

Unit 5

Developing peer and self assessment in history

Following the training in the generic unit *Peer and self assessment*, it is important to consider how the key messages of the training apply to history. As part of the whole-school focus on this, the following subject development material is intended to help you consider the key messages of the training unit and identify any areas requiring development in your department.

The following is a brief summary of the training unit.

Objectives

- To provide the strategies that promote and develop peer and self assessment.
- To help participants to identify opportunities to introduce or extend these strategies when planning lessons.

Key messages

- To develop skills in peer and self assessment, learning objectives and intended learning outcomes must be made explicit and transparent to pupils. This will help to ensure that pupils are able to identify when they have met some or all of the success criteria.
- Sharing learning objectives and outcomes must be a regular feature of lessons and become an integral part of reviewing learning rather than a 'bolt-on' activity.
- Pupils develop their skills in self assessment after initially developing their skills in peer assessment and therefore pupils need to be taught the skills of collaboration in peer assessment. This will help pupils to assess their own progress objectively and become increasingly independent learners.
- To develop peer and self assessment in the classroom, teachers will need to:
 - plan peer and self assessment opportunities in lessons
 - train pupils over time to assess their own work and the work of others
 - explain the learning objectives and intended learning outcomes behind each task
 - frequently and consistently encourage pupils' self-reflection on their learning
 - guide pupils to identify their next steps.

The following material builds on the tasks outlined in the 'Ready for more?' section of the *Peer and self assessment* training unit and it is intended for all those who teach history.

Reviewing existing practice in peer and self assessment

The table below provides a tool for a department to self-review current practice and to help identify an appropriate starting point.

As a department, agree and highlight the statements below that best reflect the practice of the whole department. At the bottom of each column is a reference to the tasks that will support your current practice and provide the appropriate material to develop from this point.

Having completed this review you should read 'Making effective use of the subject development material' on the next page.

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>There is no whole-school approach that enhances and promotes the use of peer and self assessment to raise standards.</p> <p>The subject leader has identified where:</p> <ul style="list-style-type: none"> planning does not focus on learning objectives and does not identify expected outcomes so pupils lack the information they need to peer assess and self-assess their work teacher feedback does not relate directly to learning objectives and outcomes so peer and self assessment discussions tend to lack focus and are unproductive. 	<p>The department is beginning to collaboratively plan for peer and self assessment.</p> <p>Learning objectives and outcomes are made explicit and transparent to enable peer and self assessment.</p> <p>Practice is variable across the department. Some teachers lack the confidence to provide peer assessment opportunities.</p>	<p>Departments collaboratively and centrally plan for peer and self assessment opportunities.</p> <p>Teachers provide success criteria which enable pupils to assess their work and to recognise the standards they are aiming for in the subject.</p> <p>Teachers routinely select from a range of peer and self assessment strategies and use them with increasing confidence.</p> <p>Time is provided for pupils to reflect independently or collaboratively on what they have learned and how they have learned.</p> <p>Teachers train pupils to work effectively in group discussions and model how to give constructive and informative feedback.</p>	<p>There is an effective, coherent and manageable whole-school system for promoting self assessment and peer assessment. Whole-school collaborative planning enables success criteria for cross-curricular initiatives to be identified and used for peer and self assessment.</p> <p>Teachers work with pupils to identify success criteria related to progress in the key concepts and skills for the subject.</p> <p>Teachers orchestrate and maintain pupil dialogue with timely intervention to accelerate understanding and develop independent learning.</p> <p>Teachers continue to explore with pupils how they learn most effectively and how they can apply this.</p>
Pupils	<p>The subject leader has identified that:</p> <ul style="list-style-type: none"> pupils lack the skills and dispositions for peer and self assessment and struggle to provide constructive feedback to each other peer assessment discussions lack focus as pupils cannot judge the strengths and weaknesses of their work. 	<p>Pupils are beginning to assess their own work and that of their peers against the learning objectives and learning outcomes.</p> <p>They are gaining confidence in paired and group discussion and are beginning to provide constructive feedback.</p>	<p>Pupils can use success criteria to improve their own work and that of their peers and can recognise the standards they are aiming for in the subject.</p> <p>Pupils are increasingly confident in assessing their own work and provide informative and constructive feedback to others.</p>	<p>Pupils can independently identify how to move their learning forward.</p> <p>Pupils are able to relate success criteria to progression in the subject.</p> <p>Pupils are able to apply an understanding of how they learn to make better progress in different contexts.</p> <p>Pupils can engage in extended and focused dialogue about their learning.</p>
	Start with Task 5A	Start with Task 5B	Start with Task 5B or 5C	Start with Task 5C

Making effective use of the subject development material

The tasks you have been referred to are intended to support the development or extension of peer and self assessment in history and provide guidance on how to embed this into regular practice in history lessons.

The results of the self-review will have suggested the appropriate task(s) that will support your department's development needs.

To make best use of the supporting material the following sequence will be helpful.

