

Section C: Extending Formative Assessment

Unit 1: Around the AifL triangle

Activities

1: What do you currently do?

In your group, discuss what you do at present to encourage peer and self-assessment.

Focus on some specific examples and consider the extent to which they provide opportunities for any of the following:

- helping pupils understand the purposes of tasks
- helping them understand the criteria by which they are to be assessed
- involving pupils in developing criteria for assessment
- involving them in reflecting against agreed criteria and identify ways in which they can improve
- helping pupils to take some control of their learning
- helping them to see learning as a continuous process by linking the present with past and future learning
- increasing motivation and supporting the development of their self concept

2: What does self-evaluation look like in action?

Review the peer and self-assessment strategies provided in the handout and consider the extent to which one or two of them might be used to develop pupil peer and self-evaluation.

3: Developing practice

Using the outcome of the previous activity as a starting point, what would you need to do to ensure that your efforts to develop pupil self-evaluation:

- become embedded in your practice
- are used effectively by pupils to create a meaningful context for self-evaluation
- offer consistency in the pupils' experience in your stage/department and the school?

4: Next steps

In the light of your reflections during the workshop:

- what peer and self-assessment strategies will you try out in your own teaching? (Try to select just one or two examples and persevere with them over a period of time.)
- how will you co-ordinate what you've been doing with other colleagues?
- how can this help you to prepare your pupils to engage with personal learning planning (self-evaluation)?