

# Unit 5

## Peer and self assessment

### Objectives

- To provide strategies which promote and develop peer and self assessment
- To help participants to identify opportunities to introduce these strategies when planning lessons

### Resources

Slides 5.1–5.5

Handouts 5.1–5.4, 5.6

Handout 5.5 copied onto card and cut up

Appendix 5.1

Video sequence for this unit

### Session outline

5.1	<b>Introduction</b>	10 minutes
5.2	<b>Peer and self assessment in action</b>	25 minutes
5.3	<b>Approaches to peer and self assessment</b>	15 minutes
5.4	<b>Prioritising strategies for peer and self assessment</b>	20 minutes
5.5	<b>Ready for more?</b>	5 minutes
	<b>Total</b>	75 minutes

### Participant groupings

Most of this unit is designed to be delivered in cross-curricular groups but sections 5.4 and 5.5 require departmental/faculty groups.

After section 5.3 participants will need to be regrouped – this will need to have been carefully thought through and tightly managed to avoid loss of momentum and focus.

## 5.1 Introduction

10 minutes

Show **slide 5.1**, which gives the objectives for the module.

Slide 5.1

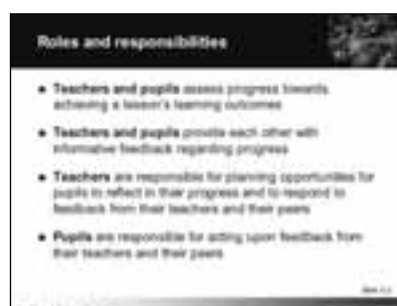


Say that this unit will focus on:

- the learning benefits of involving pupils in assessing their own and their peers' performances;
- providing techniques for supporting peer and self assessment.

Show **slide 5.2**.

Slide 5.2

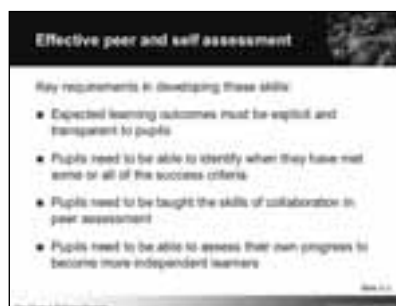


Emphasise that:

- the first two bullet points refer to both teacher/pupil and pupil/pupil interaction;
- improving feedback from pupils has opened up the need for deeper changes in the roles and relationships between learners and their teachers (Kings, Medway and Oxfordshire Formative Assessment Project, KMOFAP);
- teachers need to allow time for this to develop, i.e. to train pupils in peer assessment, and this also needs a committed and consistent whole-school approach;
- pupils should not be left to their own devices to self assess; the techniques promoted here will enable pupils to take increasing responsibility for their own learning and progress.

Teachers need to guide and model what is needed to 'close the learning gap', that is, explicitly to identify the next steps that will support bridging the gap between where the pupil is now and where the pupil is aiming to be. Show **slide 5.3**.

Slide 5.3



Say that peer and self assessment have been found to be most effective when:

- pupils are made aware of the learning objectives and expected learning outcomes. Objectives and outcomes are a regular feature of lessons and become an integral part of reviewing learning rather than a 'bolt-on' activity;
- pupils are central in the process of identifying what they have achieved and what they could improve upon.

To emphasise the last bullet point, say that:

- recent research shows that pupils develop their skills in self assessment after initially developing their skills in peer assessment (*Working inside the black box: assessment for learning in the classroom* (2002), Black, P., Harrison, C., Marshall, B., Wiliam, D.)
- to embed effective practice in peer and self assessment requires a considered and systematic approach by teachers. This needs to be underpinned by a belief by both teachers and pupils that the process of self assessment supports learning.

## 5.2 Peer and self assessment in action 25 minutes

Tell participants that in this section they will watch a video to show how peer and self assessment is used in one lesson.

Before watching the excerpts, explain that the video shows episodes from lesson 6 from *ICT sample teaching unit 7.3*. Pupils have produced an A4 leaflet for Year 6 pupils explaining the subject of ICT in the school. They then take this information and reproduce the leaflet for parents.

### *Note for presenters*

Big Wood School is an 11–16 inner-city comprehensive in an area of social deprivation. It has below average socio-economic characteristics. There are 750 pupils with 35% eligible for free school meals.

Ask participants while watching the video to note on **handout 5.1** the actions of the teacher against the aspects of peer and self assessment that are used in the lesson.

