

Self and Peer Assessment

Pupils reflecting on their work and working out how to improve it

What it isn't

- It isn't just marking your own work
- It isn't just marking each other's work
- It doesn't have to take loads of planning
- It's not a special thing to do every now and then

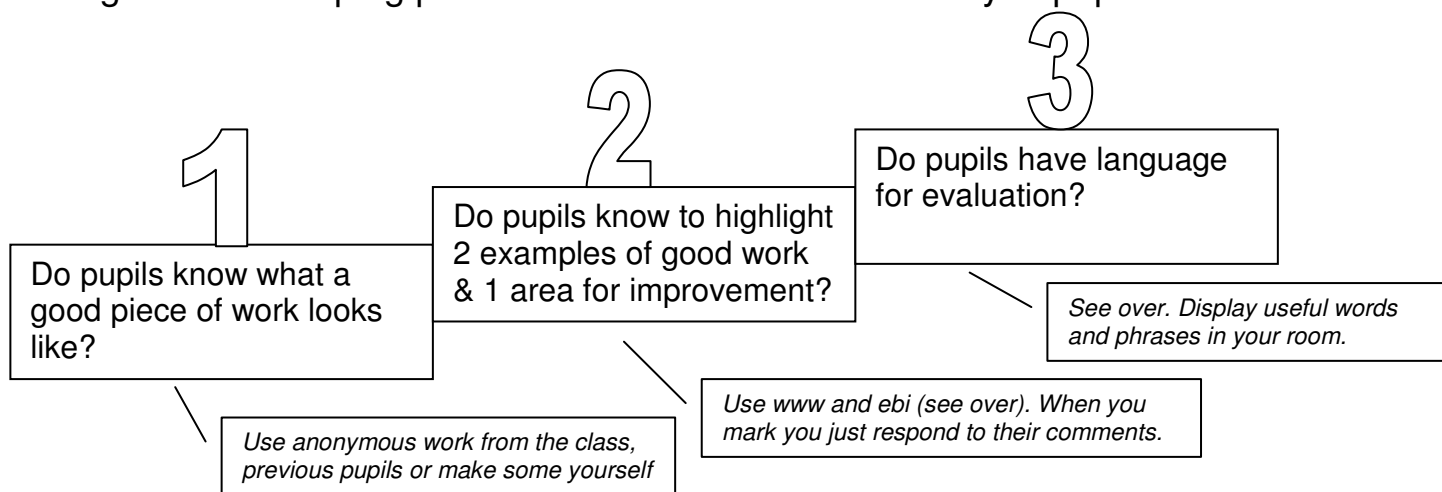
What it is

- Pupils judging how well they've done and what they need to do to improve
- Getting pupils to think about their learning and progress
- Helping pupils to become independent learners
- A part of every lesson

Nice idea, but not with these pupils

It is a difficult skill for most pupils,
but in the end it will save you time and effort as well as raising achievement

Stages for developing peer and self assessment skills in you pupils



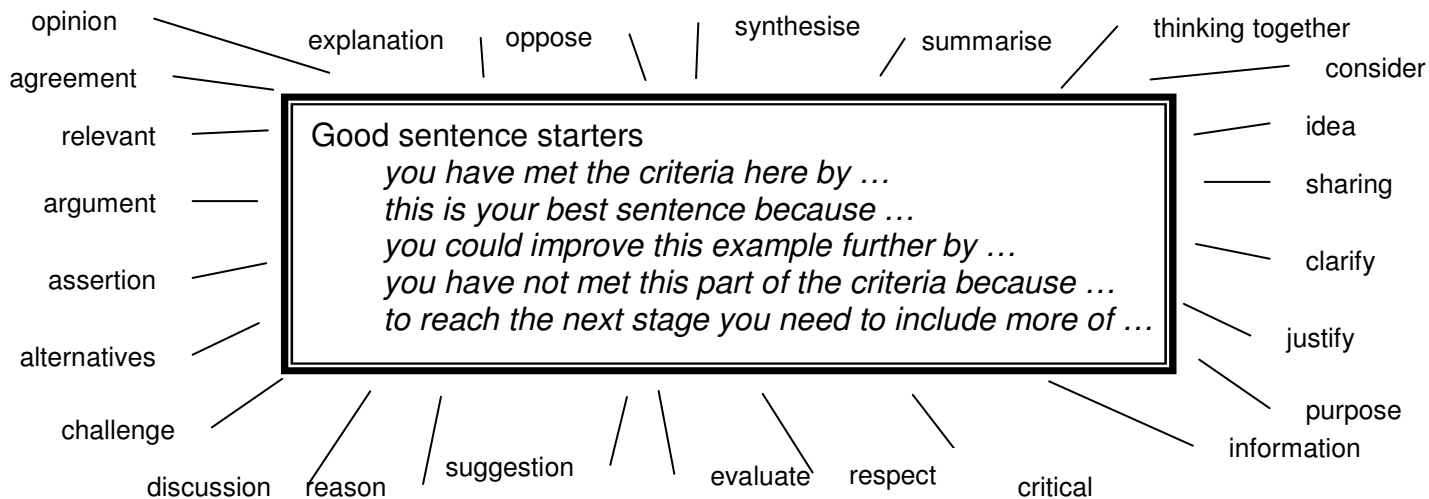
The simplest model for self assessment

1. you **model** it for the pupils (think aloud while critiquing a piece of work)
2. they **highlight** two examples within their own work where they have met the objectives
3. they highlight one area in their own work where they **could improve**
4. they make that **improvement**

For peer assessment it's exactly the same – just someone else's work

Adapted from Crown copyright materials. The original materials appear in
Pedagogy and Practice: Teaching and Learning in Secondary Schools Ref: DfES 0423-2004 G

The language of self evaluation



By the way ... the most common problem is not pupils being arrogant and cussing everyone else. Actually they tend to put themselves down and offer superficial praise to their peers!

Tactics to help pupils to self and peer assess

w.w.w. and e.b.i. Ask pupils to list two things that they have done well (what went well) and one thing they need to do to improve (even better if ...)	Less is More Sacrifice the quantity of the work you request in return for quality. If you were planning to give 30 minutes for written work, give 20 minutes for writing & 10 minutes for review.	Green pens Provide pupils with green pens to mark and proof read their own work. When you come to mark their work you are generally responding to their comments rather than initiating your own.	Spot the Error After you've marked work start the next lesson with some common errors on the board for pupils to identify. As well as spellings and factual inaccuracies, look at more complex misconceptions.
Skills not Content Think about lesson objectives in terms of the skills to be learned rather than the knowledge to be acquired.	How good is that? After you've marked work start the next lesson with a good example of work for pupils to say what is good about it.	Pick your partners Allow your pupils to pick their own partners so that they feel comfortable with giving and receiving feedback.	Sub Vocalise Get pupils to read back through their work to themselves (in a quiet mumbly voice). This will help them to instantly spot and correct their own mistakes.
Feedback Response Time Whenever you give work back, give pupils a few minutes to read /listen to and reflect upon your comments.	Traffic Lights at the start of a new topic tell the pupils some key words. They show a red, amber or green card to show if they don't know, are unsure of or completely understand the word. Do again at the end.	Left hand/right hand give pupils two or more different gestures as responses (e.g. to express like or dislike, agree, disagree, true or false)	Listening Threes One pupil listens and asks questions while another assesses his work. A third pupil listens and records. At the end the third pupil gives feedback. They then all change roles.

Adapted from Crown copyright materials. The original materials appear in *Pedagogy and Practice: Teaching and Learning in Secondary Schools* Ref: DfES 0423-2004 G