

Using peer assessment strategies

This document aims to provide ideas and practical solutions for using peer assessment strategies in your classroom. If you would like to explore the theory behind these ideas, please see msszpakowskasenglishblog.wordpress.com/

If you would like to discuss these strategies or ideas for embedding peer assessment into your practice, please see ASO or email on a.szpakowska@passmoresacademy.com

Establishing the right culture

Students should be taught to give helpful, kind and specific feedback. Use these words with students and remind them constantly— “Remember all of our feedback must be helpful, kind and specific”

Prioritise peer feedback opportunities so that students have long enough to complete them. Also, ensure that you include follow-up activities to peer feedback so it is seen as meaningful and helpful.

Students must learn to adopt a growth mindset to receive feedback. Having a discussion with students about how they feel about their work can help to unpick where their reluctance to take constructive feedback comes from.

Students must know what success ‘looks like’

Give students models and clear, accessible success criteria with which to compare their own work.

Complete ‘live’ teacher models that articulate your thought processes as you work. That way students can see why you’ve written your answer the way you have

Use comparative assessment so that students have to articulate what makes one answer ‘good’ and another ‘bad’.

Putting it into practice

Practise strategies with students over and over again. Just like any other learning skill, students need repetition. It won't always go perfectly first time.

Show students what helpful, kind and specific feedback looks like. Mark students' work on the board or on your visualiser. Explain to students how you phrase your feedback.

Practical ideas and suggestions for your lessons

Start a lesson with four model answers. Get students to rank them from best to worse. Students must be willing to justify why.

Use a student's work from a previous lesson. Photocopy it and distribute it to the group. The answer should be good but not perfect. Students use two colour highlighters to identify what's good and what needs improving in the answer. All students have to share their feedback verbally.

Once students have seen a 'good but not perfect' answer and critiqued it, they can use these ideas to improve their own answer.

Once students have had some discussion of what makes an answer 'good', they can co-create a success criteria. Rather than it always being dictated to them, students begin to internalise the criteria.

Allow at least twenty minutes for students to complete feedback at the end of the lesson. Provide a checklist. Get students to self-assess, then peer-assess. A WWW and EBI should also be provided. Get students to re-draft as a plenary or as homework.

In mixed-ability groups, pair students by current attainment. This way, when they read their partner's work, they will be able to access it and successfully critique it.