

## Self and Peer Assessment – Secondary

**By Alex Fairlamb**

When planning self and peer assessment, I always start with the 'why'. For it to be successful, the pupils need to see the purpose in doing it. I like to explain the benefits, such as 'you can identify mistakes and self-correct', 'your peer can provide alternative viewpoints or suggestions to develop your work'. They can be a 'friendly second eye' catching any errors that you may have made.

In my classroom, self-assessment can range from retrieval quiz marking, to peer debate assessment, to feeding back on written work. Different practitioners use different assessment tools such as 'Want Went Well' and 'Even Better If' or '2 stars and a wish'. My advice would be to select one approach to self-assessment initially, and be consistent with it, measuring the impact as you do.

When pupils have an opportunity to peer assess work, I always ensure that feedback is positive, developmental and non-threatening, and I stress that it should be friendly, informative and specific. My class initially gave feedback to each other that was very simplistic, such as 'even better if: you write more' or 'even better if: you complete it'. To ensure feedback was useful, I provided pupils with a clear mark scheme or success criteria and ensured that the improvement points reflected that mark scheme. To achieve this, it took a lot of modelling from me. Each time I modelled giving feedback, I made my improvement areas link back to the success criteria by giving an example such as 'EBI: you used specific evidence and a range of evidence'

A specific example of self and peer assessment in action is from a GCSE class where we completed an assessment or a key task. Whilst it is a teacher assessed piece of work, I get them to self-assess it first. This empowers them to be able to assess their own work and identify for themselves their improvements, which they will have to do in examinations – they need to be able to look back over their work and determine if they have met the criteria and where they need to amend or add in additional knowledge. At the end of the assessment, I asked them to mark their answers using codes. They did this in green pen and identified for themselves where the improvements needed to be made. This is useful as well because when I mark their work, it lets me know if they have interpreted the success criteria correctly and that they understand the components of the question and that they have applied the knowledge successfully. Instead of having to infer why they may have got an aspect wrong, it helps me to really zoom in on their understanding – is it that they knew for themselves they had not been successful in that area, "my evidence was inaccurate, it should have been...." or whether they didn't pick up on that being an error and marked it correctly, which means they have a misconception that I need to re-teach them. I then give them their responses back so that they can action the areas that we have agreed need to be improved.

I used peer assessment when asking pupils to assess practice examination questions. When doing this, I made sure I had a clear mark scheme available to them that was pupil friendly and accessible. This enabled pupils to clearly identify where marks were awarded and understand the difference between the levels, so that they could look at how to progress.

When setting this up in the classroom, I saw it as an evolutionary approach that I would have to build on overtime to ensure pupil understanding, avoid working memory overload, and check that the system was being applied correctly. I clearly modelled how to give the feedback and spoke aloud about my thought process at each step. This helps me to constantly reinforce my expectations. For the pupils first attempt, I also scaffolded their feedback using and correcting their responses where appropriate. My pupils soon started to identify 'this is where I need to improve, this is what I need to improve, this is how I need to improve it'.

Q3. Explain two of the following:

**The importance of the Truman Doctrine for changing international relations.**  
(8 marks)

Target: Focussed SPED Ev

**SELF ASSESS CHECKLIST**

- Point – state reason why the event is significant
- Evidence – 2-3 bits of SPED Ev
- Explanation – of significance
- Judge – how significant
- Link – to a later event

Firstly, the Truman Doctrine was very significant with the changing of internal relations because it allowed the end of ~~isolationism~~ isolationism and a commitment to protect democracy wherever it is threatened. For example, \$400m was committed by the US to for troops and resources which was used in places such as Italy and Greece. This therefore meant that the Truman Doctrine was <sup>very</sup> significant for changing international relations because it meant that the US had ~~been~~ allowed to protect democracy wherever it was threatened. This furthermore proved that the US was committed to the Truman Doctrine. This therefore allowed Truman to launch the airlift during the Berlin Blockade. This was therefore very significant because it meant that the policy of isolationism was ended and the commitment to the Truman Doctrine led to events such as the Berlin Blockade intervention. As a result of this, Stalin saw the Truman Doctrine as an 'unofficial declaration of war' against the USSR and reacts by creating a political organisation of Eastern European satellite states named Cominform.