### Handout 5.1

Video extract	
Teaching strategies used	Response from the pupils
<p>The teacher:</p> <ul style="list-style-type: none"> <li>explains the objectives</li> <li>provides a flipchart for sharing the objectives</li> <li>questions pupils to check their understanding</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>are clear on what they are to learn</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>explains the success criteria to the pupils</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>clarify how they can improve their work using the given criteria</li> <li>set an initial target</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>provides opportunities for discussion so that pupils can comment on and improve their work</li> <li>provides time for pupils to reflect on what they have learned</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>clarify how they can improve their work</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>questions pupils in groups about their work</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>are able to discuss next steps with each other</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>builds on responses to help the pupils take the next steps in learning</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>are able to discuss next steps with each other</li> </ul>

Show the video sequence (approximately 7 minutes). Ask them also to note on handout 5.1 the self assessment techniques used.

Allow a few minutes for pairs to discuss the responses of the pupils and how they are actively involved in improving their work. Ask one or two groups to feed back on their discussions. Draw out the positive impact of the strategies the teacher has used and the pupil interactions arising from them.

Give out **handout 5.2** (a completed version of handout 5.1), which provides some examples of the teaching strategies used.

### Handout 5.2

Video extract	
Teaching strategies used	Response from the pupils
<p>The teacher:</p> <ul style="list-style-type: none"> <li>explains the objectives</li> <li>provides a flipchart for sharing the objectives</li> <li>questions pupils to check their understanding</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>are clear on what they are to learn</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>sets targets for expected learning outcomes in the context of their own work in CC, i.e. provides a target with success criteria for pupils to refer to, linked to the unit of work</li> <li>explains the success criteria to the pupils</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>gain a clear understanding of the standard of work that is expected</li> <li>clarify how they can improve their work using the given criteria</li> <li>set an initial target</li> <li>refer to one another's comments</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>provides opportunities for discussion so that pupils can comment on and improve their work</li> <li>provides time for pupils to reflect on what they have learned</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>clarify how they can improve their work</li> <li>are willing to reproduce their ideas</li> <li>are prepared to take a risk and voice their thoughts</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>questions pupils in groups about their work</li> <li>observes when the discussion becomes unproductive and allows time for pupils to think through how they tackled the task</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>are clear on what they need to do next</li> <li>are able to work collaboratively to improve their work</li> <li>support each other in their work</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>builds on responses to help the pupils take the next steps in learning</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>are able to discuss next steps with each other</li> <li>are willing to take their own learning forward</li> <li>recognise what the expected standard looks like</li> </ul>

Conclude this section by making the following points.

- The pupils in the video demonstrate skills (in relation to peer and self assessment) that are the result of a long period of training.
- They are able to engage in self-reflection and to identify the next steps in their learning.
- They have been given time to work out the problems.
- The pupils are also able to admit to problems without loss of self-esteem.
- The supportive atmosphere of the group situations enables this to happen.

- The excerpts demonstrate that the school is committed to establishing an active learning culture, which has the support and direct involvement of senior management.

*Note for presenters*

Strategies for collaborative group work can be found in *Literacy across the curriculum* training folder (DfEE 0235/2001), Module 7: The management of group talk.

### 5.3 Approaches to peer and self assessment

15 minutes

Introduce participants to **handout 5.3** which includes approaches to peer and self assessment and some of the key benefits. Allow 5 minutes' reading time and then ask them, in pairs, to identify an example of how and where peer and self assessment could be used in a lesson. It would be helpful if, within a group, each pair focuses on a different aspect to ensure coverage (allow approximately 5 minutes).

**Handout 5.3**

Discuss, in pairs, the following types of peer and self assessment. Complete the third column and then, as a group, select one example to share with other participants. You may wish to further explore the key benefits column.

Strategies for peer or self assessment	Key benefits	Example of how and where it could be used in a lesson
1. Encourage pupils to listen to each other, encourage them to ask questions of each other and to ask questions of points that they do not understand.	<ul style="list-style-type: none"> <li>• Pupils find out what they have learnt.</li> <li>• Pupils gain a knowledge that they can, and know to ask from each other.</li> <li>• Provides the idea of collaborative working – they can learn from each other.</li> <li>• Can be used as a 'working together' protocol.</li> </ul>	
2. Use examples of work from successful pupils and ask their peers to suggest possible steps to improve the work and how they would meet the learning outcomes.	<ul style="list-style-type: none"> <li>• Pupils see what makes a good piece of work and identify the features that make for a good piece of work.</li> <li>• Pupils develop an understanding of standards.</li> <li>• Develops skills for target setting.</li> </ul>	
3. Ask pupils to read the material submitted to compare with each other's work and to identify areas for improvement.	<ul style="list-style-type: none"> <li>• Pupils identify their own strengths and areas for development.</li> <li>• Pupils develop a more realistic understanding of standards.</li> <li>• Develops skills for target setting.</li> </ul>	

