



# BULLETIN

## PEER & SELF ASSESSMENT

This year, a lot of the teaching and learning forums have been based on the feedback we have received from students about the teaching and learning that takes place in lessons day to day. As a result we have covered a variety of topics, so we thought we would take this opportunity to review what the students have said and share some of the strategies from the forums.

One of the forums covered peer and self-assessment as this is an area that our students feel less confident on, especially when they have to give feedback to friends & peers.

Students acknowledge the importance of giving and receiving feedback but they sometimes feel that this is a tick box exercise done in lessons.

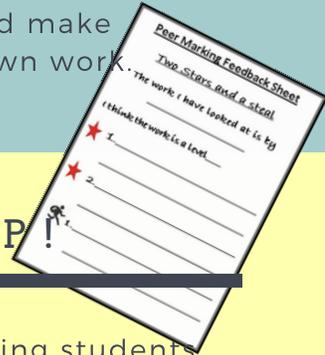
One thing that our students sometimes felt worked better than giving feedback to their peers, was to "steal" WWW/ideas etc. and implement them into their own work. So this gave us a few ideas of strategies that you could try within your everyday teaching.

Name of pair	Grade out of 10	WWW- What elements are included to achieve the grade	EBI- How would we improve this

## 2 STARS & A STEAL

Students could use this resource to record things that they want to steal after they have carried out a peer assessment on their peer's work.

Students record two stars from their peer's work and then they complete the steal section to explain what they have/ are going to add to their own work to help them to make progress. This could be stuck into their books and it shows that they have carried out a peer/self-assessment and have identified how they could make improvements to their own work.



## GROUP IT UP!

Another strategy is allowing students to carry out peer assessment in pairs or within groups. This can work really effectively if you have mixed ability groups and/or have students who prefer to work with peers. It will enable students to build their confidence and encourage them to provide feedback to students who are not just their friends. This way they feel more open and it encourages more constructive feedback to be given instead of the usual "It is good" because they don't want to offend them.

The columns can be edited to suit your needs for the task you intend the students to carry out. This could be filled in as a group and displayed on boards within your classrooms or students could fill these in individually and recorded within their own books. This is especially effective when you have got lower ability students paired with higher ability students as the higher ability learner to act as a coach and helps lower ability students to make more progress.