- P
- EV
- J
- EX
- Also
- EX
- J
- L
- L

www: level of significance and structured well, (8) 8  
including links and explanations

EBI: Integrate extra SPED into explanation.



**KEY TASK 2 - Paper 1, Medicine Through Time, 1850-Present**

Mark: **11**

Level: **11**

Progress to target:

Aiming ✓  
Achieving ✓  
Working above ✓

Exam technique:

Time spent revising: **25**

Marks lost due to incomplete questions: **1**

**Reflection**

How did that go?  
**I think this test went well.**

What own knowledge do you need to improve?  
**expand explanation of Role of institutions.**

What will you do to improve your weakest skill/question?  
**time Management.**

**COW Strategy**

Redo question

Complete COW clouds on

My key task sheet

Create a revision tool on the content

Create a revision tool for the question

Complete a timed question for pace improvement

Attend history support

Be coached by a peer

Other:

**Q4 Self Assess:**

I knew the content ✓  
I knew the structure ✓  
I knew the sentence starters ✓  
I knew and stuck to the timings ✓  
I knew the marks ✓  
I remembered the warnings Resilience and risk! I found it hard but gave it a go! ✓

Question	Mark	Criteria	1-3	4-6	7-9	10-12	9 Tip
1-3		3 x undeveloped statements of causation not linked to the question Basic factual understanding					
4-6		3x weak explanation of causation which focuses on cause/consequence Accurate range or depth of factual understanding					
7-9		**Maximum 5 marks for answers that do not use a bullet point from your OK** 3x developed explanations of causation linked to the question Accurate range or depth of factual understanding					
10-12		**Maximum 5 marks for answers that do not use a bullet point from your OK** 3x developed explanation of causation with a clear, sustained focus on the question and links causes to outcomes Excellent range and depth of knowledge.					
9 Tip		Makes links to show how they combine to create the outcome					

**Just P&E chain**

**KEY TASK 2 - TEACHER EXAMINER REPORT**

Question	Comments that should have been highlighted	Class General Feedback	WWW by me	EBI for me
4	<b>Lister:</b> carbolic acid experiments, used in 1865 on leg operation, The Lancet - published 11 surgeries using carbolic acid. Key change it caused was: attitude towards antiseptic and aseptic surgery changed (finally understood that performing safe surgery was not only possible but it was also their duty) <b>Chloroform:</b> chloroform worked as an anaesthetic, Doctors could now attempt longer and more difficult operations as patients would be unconscious for longer, safely. This led to more discoveries	<b>Focus of the question and targetting explanations the question asks for.</b>	<b>(+) evidence - range &amp; depth.</b>	<b>(-) sustain depth of @&amp; (-) Timing</b>

