Bishop Luffa

(Blue Flag R & D)

Can self-assessment support pupil progress?

Stella Richi-Basurto

Teacher of French & Spanish

(Bishop Luffa)

Can self-assessment support pupil learning and progress?

Peer assessment and **self-assessment** is much more than pupils marking their own or each other's work. To improve learning**, it must be an activity that engages children with the quality of their work** and helps them **reflect on how to improve it.**

Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning**: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided.**

Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress.

From http://nationalstrategies.standards.dcsf.gov.uk/node/18700

"Students can perform a variety of assessment tasks in ways which both save the tutor's time and bring educational benefits, especially the development of their own judgement skills."

(Rust (2001) p10)

Starting:

My objectives:

Self AFL **MUST** happen, in some form, in every lesson! Pupils have to be encouraged and reminded to take responsibility for their own learning and progress. Time must be set aside in all lessons to support this practice.

AFL must feature throughout the lesson; in the starter, main body and plenary of the lesson– some more and some less time consuming, some subtle and some obvious.

Vision:

To consistently:

Plan for varied peer assessment and self-assessment opportunities; see list of suggested activities and strategies which have been researched.

Explain learning outcomes behind each task and how they relate to the learning objectives, while ensuring that pupils are aware of the opportunities that learning presents (there may be opportunities to extend the learning for the more able pupils or to relate to specific pupil's interests).

Provide pupils with **clear success criteria** to help them assess the quality of their work.

Train pupils **over time** to assess their own work and the work of others, and to develop an appropriate language.

Give pupils **opportunities** in lessons to discuss and **reflect** on problem-solving and reasoning strategies, comparing and evaluating approaches.

Encourage pupil's self-reflection on their learning and guide them to **identify their next steps.**

I will ensure that all my lessons incorporate, promote, embrace and drive AFL tools as I strongly believe this to be the way forward for both learners and teachers!

WORK SET BY TEACHER: SRO			
SUBJECT: Spanish		Date:	PERIOD:
ROOM: 40	**Strategies for (Self) AFL:**		
CLASS: 9	NEAREST MEMBER OF STAFF RESPONSIBLE (not necessarily Head of Faculty):		
EQUIPMENT/RESOURCES PROVIDED AND LOCATION: PP and students have their own text books			
TITLE/TOPIC: Mi Familia			
LEARNING OBJECTIVES: Students will recognise 10 words related to family members Starter: recap from previous lesson – AFL **snowballing** – students to go over HW set from previous lesson Main body: Power Point to be presented to group – AFL opportunities incorporated in PP (AFL **spot errors, model answers**) Plenary: Students to put books away, last slide must be done relying of pupil's recollection. (AFL **No hands up**)			

I will adapt my current standard format for lesson plans to include a box for AFL opportunities and explicitly name AFL tools for activities when applicable.

Evidence

Evidence will be collated throughout the year and as many of the strategies put in place as possible will be evaluated by teacher and or pupils, depending on what is appropriate. This will include:

Examples of pupil's work – books, questionnaires, worksheets, videos, recordings

Pupil's attainment – formal and informal tests – comparing to the rest of the cohort and or previous years.

Options – number of year 9 students choosing Spanish to go on to GCSE compared with feeling at the beginning of the year.

Interviews - with students – recorded

Parents – possible feedback from parents?

Target group!

Evidence will be collated from all groups. However, for the benefit of this specific enquiry based research task I have chosen a **year 9 group** because, although it is an able group, it is still mixed ability, and motivation for the subject is varied within this group. The group has been studying German longer (Spanish was introduced to them in year 8 and they only had 3 hours a fortnight). Most pupils at this stage feel that they will continue with German, as they have higher levels in this subject and are more confident speakers and writers of German. (This evidence has been collated). Also, as they are in an important year with regards to options, I feel that this an opportunity to further prove, or not, that self AFL can play a part in raising achievements and confidence in attainment.

Explaining it to the pupils!

This was all explained and launched to all groups from the very first lesson and the following ideas - forward vision was presented to them via a Power Point.

Think of a time when you have made a judgement about something you or someone else has done.

THINK   PAIR   SHARE

Now share it in pairs

Peer and self-assessment is all about making judgements of your own work and the work of others.

You should –
i)   **Identify** *what* has been done well
ii) **Explain** *why* it has been done well

Then...
iii)   **Identify** *what* could be improved
iii)   **Explain** *how* it could be improved

Comments should always be about the learning

If you say;   It is well presented
It is neat
It is colourful
This does not help explain to the person why the work is good or can be improved.
It is nice to include but you MUST ALSO

Always make it about the learning!

