedback lines) students can copy into sm2 themselves. Place starter file sm2\_feedback\_practice (two slides already built) in each student's sm2 folder or share a class copy they can duplicate. Have CapCut/Canva/audio export demo ready for the start of step-by-step.
- Board headings: Accept / Reject / Change note / v4 plus the four filename patterns.
- Pre-place sm2\_feedback\_practice in sm2 or share a class copy. Mandatory 60-second CapCut/Canva/ audio export demo on projector at the start of this block. Students need Project\_Portfolio path access.
- Prepare a ticked / needs-follow-up roster. Circulate mini-ticks from about minute 10. Support CapCut/ Canva/audio export-into-sm2. Offer Accepted/Rejected sentence starters verbally to weaker writers. Re-run the 60-second export demo before IP if any non-slide student missed practice.
- Record ticked / needs-follow-up names before students leave.

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### HOW THE LESSON RUNS

|               |              |                      |
|---------------|--------------|----------------------|
| <b>5 min</b>  | introduction | Introduction         |
| <b>5 min</b>  | content      | Key concepts         |
| <b>14 min</b> | activity     | Step-by-step task    |
| <b>3 min</b>  | content      | Common issues        |
| <b>20 min</b> | activity     | Independent practice |
| <b>4 min</b>  | content      | Reflection           |
| <b>9 min</b>  | summary      | Lesson summary       |

### TEACHING MOVES

- Say the reject-with-reason rule out loud in the introduction and keep the rest of the talk short.
- At the start of the step-by-step task, run the 60-second non-slide export demo, then send the CapCut, Canva and audio students to the Non-slide checklist while the slide students use the suite steps.
- Call the class reset after practice: close sm2\_peer\_feedback\_practice, and keep real notes only on sm2\_peer\_feedback\_round\_1.
- Tick only if v4 has an exact pattern name plus a visible edit, and every rehearsal feedback point has an Accepted or Rejected line.
- Let a neighbour verify a second decision when that gets a solid student moving again without waiting for you.
- Re-run the non-slide export demo before independent practice if anyone missed the practice path.

### WHAT TO WATCH FOR

- Change note without actual edits on the v4 file.
- Writing on the practice notes page instead of sm2\_peer\_feedback\_round\_1.
- Keeping the old format 1 filename instead of the exact v4 pattern list.
- Renaming the original instead of copying first.
- Stopping after two sampled lines and leaving other feedback points unrecorded.
- Non-slide students following the suite steps instead of the Non-slide checklist.

### DIFFERENTIATION

- Support: the recovery folder, the sentence starters, and letting pairs reach decisions together.
- Support: the non-slide checklist on the board or printed, with the export demo run before they start.
- Extension: the self-edit line after the teacher tick for early finishers who are already ticked.