Strategies for peer or self assessment	Key benefits	Example of how and where it could be used in a lesson
4. Ask pupils to 'teach' each other's work to a small group from the answers, having asked them to find the correct answers from available resources.	<ul style="list-style-type: none"> <li>• Gives a pupil confidence in their learning, abilities and learning outcomes and how to compare with the group.</li> <li>• Gives a pupil confidence in target setting.</li> <li>• Develops research and independent learning.</li> </ul>	
5. Ask pupils to make their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to other questions.	<ul style="list-style-type: none"> <li>• Gives a pupil confidence in their learning, abilities and learning outcomes (and then to compare with the group).</li> <li>• Gives a pupil confidence in target setting.</li> </ul>	
6. Ask pupils to give to each other questions with following whole class discussion, identify the best and the worst (top 3 questions for 1-3 questions, e.g. for homework).	<ul style="list-style-type: none"> <li>• Gives a pupil confidence that they can compare their own questions and answers.</li> <li>• Gives a pupil confidence in target setting.</li> </ul>	
7. Ask pupils to complete work, achievement and then have a peer review.	<ul style="list-style-type: none"> <li>• Gives a pupil confidence in their learning, abilities and learning outcomes (and then to compare with the group).</li> <li>• Gives a pupil confidence in target setting.</li> </ul>	

Strategies for peer or self assessment	Key benefits	Example of how and where it could be used in a lesson
8. Ask pupils to decide whether they think an answer is reasonable, whether they can explain the answer, or whether they would have given another answer.	<ul style="list-style-type: none"> <li>• Pupils can evaluate the validity of answers in an objective and fair way.</li> <li>• Pupils can develop a more realistic understanding of standards.</li> </ul>	
9. Encourage pupils to develop assessment criteria for periodic assessment topics.	<ul style="list-style-type: none"> <li>• Gives a pupil confidence in their learning, abilities and learning outcomes (and then to compare with the group).</li> <li>• Gives a pupil confidence in target setting.</li> </ul>	
10. Ask pupils to read of a particular piece of work.	<ul style="list-style-type: none"> <li>• Gives a pupil confidence in their learning, abilities and learning outcomes (and then to compare with the group).</li> <li>• Gives a pupil confidence in target setting.</li> </ul>	

Then ask each group to select one example to share with the other participants (allow approximately 5 minutes for targeted feedback). List responses on a flipchart or on a slide and later have them typed and distributed to all participants. Give out **handout 5.4** (a completed version of handout 5.3), which provides some suggested examples.

**Handout 5.4**

Strategies for peer and self assessment		
Strategies for peer or self assessment	Key benefits	Example of how and where it could be used
<p>1. All group members identify a peer's response to a question or comment.</p> <p>2. All group members identify a peer's response to a question or comment.</p> <p>3. All group members identify a peer's response to a question or comment.</p> <p>4. All group members identify a peer's response to a question or comment.</p> <p>5. All group members identify a peer's response to a question or comment.</p>	<ul style="list-style-type: none"> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion: sharing objectives about completion of class (included in lesson plans). Pupils reporting on objectives followed by questions during which successful pupils without a response are identified.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> </ul>
<p>6. All group members identify a peer's response to a question or comment.</p> <p>7. All group members identify a peer's response to a question or comment.</p> <p>8. All group members identify a peer's response to a question or comment.</p> <p>9. All group members identify a peer's response to a question or comment.</p> <p>10. All group members identify a peer's response to a question or comment.</p>	<ul style="list-style-type: none"> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> </ul>
<p>11. All group members identify a peer's response to a question or comment.</p> <p>12. All group members identify a peer's response to a question or comment.</p> <p>13. All group members identify a peer's response to a question or comment.</p> <p>14. All group members identify a peer's response to a question or comment.</p> <p>15. All group members identify a peer's response to a question or comment.</p>	<ul style="list-style-type: none"> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> </ul>
<p>16. All group members identify a peer's response to a question or comment.</p> <p>17. All group members identify a peer's response to a question or comment.</p> <p>18. All group members identify a peer's response to a question or comment.</p> <p>19. All group members identify a peer's response to a question or comment.</p> <p>20. All group members identify a peer's response to a question or comment.</p>	<ul style="list-style-type: none"> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> </ul>

