



Self-Assessment at Barkisland CE VA Primary School



Self-assessment will form part of our procedures in school for gathering information about a pupil's knowledge, perception and evaluation of their work.

Self-Assessment is known to make a valuable contribution to children's learning, and children throughout the school are now used to being involved in self-assessment. Children are involved in setting and working towards targets and with adult support develop the skills needed to assess for themselves when those targets have been achieved. We believe that the more aware children are of the purpose of what they do, and the steps they need to take to achieve a target, the more responsibility they will begin to take for their own learning - a vital aspect of achieving success

At school we will use various strategies for self-assessment including:

- **Marking ladders / Success Criteria for writing including cross curricular writing**
Pupils will mark themselves against a set of specific criteria when completing a task. The teacher will then use this information to support pupil self-assessment. A selection of marking ladders are available on the t-drive (subjects – literacy- resources) for writing, teachers are free to compile their own to meet the specific learning needs of their class/pupils.
- **Barkisland Approach to Writing Document**
This is used in a similar way to marking ladders but focuses on the specific features of a text type.
- **Target Cards**
Pupils are actively encouraged to work towards achieving specific targets in Reading, Writing, Maths and Science.
- **Blue Pen Editing**
Pupils are encouraged at times to edit their work across all subjects. This is always completed in a blue pen so that the revisions can be seen clearly.
- **Self-Marking**
On occasions pupils are given a set of answers to their work and allowed to mark their own work. If any of their answers are incorrect, they have to find the solution and show/discuss their working out. This gives the children immediate feedback regarding their work.
Pupils will have the opportunity to self mark their work and highlight their success and aspects which need further development as modelled by the marking from the class teacher.
- **Self-assessment Sheets**
Typically at the start or end of a new concept pupils may be asked to self-assess themselves against a set of objectives/questions. This
- **Smiley Face Assessment**
Children can assess their learning / perception against an objective with drawing a smiley face, straight face or a sad face according to their thoughts, next to the objective in their books. If a child does self-assess using a straight face or sad face, this must be addressed by the class teacher as soon as is practically possible.
- **Thumbs up – Thumbs down**
Children can assess their learning / perception against an objective by showing the teacher with thumbs up, thumbs down. Again, as with smiley face assessment, any child assessing with a thumbs down, this must be addressed by the class teacher as soon as is possible.
- **Daily Successes and Developments (EYFS)**
As a class and progressing into smaller groups, daily successes are highlighted and areas for improvement discussed, led by the pupils. This can be found displayed in the classroom.
- **Self-Assessment Stamps**
These are used to indicate where various aspects of self-assessment have occurred. Some of this, especially for younger pupils, maybe communicated verbally.

- **Self-Initiated Challenge**

A variety of work at differentiated levels is presented to children and they may have an opportunity to choose a level of challenge that they feel is suitable for them at their stage of learning.

- **Accessibility to equipment, information or scaffolds**

Pupils can independently choose equipment, working walls, information, scaffolds etc to support their learning.

- **Beat your Personal Best**

Pupils have opportunities, at times for them to try and beat the previous score/time/speed/distance.

