

self and peer
assessment

assessment
for learning

in
classroom

Course
training in
English

conclusion

CONTACT
DETAILS



Course
training in
English



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Assessment
for learning

assessment for learning

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'. (Assessment Reform Group, 2002)

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graph TD; A((Self and peer assessment)) --- B((Learning objectives)); A --- C((Success criteria)); A --- D((Feedback)); A --- E((To be involved in their own learning and assessment process)); A --- F((To make improvements))
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Self and peer assessment

Learning
objectives

Success
criteria

Feedback

To be involved in
their own learning
and assessment
process

To make
improvements



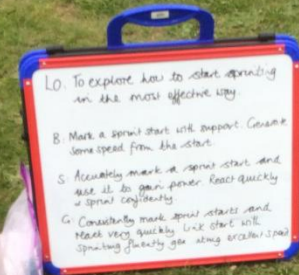
In
classroom

LO: To explore how to start sprinting in the most effective way.

B: Mark a sprint start with support. Generate some speed from the start.

S: Accurately mark a sprint start and use it to gain power. React quickly & sprint confidently.

G: Consistently mark sprint starts and react very quickly. Link start with sprinting fluently generating excellent speed.





Made a mistake?

Cross it out with one line

Not a scribble



Cross ✓

~~Cross~~ X

How to Listen with Your Whole Body

Eyes

Make sure that you are looking at the person's face



Feet

Keep them still and on the floor



Body

Make sure that your body is facing the speaker



Mouth

Keep it closed and try not to interrupt when you are listening



Hands

Keep them still, on your lap or by your side



Brain

Think carefully about what is being said



Important

Care about what the other person is saying!



Edit and Improve



Self Assessment



Peer Assessment



Teacher Assessment



My target...

Aim to work on selecting precise vocabulary for the reader and develop description through this.

the fairy drifted over and caught the wand. Bippety
Bopety - Boo! Just at that minute ^{Ella's} ~~her~~ rags ~~that~~ were
transformed by wonderful magic into fine blue silk.

6.4+ Oops! Sorry I've got to go to the ball now... wish
me luck! Bye.

3hp Another excellent piece of work. Great
range of sentence lengths and structures
for effect.

Next steps

Try the passive voice -

The wand was taken by the
fairy god mother.

Also The subjunctive -

If I were to comment on the
ball.

$$\begin{array}{r} 27 \\ 47 \\ 47 \\ 47 \\ \hline 141 \end{array}$$

L.O to be able to find unknown angles 3. 11. 16

$$\begin{array}{r} 117 \\ 76 \\ \hline 193 \end{array}$$

(Height + Weight)

$$\begin{array}{r} 121 \\ 78 \\ \hline 53 \\ 261 \end{array}$$

$$\begin{array}{r} 86 \\ 84 \\ \hline 150 \end{array}$$

$$\begin{array}{r} 116 \\ 75 \\ \hline 63 \\ 254 \end{array}$$

$$\begin{array}{r} 180 \\ 48 \\ \hline 132 \end{array}$$

$$\begin{array}{r} 96 \\ 69 \\ \hline 165 \\ 2510 \\ \hline 165 \\ \hline 195 \end{array}$$

1. A: 57° B: 49°

2. C: 104° D: 44°

3. E: ~~39°~~ 39°

4. F: 45° G: ~~35°~~ 35°

5. H: 106°

6. I: ~~146°~~ 146°

7. J: ~~44°~~ 44°

8. I: 210° K: 195°

$$\begin{array}{r} 74 \\ 57 \\ \hline 131 \end{array}$$

$$\begin{array}{r} 180 \\ 76 \\ \hline 104 \end{array}$$

$$\begin{array}{r} 104 \\ 32 \\ \hline 136 \end{array}$$

$$\begin{array}{r} 180 \\ 47 \\ \hline 133 \end{array}$$

I learnt that showing my working out can help you see where you have gone wrong

$$\begin{array}{r} 77 \\ 58 \\ \hline 48 \\ 183 \end{array}$$

I am pleased with my working out.

$$\begin{array}{r} 77 \\ 58 \\ \hline 135 \end{array}$$

I don't need anymore help.

although you do need to think

$$\begin{array}{r} 135 \\ 48 \\ \hline 183 \end{array}$$

about using estimation - good to see some corrections

but if the angle is acute it cannot be ~~more than~~ 90°

If obtuse - cannot be more than 180°

$$\begin{array}{r} 121 \\ 78 \\ \hline 199 \\ 53 \\ \hline 180 \end{array}$$

work out adjacent angle, then total, then subtract from 360°

$$\begin{array}{r} 2860 \\ 761 \\ \hline 099 \end{array}$$

Please go through 6 + 7 with Mr

I learnt that showing my working out can help you see where you have gone wrong

I am pleased with my working out.