Strategies for peer or self assessment		
Strategies for peer or self assessment	Key benefits	Example of how and where it could be used
<p>21. All group members identify a peer's response to a question or comment.</p> <p>22. All group members identify a peer's response to a question or comment.</p> <p>23. All group members identify a peer's response to a question or comment.</p> <p>24. All group members identify a peer's response to a question or comment.</p> <p>25. All group members identify a peer's response to a question or comment.</p>	<ul style="list-style-type: none"> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> </ul>
<p>26. All group members identify a peer's response to a question or comment.</p> <p>27. All group members identify a peer's response to a question or comment.</p> <p>28. All group members identify a peer's response to a question or comment.</p> <p>29. All group members identify a peer's response to a question or comment.</p> <p>30. All group members identify a peer's response to a question or comment.</p>	<ul style="list-style-type: none"> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> </ul>
<p>31. All group members identify a peer's response to a question or comment.</p> <p>32. All group members identify a peer's response to a question or comment.</p> <p>33. All group members identify a peer's response to a question or comment.</p> <p>34. All group members identify a peer's response to a question or comment.</p> <p>35. All group members identify a peer's response to a question or comment.</p>	<ul style="list-style-type: none"> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> <li>• Pupils are clear about what they have not understood</li> <li>• Pupils build on knowledge that they can, and learn from each other</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> <li>• Pupils are given 2 minutes to identify one strength and one area for improvement in their own work and in the work of others.</li> </ul>

**5.4 Prioritising strategies for peer and self assessment 20 minutes**

Participants should be in departmental or faculty groups.

Hand out the cards for the 'diamond nine' activity which relate to the strategies of peer or self assessment on **handout 5.5**. Ask each group to decide which card is the most important for them (i.e. which could be most usefully developed), then the next two most important, then the next three, then two that are likely to have less effect and then, finally, the one which is least important.

*Notes for presenters*

Allow 10 minutes for this activity. Circulate among the groups during the discussion, answering queries and supporting discussions. If possible, identify emerging differences and prepare groups to provide feedback. You might also ask individuals to reflect on any strategies highlighted on the 'diamond nine' cards that they have not yet developed.

Following discussion, ask each group to feed back and justify their top priority selection. Acknowledge that differences may be found between the strategies selected by subject groups. Where possible, target these differences and allow participants to discuss them.

**5.5 Ready for more? 5 minutes**

Use **slide 5.4** and **handout 5.6** to summarise the main features of the training.

**Slide 5.4 Handout 5.7**

Implications for teaching
<p>To develop peer and self assessment teachers need to:</p> <ul style="list-style-type: none"> <li>• train pupils over time to assess their work and the work of others</li> <li>• plan peer and self assessment opportunities in lessons</li> <li>• explain the learning objectives and intended outcomes behind each task</li> <li>• guide pupils to identify their next steps</li> <li>• frequently and consistently encourage pupils' self-reflection on their learning</li> <li>• plan opportunities and time to allow pupils to do it</li> </ul>

Introduce participants to **appendix 5.1** which provides a range of practical techniques used by teachers to support the development of peer and self

assessment. Some of these may be familiar and may already be used in parts of the school.

Ask them to consider whether some of the techniques might support them in introducing peer and self assessment in their teaching. Allow **5 minutes** in pairs for discussion.

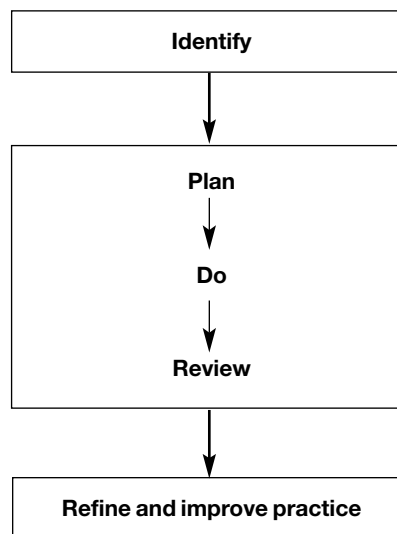
Explain that the 'Ready for more?' section provides a number of possible activities that encourage teachers to trial the principles outlined in the training unit in their teaching.

To encourage a consistent approach in subject areas, direct participants to the *Subject Development Tasks*. Say that these build on the generic principles in this training unit and are aimed at embedding this practice in a subject-specific context. Some of the development tasks will be long-term and need to be incorporated in the department's improvement plan.

Emphasise that these are best coordinated by the subject leader to ensure that there is an agreed focus in the department for the area of development.

The subject development tasks are aimed at addressing, improving and embedding AfL within subject practice.