**Teacher Intervention:**

Request to retest – by student

Request to retest – by teacher

History Support Lunchtime

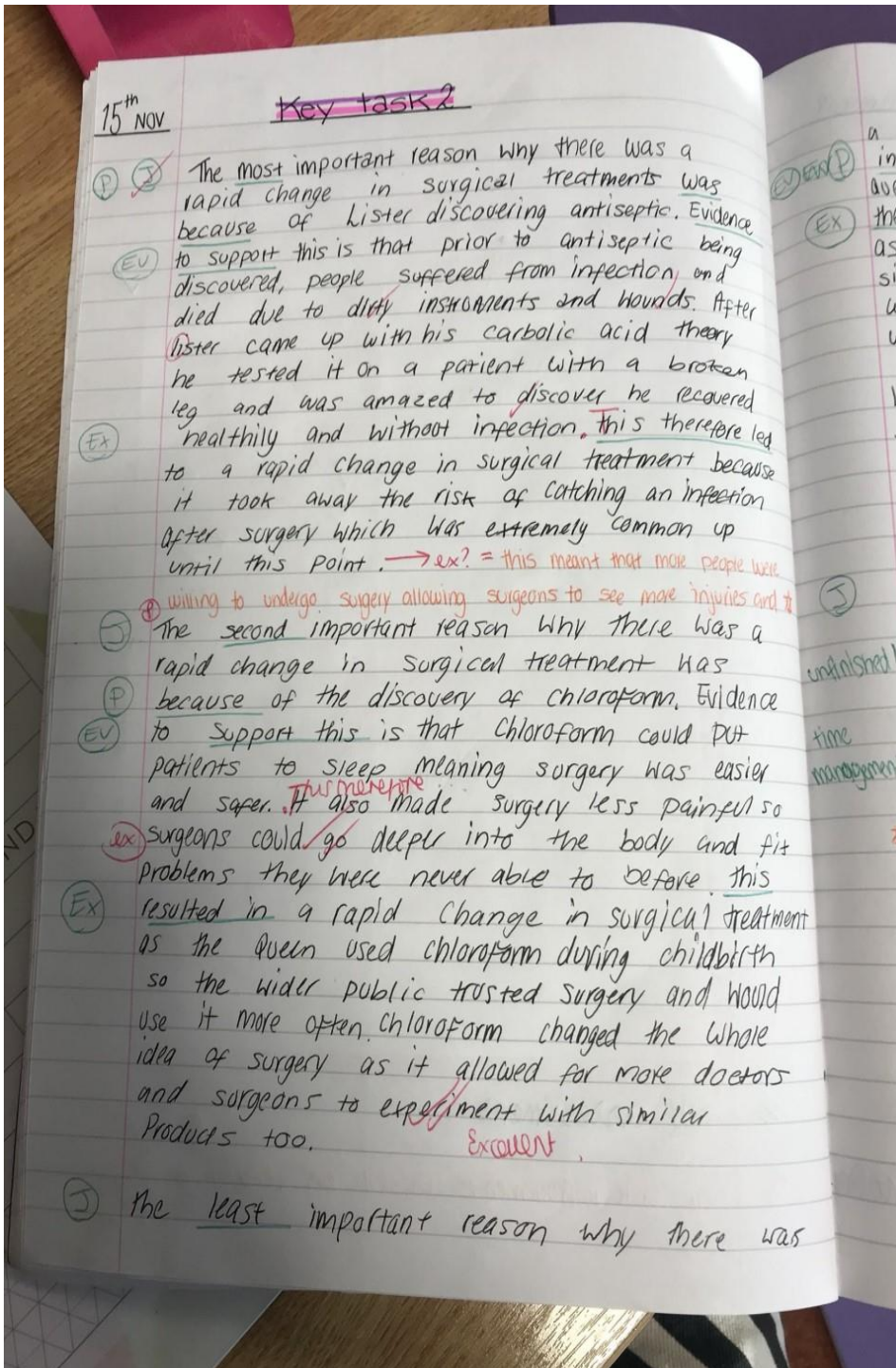
History Intervention Lunchtime

Departmental monitoring

Coaching by peer: \_\_\_\_\_

1/2 self assessment

3/3 key task improvements based on feedback



a rapid change in medicine was the role of  
 institutions. Evidence to support this is that the  
 Queen used chloroform during childbirth. This  
 therefore led to a rapid change in surgical treatment  
 as it meant surgery was more popular,  
 since the Queen was very influential, the public  
 would believe that surgery was worth it now  
 which it wasn't before due to the risk  
 of infection that hadn't been cured until  
 Lister invented his antiseptic theory. Since the  
 surgeons were getting more patients due to the  
 Queen's influence they could experiment on new  
 people leading to a rapid development in their  
 understanding of surgery. (ex)

Overall, I think that lister had the biggest impact on  
 the rapid change in surgical treatment as his carbolic  
 acid discovery allowed for treatment to be more safe allowing  
 for surgeons to develop their understanding of illness.

therefore expanding their knowledge of illness which led to  
 a development in surgical treatment.