Assessment for learning

Teaching and learning review tables – Peer assessment and self-assessment

You might find it useful to traffic-light these statements: Green = secure or surpassed; Amber = partial or inconsistent; Red = not evident.

Information

Teacher	Year group	Class	Date

Teaching and learning review table

	Focusing	Developing	Establishing	Enhancing
Teachers	The teacher is aware of the need to: • plan for peer assessment and self-assessment opportunities • make learning objectives and outcomes explicit so that children can identify how well they have met the success criteria • encourage children to discuss and reflect on their learning in a focused and constructive way. The teacher is seeking to develop practice in relation to the above.	The teacher is beginning to plan for peer assessment and self-assessment. Learning objectives and outcomes are made explicit and transparent so that children can identify how well they have met the success criteria. The teacher is gaining confidence in providing peer assessment opportunities.	The teacher effectively plans for peer assessment and self-assessment opportunities. The teacher provides success criteria that describe desired knowledge, skills and understanding against which children assess and improve their own work. The teacher selects from a range of peer assessment and self-assessment strategies and uses them with confidence. Time is provided for children to reflect independently or collaboratively on what they have learned and how they have learned.	The teacher works with children to identify success criteria related to progress for the identified key concepts and skills. The teacher orchestrates and maintains dialogue with timely intervention to accelerate understanding and develop independent learning. The teacher continues to explore with children how they learn most effectively and how they can apply this knowledge. Planning enables success criteria for cross-curricular learning to be identified and used for peer

			The teacher supports children to work effectively in group discussions and models how to give constructive and informative feedback.	assessment and self-assessment.
Children	The teacher has identified that: • children lack the skills and dispositions for peer assessment and self-assessment, and struggle to provide constructive feedback to each other • peer assessment discussions lack focus as children cannot judge the strengths and weaknesses of their work.	Some children are beginning to assess their own work and that of their peers against the learning outcomes. Some children are gaining confidence in paired and group discussion and are beginning to provide constructive feedback.	Children can use success criteria to assess and improve their own and their peers' work. Children understand the expected learning outcomes across a range of curriculum areas. Children are increasingly confident in assessing their own work, and provide informative and constructive feedback to others.	Children can independently identify how to move their learning forward. Children readily relate success criteria to progression in their learning in all subject areas. Children can engage in extended and focused dialogue about their learning. Children apply an understanding of how they learn to make better progress in different contexts.