The tasks are designed according to the following process:



The presenter should refer to pages 13 and 14 of the *Guidance for Senior Leaders* for details relating to how developments in subjects may be approached.

Slide 5.5 provides a broad summary of these tasks.

Slide 5.5

**Ready for more?**

- In your department, identify existing and potential peer and self-assessment opportunities from the scheme of work for a year group or unit
- Within the next half-term, plan opportunities and experiment with a variety of types of peer and self-assessment using some of the techniques outlined in appendix 5.1
- Agree a review meeting, which focuses on the gains made in pupils' learning
- Select a subject-specific task or activity that enables pupils to evaluate their own performance
- Agree the criteria for assessment with pupils, the principles for how they should assess and, ideally, consider how you would expect them to do it
- Observe them assessing their work and provide feedback on how well they did it and how they might improve it in the future

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## Strategies for developing pupils' skills in peer and self assessment

There are many practical strategies used by teachers to promote the development of peer and self assessment. Here are a few.

### Pupil-led plenary

Where the common mode for the plenary of a lesson is a teacher-led discussion or summary of the lesson, an alternative approach would be to ask a small group of pupils to remind the class of the learning objectives of a lesson. They could then lead a discussion to review the progress pupils have made and what next steps they need to take.

This strategy assumes that the sharing of learning objectives and intended learning outcomes with pupils is already routine.

Here are a few suggestions as to how you might go about this.

1. Inform pupils that they will sometimes be asked to lead future plenaries and you will model how this might be done.
2. Model for pupils what they might say and how this can be used to find out what pupils have learned and what they need to develop.
3. Inform any group of pupils in advance before asking them to help lead a plenary session.
4. In each session where pupils are asked to share the lead of a plenary ensure that their confidence continues to be built upon.
5. Ask pupils to discuss briefly in groups whether they agree with any summaries given by the pupil group.
6. Invite pupils to offer additional and complementary points.
7. Ensure that pupils leading a plenary receive your full, tactful back-up and support.

### 'Traffic lights'

Teacher trains pupils to indicate directly on their work to what extent they feel they have achieved the learning objective of the task and how secure they are in their learning.

- Green – achieved, confident (go ahead)

- Amber – some progress, elements of success, some uncertainty (seek advice)
- Red – not achieved, confused (alert teacher)

This helps teachers identify early warnings of difficulty and encourages pupils to be proactive in seeking help.

## **‘Thumbs up’**

This is a quick strategy for gauging pupil response – pupils show thumbs up, sideways or down to indicate their perception of their achievement.

- Thumbs up – confident they have achieved what was expected
- Thumbs sideways – some way there, but could achieve more
- Thumbs down – little progress towards achieving

## **Self-assessment using generic prompt questions**

This helps to develop the skill of pupils regularly reviewing their own work and the work of others. Teachers can display and use the prompt questions below.

- What areas of your work do you think could be improved and why?
- What did you find hardest and where can you get help?

## **A learning diary**

Pupils, on a regular basis (e.g. every third lesson), review their own progress in relation to their targets.

In the first instance the teacher should use generic questions that pupils use regularly to develop their skills of reviewing their learning through keeping a diary.

### **Examples of diary prompts**

- What we did in (subject) this week
- What I have found out/learned this week
- What do I need to focus on next?
- What have I done well this week?

# Unit 5 – Peer and self assessment

## Objectives

- To provide strategies which promote and develop peer and self assessment
- To help enable participants to identify opportunities to introduce these strategies when planning lessons.

Slide 5.1

## Roles and responsibilities

- **Teachers and pupils** assess progress towards achieving a lesson's learning outcomes
- **Teachers and pupils** provide each other with informative feedback regarding progress
- **Teachers** are responsible for planning opportunities for pupils to reflect in their progress and to respond to feedback from their teachers and their peers
- **Pupils** are responsible for acting upon feedback from their teachers and their peers

Slide 5.2

## Effective peer and self assessment

Key requirements in developing these skills:

- Expected learning outcomes must be explicit and transparent to pupils
- Pupils need to be able to identify when they have met some or all of the success criteria
- Pupils need to be taught the skills of collaboration in peer assessment
- Pupils need to be able to assess their own progress to become more independent learners

Slide 5.3

## Implications for teaching

To develop peer and self assessment teachers need to:

- train pupils over time to assess their work and the work of others
- plan peer and self assessment opportunities in lessons
- explain the learning objectives and intended outcomes behind each task.
- guide pupils to identify their **next steps**
- frequently and consistently encourage pupils' **self-reflection** on their learning
- plan opportunities and time to allow pupils to do it