Setting the tone for learning

DOs
- take risks
- have a go
- show good 'audience' skills
- respond to others' contributions
- ask questions
- make links

DONTs
- think everyone else knows the answer
- keep quiet when you're not sure
- get cross if you know the answer but don't get to contribute

Co-teachers
Two rules for the classroom
1) *Do everything to help yourself learn as much as you can*
2) *Do everything to help others learn*

Rachel Hawks (Teacher of MFL)

"Success should be measured by one person against what they could have done, their potential. NOT AGAINST OTHERS. You develop different attitudes when you succeed. "

Student voice survey, Assessment and motivation, Comberton Village College, 2010

Too much too soon Ah!!!!!!!!!!!!!

Having made a start on the theory, the next step was searching for resources already created on the web and of course creating the resources to support the theory. Obviously this is an on-going process as I continue to explore avenues for exploiting the idea of learners **taking more responsibility for their own learning and progress.**

Implementation:

Stage 1 – you have to crawl before you can walk!

Traffic lights: I have always used traffic lights in all my lessons. Students know how to use them and my marking of books is all about them. This allows to me to ensure that the students understand that the marking of their work is very individualised and is all based around what we have agreed is their own target. Therefore we will continue to use and develop this in all lessons.

Snowballing - groups of students (usually 4) explain their answers to each other. This is a great activity which lends itself well to a starter – as students can go over the Homework set for that lesson. It is also an easy way for teachers to ensure that all students have completed their HW without having to collect in book that day!

Explaining – teachers shift the emphasis for explaining answers to the students by using phrases such as 'why?', 'tell me more', 'go on'. This is simple one that lends itself particularly well to a plenary, or even transition during lesson from one component of a lesson to the next!

Phone a friend - students nominate someone to help them answer a question. I have already started this idea but developed it further, and the pupils love it. I have said that all pupils have 3 life lines over a 2 week time period (3 lessons) This means that if I ask a student a question, to do with what we are learning, and they don't know the answer, they have 3 life lines: to phone a friend, 50 50 or ask the audience.

Revision casino – this is an idea that I found on the internet and think it will lend itself very well to my style of teaching! It will be great as plenary where students are asked to 'put their money where their mouth is as it were…. At the start of each lesson, all pupils are asked to state how much learning they will achieve by the end of the lesson. They actually write it down once the class objectives have been given! At the end of the lesson they should tick (target met) double tick (target exceeded) or cross (not quite got it). This plenary can prove or disprove – whilst confirming the accuracy of their own assessment! They gamble smilies as to whether or not they will know the answer to the questions either the teacher or pupils ask about the learning of that lesson or topic. Not tried it yet, but looking forward to it, and minimum prep on my behalf is needed!

Spot the errors – Nice and easy – students look at sentences and either individually or in pairs discuss errors they think they see and explain why they are wrong and perhaps suggest corrections. Again this can be done according to the level of the individual. Some may only be at the stage of identifying the error, other may go to the next level and so on.. Again one resource to match the needs of all!

Model answers – Pupils are given examples of model answers and are asked to compare with their own work. Can they spot the differences between their work and that of the model answer? – a great starter activity, and again, a great way to ensure that all students have completed their HW.

No hands up – I have a ball (soft football from Ikea that all students love!!!! I throw ball to 'random' student and they have to answer my question, or continue with my statement or whatever it is…… There are other tools such as random name tools on smart board ets… Names on lolisticks……

Now maybe I can walk before I run!

Careful choice of pairings

Pupils acting as teachers

Pupils justifying answers derived from lesson objectives.

Rainbow mind maps – pupils completing from memory independently in one colour – sharing ideas with friends and adding to in another colour, sharing ideas with class and adding to in another colour!

Musical chairs – pupils move around the class, when music stops, pupils sit and mark a section or page of exercise book, turn page over music starts again, pupils move around again, music stops again pupils marks somebody else's work and so it goes on…

Post it comments…..

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…/to be continued

Useful links to find out more:

http://nationalstrategies.standards.dcsf.gov.uk/node/18700
http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopment/Resources/PeerandSelfAssessment/
http://video.google.com/videoplay?docid=-2041806810929460474#
(Paul Black describes peer and self-assessment)
http://www.ltscotland.org.uk/video/s/selfandpeerassessmentdylanwiliam.asp
(Dylan William on peer and self-assessment)
http://www.qcda.gov.uk/4334.aspx
http://www.ltscotland.org.uk/assess/index.asp

I WILL ADD MORE TO THIS LIST AS I CONTINUE WITH THIS PROCESS!