Peer Assessment: Collaborative learning strategies to ensure consistent and supportive student-to-student feedback

(Streamed session 1C : 11:30 – 12:30)
Where and when was this taken?

In what ways might learning in a modern classroom differ?
Research indicates that improving learning through assessment depends on five deceptively simple factors:

- The provision of effective feedback to pupils
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of assessment
- A recognition of the profound influence assessment has on the motivation & self-esteem of pupils, both of which are crucial influences on learning
- The need for pupils to be able to assess themselves & understand how to improve
To engage successfully in peer assessment, pupils will need to be...

Positive
Honest
Objective
Sensitive
Motivated
Focused
Specific
Fair
Constructive
Reflective
Open-minded
Evaluative
Trusted/Trusting
Optimistic
Resilient
Persistent
Peer assessment: a quick fix?

• You will need to train your pupils to give each other feedback as peer assessors.
• This can take considerable time and effort but it’s worth the investment.
• To succeed you will need to build a climate of trust and collaboration in your classroom.
• Don’t overlook social and emotional dimensions to feedback, i.e. modelling language is essential: using ‘and’ rather than ‘but’, for example.
### Carol Dweck

<table>
<thead>
<tr>
<th>Fixed mindset</th>
<th>Growth mindset</th>
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<tbody>
<tr>
<td>Intelligence is fixed</td>
<td>Intelligence is expandable</td>
</tr>
<tr>
<td>“I must look clever!”</td>
<td>“I want to learn more.”</td>
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<tr>
<td>Emphasis is on ability and competition</td>
<td>Emphasis is on achievement and growth</td>
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<tr>
<td>Avoids challenges</td>
<td>Embraces challenges</td>
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<tr>
<td>Learning is finite</td>
<td>Learning is a continuum</td>
</tr>
<tr>
<td>“I can…”</td>
<td>“I am learning to…”</td>
</tr>
<tr>
<td>Likely to plateau early and achieve less than full potential</td>
<td>Reaches ever higher levels of achievement</td>
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Objectives for this session

• To review the benefits of involving learners in peer assessment activity
• To anticipate some possible pitfalls of attempting to engage learners in peer assessment
• To consider some practical strategies that may help your learners to develop skills required for peer assessment
What are the main features of AfL?

<table>
<thead>
<tr>
<th>Sharing learning objectives and success criteria with learners</th>
<th>Using a range of questioning strategies to promote classroom dialogue</th>
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<tbody>
<tr>
<td>Giving positive and specific oral and written feedback</td>
<td>Providing opportunities for self and peer assessment</td>
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<tr>
<td>Modelling and explaining the standards learners should be aiming for</td>
<td>Promoting the belief that every learner can succeed</td>
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THE ACTIVE INVOLVEMENT OF STUDENTS IN THEIR OWN LEARNING
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Any oral or written response that enables learners to identify what has been done well and what needs to be done next in order to achieve further success</td>
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<tr>
<td>Learning objective</td>
<td>A statement of intent that describes what pupils will actually learn during the course of a lesson or sequence of lessons e.g. We are learning to…</td>
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<tr>
<td>Peer assessment</td>
<td>An opportunity for learners to evaluate the quality of one another’s work in relation to a set of agreed criteria, and to provide feedback that will enable them to identify areas for improvement</td>
</tr>
<tr>
<td>Success criteria</td>
<td>A shared list of pointers, reminders or prompts that help learners to achieve success by making explicit the key features of a successful learning outcome</td>
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Benefits of peer assessment

- Learners provide each other with lots of additional feedback – the *force multiplier* effect!
- Learners help each other to recognise the standards they should be aiming for
- Learners help each other to recognise their strengths and areas for development
- Learners suggest ways in which they might improve their own and each other’s work against a set of agreed criteria
- Learners work with each other and the teacher to determine agreed success criteria for a given task
- Learners are *actively* involved in their learning
Some pitfalls to avoid!

- Teachers might misunderstand the nature and purpose of peer assessment - not everything which goes on in its name is actually peer assessment!
- Teachers may not have realised the importance of preparing pupils for peer assessment by training them in the required skills
- Teachers may think that they have not got time to spare given the amount of curriculum content which they have to cover
- Teachers may be trying to introduce peer assessment in isolation (as opposed to being part of a professional learning community which has peer assessment as a developmental focus)
- Pupils and their parents and carers may misunderstand the purpose of peer assessment
- Pupils might fear that their work will be ridiculed or ‘rubbished’
Laying the Foundations

- Communicating purpose
- Building trust
- Modelling formative feedback practice
- Focusing on objectivity
- Developing a language of evaluation
Feedback contract

What everyone can expect at our school when it comes to giving and receiving feedback
At our school, the feedback you receive will always:

- link to the learning objectives and success criteria
- be positive and specific about your work
- acknowledge your strengths as a learner
- provide you with clear and detailed next steps
- help you to be more independent in your learning
- be intended to speed up your progress

And because feedback is such an important aspect of learning, you will always be given time to act on it and make improvements to your work.
In return, we expect you to:

• appreciate the value of the feedback you receive from teachers, TAs and peers
• accept that you have a responsibility to respond to any feedback you may receive
• be prepared to show where you have made improvements in response to feedback

And because you have an important part to play in helping everyone else to learn, we will help you to:

• develop the skills needed to be able to give feedback to your peers
• develop the skills needed to be able to give feedback on the quality of your learning experiences
A pupil’s perspective on peer assessment … **building trust and confidence**

I need to know that my work will be respected.

I’m not as good at this subject as some of the other pupils. Why should they listen to me?

I don’t like getting negative comments about my work.

I need to know that this will actually help me to improve.

I am worried that people might take my comments the wrong way.

What if the others don’t take my suggestions seriously?

I’m worried others might think I’m being too critical.

What if the others disagree with my points?

I don’t like getting negative comments about my work.

A pupil’s perspective on peer assessment … **building trust and confidence**
Building trust

• Reassure learners that peer assessment is about helping each other to improve – it should be a **positive** experience for everyone!
• Remind learners that it is not going to be a one-off activity and that you will help them to build up the skills they will need over time
• Link peer assessment to any relevant prior experience they may have such as sports coaching
• Practice peer assessment by looking at ‘anonymous’ work and asking pupils to comment on its strengths and ways in which it could be improved
My Leisure Time 1

I love the weekend. It’s fantastic! I really like going to the cinema and playing football. I go into town. I eat at McDonald’s. I eat a burger and I drink a Coke. I go shopping. Last Saturday, I bought some CDs. Next Sunday, I go roller skating. Next Saturday, I am going swimming. Sometimes I go cycling.

My Leisure Time 2

In my opinion the weekend is fantastic! I really like going to the cinema and playing football in the park. Usually, I go into town with my friends and go shopping. Last Saturday, for example, I bought some CDs and my friend, Joe, bought some jeans. Next Saturday, we are going swimming because I like to swim a lot so it will be superb!
Seven principles of effective feedback…

Feedback has **most impact** when it:

- helps clarify what good performance is (goals, criteria, expected standards);
- delivers high quality information to students about their learning;
- encourages teacher and peer dialogue around learning;
- encourages positive motivational beliefs and self-esteem;
- provides opportunities to close the gap between current and desired performance;
- facilitates the development of self-assessment (reflection) in learning;
- provides information to teachers that can be used to help shape the teaching.
## Year 7 History – The Battle of Hastings

<table>
<thead>
<tr>
<th><strong>Objective:</strong></th>
<th><strong>Success criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are learning to write better explanations of why things happened in the past (Context: William’s victory in the Battle of Hastings, 1066)</strong></td>
<td><strong>Remember to:</strong></td>
</tr>
<tr>
<td></td>
<td>✓ Provide reasons for William’s victory</td>
</tr>
<tr>
<td></td>
<td>✓ Organise your reasons under headings (luck, skill, bravery etc)</td>
</tr>
<tr>
<td></td>
<td>✓ Use connectives such as ‘because’ and ‘as a result of’ to extend sentences</td>
</tr>
<tr>
<td></td>
<td>✓ Link points together by starting some sentences with words like ‘Consequently’ and ‘Therefore’</td>
</tr>
</tbody>
</table>
Year 7 History – The Battle of Hastings

What you did well…
• you identified a number of different reasons why William won
• you explained very clearly how William’s trick worked
• you developed some of your points by providing examples

Even better if…
• you use the correct historical words and terms to describe things accurately (see word list)
• you link your points together using a range of connectives
• you start some sentences with ed or ing words (e.g Frustrated by his lack of progress, William decided to…)

Your next step is to…
• show me that you can link two or more points together using an appropriate connective such as because
Written feedback - practical idea

- Use a visualiser!
- This device is simple to use and relatively inexpensive. (Plugs into the back of your laptop)
- You can show pupils’ work and your feedback to the whole class.
- You can also use it to demonstrate how a pupil has responded positively to your feedback, i.e. good way of getting them to demonstrate their progress.
- “Look! You can see here where she’s added some extra detail.”
How will I know if it’s a good piece of work?

What if the other people don’t take my work seriously? I know I’m not very good at this subject!

How can you point out a weakness in someone’s work without upsetting them?

How do you stay positive when you can see lots of mistakes in a piece of work?

How will I respond if someone criticises my precious work?

What if I disagree with the feedback you give me? That could just be your opinion!