Slide 5.4

## Ready for more?

- In your department, identify existing and potential peer and self assessment opportunities from the scheme of work for a year group or unit
- Within the next half-term, plan opportunities and experiment with a variety of types of peer and self assessment using some of the techniques outlined in appendix 5.1
- Agree a review meeting, which focuses on the gains made in pupils' learning
- Select a subject-specific task or activity that enables pupils to evaluate their own performance
- Agree the criteria for assessment with pupils, the principles for how they should assess and, initially, model how you would expect them to do it
- Observe them assessing their work and provide feedback on how well they did it and how they might improve it in the future

Slide 5.5



# Objectives

- To provide strategies which promote and develop peer and self assessment
- To help enable participants to identify opportunities to introduce these strategies when planning lessons

# Roles and responsibilities

- **Teachers and pupils** assess progress towards achieving a lesson's learning outcomes
- **Teachers and pupils** provide each other with informative feedback regarding progress
- **Teachers** are responsible for planning opportunities for pupils to reflect on their progress and to respond to feedback from their teachers and their peers
- **Pupils** are responsible for acting upon feedback from their teachers and their peers

# Effective peer and self assessment

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# Implications for teaching

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- Agree the criteria for assessment with pupils, the principles for how they should assess and, initially, model how you would expect them to do it.
- Observe them assessing their work and provide feedback on how well they did it and how they might improve it in the future.

## Video extract

Teaching strategies used	Response from the pupils
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• explains the objectives</li> <li>• provides a flipchart for sharing the objectives</li> <li>• questions pupils to check their understanding</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• explains the success criteria to the pupils</li> <li>•</li> <li>•</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• identify how they can improve their work using the given criteria</li> <li>• act as critical friends</li> <li>•</li> <li>•</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• provides opportunities for discussion so that pupils can comment on and improve their work</li> <li>• provides time for pupils to reflect on what they have learned</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• identify how they can improve their work</li> <li>•</li> <li>•</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• questions pupils in groups about their work</li> <li>•</li> <li>•</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• builds on responses to help the pupils take the next steps in learning</li> <li>•</li> <li>•</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• are able to discuss next steps with each other</li> <li>•</li> <li>•</li> </ul>

## Video extract

Teaching strategies used	Response from the pupils
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• explains the objectives</li> <li>• provides a flipchart for sharing the objectives</li> <li>• questions pupils to check their understanding</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• gain a clear understanding of what they are to learn</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• helps pupils interpret learning outcomes in the context of their own work in ICT, i.e. provides a sheet with success criteria for pupils to refer to, linked to the unit of work</li> <li>• explains the success criteria to the pupils</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• gain a clear understanding of the standard of work that is expected</li> <li>• identify how they can improve their work using the given criteria</li> <li>• act as critical friends</li> <li>• listen to one another's comments</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• provides opportunities for discussion so that pupils can comment on and improve their work</li> <li>• provides time for pupils to reflect on what they have learned</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• identify how they can improve their work</li> <li>• are willing to reprocess their ideas</li> <li>• are prepared to take a risk and voice their thoughts</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• questions pupils in groups about their work</li> <li>• intervenes when the discussion becomes unproductive and allows time for pupils to think through how they tackled the task</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• see more clearly what they need to do next</li> <li>• are able to work collaboratively to improve their work</li> <li>• support each other in their work</li> </ul>
<p>The teacher:</p> <ul style="list-style-type: none"> <li>• builds on responses to help the pupils take the next steps in learning</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• are able to discuss next steps with each other</li> <li>• are better able to take their own learning forwards</li> <li>• recognise what the expected standard looks like</li> </ul>

Discuss, in pairs, the following types of peer and self assessment. Complete the third column and then, as a group, select one example to share with other participants. You may wish to further annotate the 'key benefits' column.

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
<p>1. Encourage pupils to listen to pupils' responses to questions and presentations made in class and to ask questions on points that they do not understand.</p>	<ul style="list-style-type: none"> <li>• Pupils think about what they have not understood</li> <li>• Pupils publicly acknowledge that they can, and want to, learn from each other</li> <li>• Promotes the idea of collaborative working – 'many brains better than just one'</li> <li>• Can help establish 'working together' protocols</li> </ul>	
<p>2. Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Pupils see what success looks like and explicitly identify the features that make for a good piece of work</li> <li>• Helps moderate shared understanding of standards</li> <li>• Sets benchmarks for target setting</li> </ul>	
<p>3. Ask pupils to use the expected outcome to comment on strengths of each other's work and to identify areas for improvement.</p>	<ul style="list-style-type: none"> <li>• Pupils identify their own strengths and areas for development</li> <li>• Pupils are sometimes more receptive to constructive criticism from peers than from the teacher</li> <li>• Helps moderate shared understanding of standards</li> </ul>	