I don't need anymore help.

although you do need to think about using estimation - good to see some corrections, but if the angle is acute it cannot be ~~more than~~ 90°

If obtuse - cannot be more than 180°

$$\begin{array}{r} 121 \\ 78 \\ \hline 199 \\ 53 \\ \hline 146 \end{array}$$

$$\begin{array}{r} 53^\circ \\ \hline 252^\circ \end{array}$$

$$\begin{array}{r} 76^\circ \\ 46^\circ \\ \hline 3210 \end{array}$$

$$= 17108^\circ$$

$$= 3739^\circ$$

I now understand.

Great - well done!

2. $\frac{100}{0.14} = 714.28$

3. $9 \overline{) 1236} = 137$

4. $180g$ ✓

5. $8 \overline{) 96} = 12$ R2

6. $15 \overline{) 120} = 8$

$12 \times 3 = 36$

104 cm

I need to practise my tables although I'm fine with this

Well done! Tables Knowledge will definitely help! D.B

LO To understand equivalent fractions and decimals Thursday 5th January

- 5.7 ✓
- 0.62 ✓

Thursday 17th November 2016

how to plan imagery for use in poetry.

- Drivel of snow
- crimson red berries
- holly prickling along your finger like pins
- Spherical mounds emerging from the ground.
- ~~sp.~~ ice growing on your fingers.

(CJ) Colin
Savage

Scott could improve on Similes and ~~put some in~~
maybe more personification. ✓

↑↑
↓

Good point.

Tuesday 22nd November 2022
To be able to write an extractive poem using imagery.

(F.S)

Mild

I have used similes

I have used personification

I have a capital letter for each line

I have used a different sense in each verse

Winter

A desert as snow cello the earth, Spherical men
emerging from the ground. Crimson red berries on the holly
prickling along your fingers. The thick icicle's growing
on your fingers. A big black hole forming over the
earth taking bit by bit as earth being sucked away and
never to be seen again. High speed wind knocking over
trees and wiping away the bushes. A wizard casting
snowflakes to fall from the deep blue sky. The ice
dripping down from trees and spazing from midair.

C.I

Lottie H

I think you have used good vocabulary and nice metaphors.
You could, each sentence start a new line to make the poem
more clear, and less than a piece of writing. Also, add more words to
make the sentence make sense.

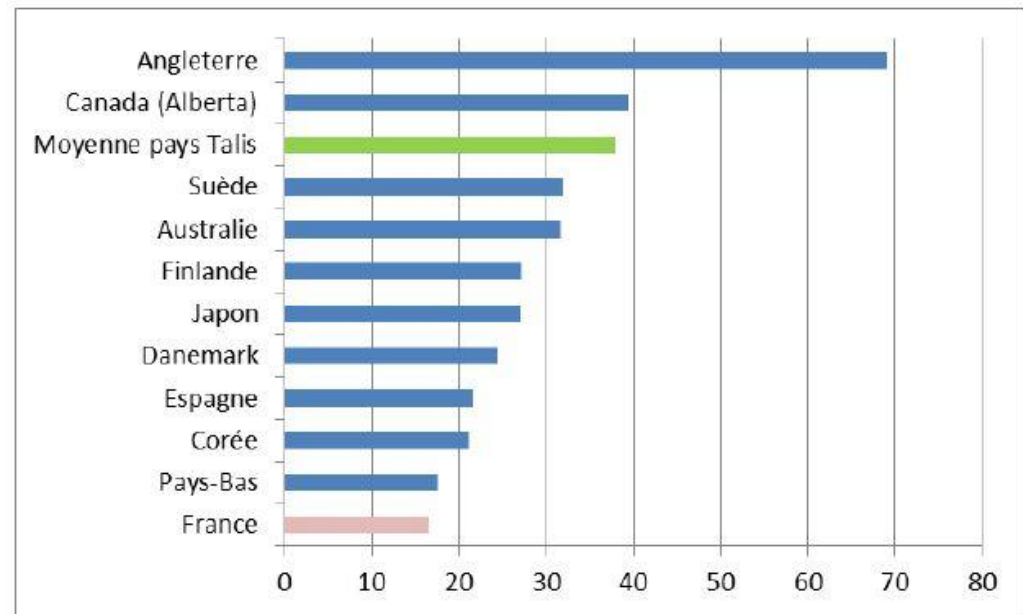
↳ I agree!

(IMP)

Some good ideas here Scott. You need
to think about the features of the
poem. Think about where a new line/
verse needs to start.



Figure 1. Pourcentage d'enseignants du premier cycle du secondaire déclarant demander à leurs élèves de s'auto-évaluer « souvent » ou « à chaque séance »



Source : TALIS, 2013

Involves a lot of collaboration between colleagues