

# Effective peer and self-assessment

Peer and self-assessment are powerful forms of feedback when harnessed correctly. However, you cannot expect pupils to master the art of effective peer and self-assessment without first understanding how to meaningfully respond to feedback themselves, and second, having a clear mental model of what effective peer and self-assessment looks like.

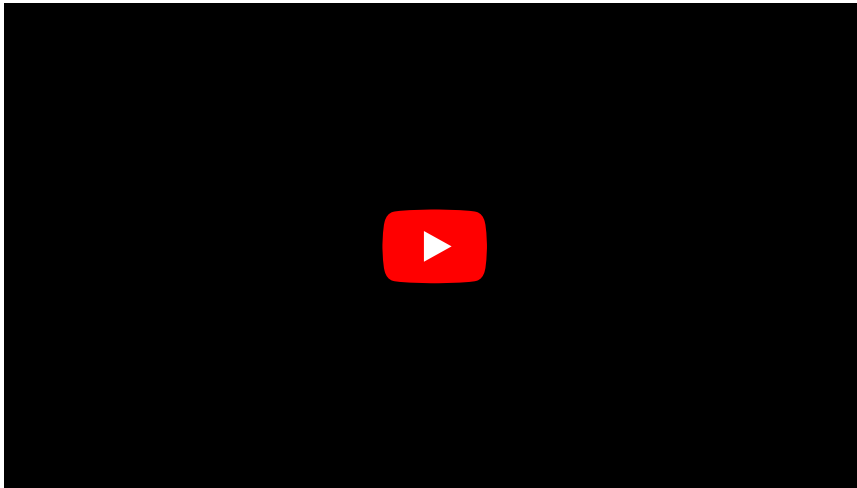
## When done well, peer and self-assessment can:

- Give pupils the opportunity to think carefully about their own learning and that of their peers
- Reduce marking load for the teacher
- Allow pupils to develop their mental model of what success looks like in a task and support them to develop transferrable knowledge
- Support self-regulation and independence

## When done poorly however, it can lead to:

- Poor progress for pupils
- A waste of lesson time
- Pupils focusing on the wrong learning points
- Pupils developing a poor mental model of effective feedback
- The development of misconceptions

Watch the following video of Professor Stuart Kime, Director of Education at Evidence Based Education, as he explains what is needed to establish effective peer and self-assessment in your classroom.



Direct Link: [Self and peer assessment - Professor Stuart Kime, Evidence Based Education](#)

Transcript: [Peer and self-assessment - Professor Stuart Kime, Evidence Based Education](#)

Stuart highlights the importance of modelling and structuring peer and self-assessment. It is important to provide pupils with exemplars and clear success criteria, so that they can develop their mental model of effective feedback.

Below you can hear from fellow teachers as they explain how they have established peer and self-assessment in their classroom.

Select the video that you feel best suits your development needs.

## Early years



Direct Link: [Self and peer assessment Early Years](#)

Transcript: [Self and peer assessment Early Years](#)

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## **Primary**



Direct Link: [Self and peer assessment Primary](#)

Transcript: [Self and peer assessment Primary](#)

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## **Secondary**



Direct Link: [Self and peer assessment Secondary](#)

Transcript: [Self and peer assessment Secondary](#)

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## Over to you!

In his video, Stuart Kime highlighted four key steps for establishing and developing pupils' skills in self-assessment:

1. Model self-assessment deliberately with clear examples
2. Share specific success criteria
3. Allow pupils time to use the success criteria independently
4. Plan opportunities for pupils to work independently to make the desired improvements

Using the [notes tab](#) (or your own notebook), reflect on how well you are developing the skills relating to self-assessment with your pupils. To what extent have you implemented each of the four steps into your lessons?