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
<p>4. Ask pupils to 'mark' each other's work but without giving them the answers. Instead, ask them to find the correct answers from available resources.</p>	<ul style="list-style-type: none"> <li>• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods')</li> <li>• Helps pupils recognise a range of alternative appropriate responses</li> <li>• Promotes research and independent learning</li> </ul>	
<p>5. Ask pupils to write their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to others' questions.</p>	<ul style="list-style-type: none"> <li>• Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods')</li> <li>• Helps pupils recognise a range of alternative appropriate responses</li> </ul>	
<p>6. Ask pupils in groups to write five questions and, following whole-class discussion, identify the best two from each group (to generate 10–12 questions, e.g. for homework).</p>	<ul style="list-style-type: none"> <li>• Pupils gain confidence as they create their own questions and answers</li> <li>• Helps pupils recognise a range of alternative appropriate responses</li> </ul>	
<p>7. Ask pupils to analyse mark schemes and devise their own for a specified task.</p>	<ul style="list-style-type: none"> <li>• Pupils are able to reflect on what the key aspects or ideas in a unit of work or task are, and refine their own interpretations of requirements and possible pitfalls</li> <li>• Helps pupils recognise a range of alternative appropriate responses</li> </ul>	

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
8. Ask pupils to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer.	<ul style="list-style-type: none"> <li>Pupils can evaluate the validity of statements and generalisations and discuss common mistakes and misconceptions</li> <li>Helps moderate shared understanding of standards</li> </ul>	
9. Encourage pupils to develop assessment criteria for periodic assessment tasks.	<ul style="list-style-type: none"> <li>Helps pupils focus on what they need to produce or demonstrate to have their achievement recognised</li> </ul>	
10. Ask pupils for their level of confidence with a particular piece of work.	<ul style="list-style-type: none"> <li>Pupils can identify productive areas on which to focus their efforts and develop mastery of particular concepts and skills</li> </ul>	

## Strategies for peer and self assessment

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
1. Encourage pupils to listen to pupils' responses to questions and presentations made in class and to ask questions on points that they do not understand.	<ul style="list-style-type: none"> <li>Pupils think about what they have not understood</li> <li>Pupils publicly acknowledge that they can, and want to, learn from each other</li> <li>Promotes the idea of collaborative working – 'many brains better than just one'</li> <li>Can help establish 'working together' protocols</li> </ul>	<ul style="list-style-type: none"> <li>Whole-class discussion, making conjectures about comparison of data displayed in two pie charts. Pupils respond using whiteboards followed by episodes during which successive pupils add to or refute explanations</li> <li>Pupils research different alternative energy resources and make short presentations to the rest of the class about how each one works and its advantages and disadvantages. The teacher acts as chair and takes questions from the rest of the class, feeding them to an appropriate pupil on the presentation team</li> </ul>
2. Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.	<ul style="list-style-type: none"> <li>Pupils see what success looks like and explicitly identify the features that make for a good piece of work</li> <li>Helps moderate shared understanding of standards</li> <li>Sets benchmarks for target setting</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are given some solutions to a problem and asked to evaluate the efficiency of the strategies chosen, to identify errors and make suggestions for improvement</li> <li>Pupils are given some background and results from a particular scientific enquiry and a set of results. Before writing their conclusion of the enquiry, pupils are shown examples written by other pupils and discuss which is the better conclusion and why</li> <li>The teacher uses a piece of work that is not perfect but is about the standard that the pupils might achieve. Pupils work in groups, using the criteria to agree the level</li> </ul>
3. Ask pupils to use the expected outcome to comment on strengths of each other's work and to identify areas for improvement.	<ul style="list-style-type: none"> <li>Pupils identify their own strengths and areas for development</li> <li>Pupils are sometimes more receptive to constructive criticism from peers than from the teacher</li> <li>Helps moderate shared understanding of standards</li> </ul>	<ul style="list-style-type: none"> <li>The whole class evaluate and revise an anonymous written draft explanation interpreting the data given in a graph or chart. Pupils then work in pairs and fours to draft, evaluate and jointly revise similar explanations for other charts</li> </ul>
4. Ask pupils to 'mark' each other's work but without giving them the answers. Instead, ask them to find the correct answers from available resources.	<ul style="list-style-type: none"> <li>Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods')</li> <li>Helps pupils recognise a range of alternative appropriate responses</li> <li>Promotes research and independent learning</li> </ul>	<ul style="list-style-type: none"> <li>Pupils share their conclusions to an enquiry and discuss what might improve each other's work</li> </ul>