What if the feedback that this person is giving me turns out to be inaccurate?

What should I take notice of him/her? S/he’s not a teacher!

A pupil's perspective on peer assessment ... giving and receiving feedback
You have met the criteria here by …
This is your best sentence because …
You could improve this example further by …
You have not yet met this part of the criteria because …
To reach the next stage you need to include more of …
### Practical idea 4: Feedback stems for pupils

<table>
<thead>
<tr>
<th>I like the way you’ve included…</th>
<th>That’s very effective because…</th>
<th>That’s a good idea because…</th>
<th>That’s a good example of…</th>
</tr>
</thead>
<tbody>
<tr>
<td>This proves you are getting better at…</td>
<td>I think the best thing about your work is…</td>
<td>That was an interesting way of…</td>
<td>That’s really helpful because…</td>
</tr>
<tr>
<td>Would it be better if…?</td>
<td>What difference could it make if…?</td>
<td>Why did you include…?</td>
<td>How tricky did you find…?</td>
</tr>
<tr>
<td>What helped you to learn how to …?</td>
<td>Where did you get the idea of…?</td>
<td>What did you find easiest?</td>
<td>I like the way that you have tried to…</td>
</tr>
</tbody>
</table>
• **Peer assessment** is all about providing pupils with opportunities to reflect on their work and work out how to improve it

1. Do pupils know what a good piece of work looks like?

2. Do pupils know to highlight 2 examples of good work & 1 area for improvement? Remind them to link this activity to the learning objectives and success criteria.

3. Do pupils have language for evaluation?

   - Use anonymous work from the class, previous pupils or make some yourself

   - *Use* [www and ebi](see over). When you mark you just respond to their comments.

   - See over. Display useful words and phrases in your room.
## Peer assessment – getting going

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Pupils</th>
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</table>
| • The teacher is beginning to plan for peer and self assessment.  
  • Learning objectives and outcomes are made explicit and transparent so that pupils can identify how well they have met the success criteria.  
  • The teacher is gaining confidence in providing peer assessment opportunities. | • Some pupils are beginning to assess their own work and that of their peers against the learning objectives and learning outcomes. Some pupils are gaining confidence in paired and group discussion and are beginning to provide constructive feedback. |
# Peer assessment – getting better

<table>
<thead>
<tr>
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| • The teacher effectively plans for peer and self assessment opportunities.  
• The teacher provides success criteria which describe progression in aspects of the subject against which pupils assess and improve their own work.  
• The teacher selects from a range of peer and self assessment strategies and uses them with confidence.  
• Time is provided for pupils to reflect independently or collaboratively on what they have learned and how they have learned.  
• The teacher trains pupils to work effectively in group discussions and models how to give constructive and informative feedback. | • Pupils can use success criteria to assess and improve their own and their peers work. They recognise the standards they are aiming for in the subject.  
• Pupils are increasingly confident in assessing their own work and provide informative and constructive feedback to others. |
## Peer assessment – getting ahead

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<thead>
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</tr>
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<tbody>
<tr>
<td>• The teacher works with pupils to identify success criteria related to progress in the key concepts and skills for the subject.</td>
<td>• Pupils can independently identify how to move their learning forward.</td>
</tr>
<tr>
<td>• The teacher orchestrates and maintains pupil dialogue with timely intervention to accelerate understanding and develop independent learning.</td>
<td>• Pupils readily relate success criteria to progression in the subject.</td>
</tr>
<tr>
<td>• The teacher continues to explore with pupils how they learn most effectively and how they can apply this.</td>
<td>• Pupils can engage in extended and focused dialogue about their learning.</td>
</tr>
<tr>
<td>• Planning enables success criteria for cross-curricular initiatives to be identified and used for peer and self assessment.</td>
<td>• Pupils apply an understanding of how they learn to make better progress in different contexts.</td>
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</tbody>
</table>
You get loads more ideas for improving your grade by working with your peers.

She has definitely helped me to know what I have to do to improve my grade.

Talking to ------ has really helped me to understand the criteria.

He has pointed out something really important that I’d overlooked.

He pointed out the good things about my work. That made me feel really good about myself.

I enjoyed working with him. His comments were always constructive.

I’m definitely going to include what she suggested in my next attempt.

She made some really helpful comments. I hadn’t thought about some of the things she mentioned.

… and when it all finally starts to come together!
Objectives for this session

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Andy Brumby

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07968 992462

“Inspiring!”

“Relevant”

“Lots of practical ideas”

“Has changed the way I teach”

Assessment for Learning
Behaviour for learning
Closing attainment gaps
Gifted and talented learners
Group work
Learning and life skills
Literacy across the curriculum
Oral communication
Thinking skills and creativity