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
5. Ask pupils to write their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to others' questions.	<ul style="list-style-type: none"> <li>Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods')</li> <li>Helps pupils recognise a range of alternative appropriate responses</li> </ul>	<ul style="list-style-type: none"> <li>At the end of a topic of work, the class generates its own end of topic 'test', with mark scheme using the expected outcomes for that topic and their own books and textbooks as a resource</li> </ul>
6. Ask pupils in groups to write five questions and, following whole-class discussion, identify the best two from each group (to generate 10–12 questions, e.g. for homework).	<ul style="list-style-type: none"> <li>Pupils gain confidence as they create their own questions and answers</li> <li>Helps pupils recognise a range of alternative appropriate responses</li> </ul>	<ul style="list-style-type: none"> <li>A 'checking progress activity' at the end of an important section of work within a topic</li> </ul>
7. Ask pupils to analyse mark schemes and devise their own for a specified task.	<ul style="list-style-type: none"> <li>Pupils are able to reflect on what the key aspects or ideas in a unit of work or task are, and refine their own interpretations of requirements and possible pitfalls</li> <li>Helps pupils recognise a range of alternative appropriate responses</li> </ul>	<ul style="list-style-type: none"> <li>The whole class evaluate short responses to the 'explain' part of a test question interpreting the data given in a graph or chart. Pupils make a judgement as to which responses would gain the mark in the test</li> <li>The teacher sets homework then asks the class what the success criteria will be. Following completion, the work is peer-marked</li> <li>The teacher constructs an exemplar copy of each topic test with model answers and shows this to pupils when returning their test papers, allowing time for pupils to compare their answers to the model ones</li> </ul>
8. Ask pupils to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer.	<ul style="list-style-type: none"> <li>Pupils can evaluate the validity of statements and generalisations and discuss common mistakes and misconceptions</li> <li>Helps moderate shared understanding of standards</li> </ul>	<ul style="list-style-type: none"> <li>Pupils discuss the validity of general statements, and whether they are sometimes, always or never true, e.g. <i>multiplication makes numbers bigger, or if a square and a rectangle have the same perimeter, the square has the greater area, or <math>2n - 3 = 3 - 2n</math></i></li> <li>Pupils are shown anonymous answers to particular test and exam questions and asked to improve or expand on the answer given</li> </ul>
9. Encourage pupils to develop assessment criteria for periodic assessment tasks.	<ul style="list-style-type: none"> <li>Helps pupils focus on what they need to produce or demonstrate to have their achievement recognised</li> </ul>	<ul style="list-style-type: none"> <li>As an extension to a starting point activity in a new topic, having found out what pupils already know ask them to speculate about what they think they might need to learn about next</li> </ul>
10. Ask pupils for their level of confidence with a particular piece of work.	<ul style="list-style-type: none"> <li>Pupils can identify productive areas on which to focus their efforts and develop mastery of particular concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>The teacher asks pupils to 'traffic light' concepts for a particular piece of work. Green is 'happy'; amber is 'not quite sure'; and red is 'very unsure'. Greens can then support ambers and reds. Many red marks mean more in-depth teaching is required</li> </ul>

# Strategies for peer and self assessment

## Cards for 'diamond nine' activity

Encourage pupils to listen to pupils' responses to questions and presentations made in class and to ask questions on points that they do not understand.	Ask pupils to analyse mark schemes and devise their own.
Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.	Ask pupils to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer.
Ask pupils to use the expected outcome to comment on strengths of each other's work and to identify areas for improvement.	Ask pupils for their confidence level with a particular piece of work.
Ask pupils to 'mark' each other's work but without giving them the answers. Instead, ask them to find the correct answers from available resources.	Encourage pupils to develop learning outcomes for units of work.
Ask pupils to write their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to others' questions.	
Ask pupils in groups to write five questions and, following whole-class discussion, identify the best two from each group (to generate 10–12 questions, e.g. for homework).	

## Implications for teaching

To develop peer and self assessment teachers need to:

- train pupils over time to assess their work and the work of others
- plan for peer and self assessment opportunities in their lessons
- systematically explain the learning objectives, outcomes and contributing success criteria behind each task
- guide pupils to identify their next steps
- frequently and consistently encourage pupils' self-reflection on their learning
- plan opportunities and time to allow pupils to do it