1 Read the task and the supporting exemplification.

This describes how a department has approached the task and worked through each of its stages. It is given as an *example* of how the task might be addressed. It is not intended that you follow this approach, which is given as a guide to the process that will support improvements in your subject.

2 Identify what the department did and the impact it had on pupils.

Discuss as a team the example provided and establish the key areas that helped to develop this practice and the impact it had on pupils. It will be helpful to identify the changes in teachers' practice and how these impacted on pupils' learning.

3 Agree and plan the actions that will develop your practice.

As a department, agree how you intend to approach this task. Clarify what you are focusing on and why. The example given will act as a guide, but be specific about which classes, which lessons and which aspects of the curriculum will be your points of focus.

4 Identify when and how you will evaluate its impact on pupils.

The purpose of focusing on this is to improve pupils' achievement and attainment in history. You will need to be clear on what has helped pupils to learn more effectively in your subject. Part of this will be how your practice has adapted to allow this. You should jointly identify what has worked well and which areas require further attention.

5 Having evaluated these strategies, consider what steps are required to embed this practice.

You will need to undertake an honest evaluation of what you have tried and the impact it has had on your teaching and on pupils' learning. One outcome might be that you need to spend longer on improving this area or you may be in a position to consider the next task.

Other departments in the school will have been focusing on this area and you should find out about the progress they have made.

You may find that some teachers in the department will require further time to develop and consolidate new practice, while others will be ready to progress further through the tasks in this area (while continuing to support their colleagues). Practice across a department will need to be consolidated before focusing on a new area of Assessment for learning.

The subject development tasks

Task 5A

With a colleague, plan and observe one of each other's lessons which has an agreed focus on peer and self assessment and uses one of the strategies on **handout 5.4** in the generic unit (see **appendix 5A.1**).

Jointly review your lessons and highlight the impact on pupils and your teaching.

Plan how and when this will be fed back to the department.

Task 5B

In your department, identify existing and potential peer and self assessment opportunities from the scheme of work for a year group or unit.

Within the next half term, plan opportunities and experiment with a variety of types of peer and self assessment using some of the techniques outlined in **appendix 5.1** in the generic unit.

Agree a review meeting that focuses on the gains made in pupils' learning.

Select some that had most impact on pupils and incorporate these into the medium-term plans.

Task 5C

Select a subject-specific task or activity that enables pupils to evaluate their own performance.

Agree the criteria for assessment with pupils, the principles for how they should assess and, initially, model how you would expect them to do it.

Observe them assessing their work, and provide feedback on how well they did and how they might improve in the future.

If peer and self assessment is well established, arrange to interview a small group of pupils to determine their response to those strategies (**handout 5.4** in the generic unit, see **appendix 5A.1**) and how they help them to learn more effectively.

The following pages provide exemplification of each task.

Task 5A

With a colleague, plan and observe one of each other's lessons which has an agreed focus on peer and self assessment and uses one of the strategies on handout 5.4 in the generic unit (see appendix 5A.1).

Jointly review your lessons and highlight the impact on pupils and your teaching.

Plan how and when this will be fed back to the department.

Context

Having attended the whole-school training in peer and self assessment the history department at School A were keen to develop the skills of collaboration in peer assessment as a foundation on which to develop pupil self assessment. They decided to focus initially on a mixed-ability Year 7 class.

Process

The department chose a Year 7 lesson on the Roman Empire and employed strategies for peer assessment suggested as part of strategy 2 on **handout 5.4** in the generic unit (see **appendix 5A.1**). Two members of the department agreed to trial the activity in advance of the rest of the department to allow time for review and any necessary adaptation of the materials. The lesson took place early in the autumn term of Year 7 in order to create an early expectation that all pupils would be involved in peer assessment and eventually self assessment.

Year 7 pupils worked in pairs to annotate and assess an anonymous piece of extended writing entitled: 'Were the Romans brutal or civilised?' In order to complete the task, pupils were provided with the lesson objectives, the context in which the piece of work was produced, the assessment criteria to be used and clear stages to work through in order to assess the work.

Appendix 5A.2 shows the guidance provided to support the pupils in carrying out the assessment. **Appendix 5A.3** is a completed example by a Year 7 pupil. It represents her first attempt at peer assessment.

Evaluation

The two teachers co-supported each other in trialling the exercise. Team teaching allowed them to feed back to one another regarding the interaction between pupils in carrying out the task as well as assessing the quality of the written responses. It was felt that the pupil guidelines had worked well and that pupils had responded positively to the task. Examples of work were used to inform a department review of the success of the strategy. It was noted that a large number of pupils had difficulty working collaboratively. As expected, some pupils worked impulsively, making 'lone' judgements or dominating their partner in decision-making.

The two teachers fed back to the rest of the department and it was felt that a priority in developing pupil peer and self assessment should be to develop speaking and listening skills. The department used the following modules to support this:

- Module 12, *Thinking together* and Module 13, *Reflection*, from the training materials for the Foundation subjects
- Module 7, *The management of group talk*, and Module 8, *Listening from Literacy across the curriculum*.

It was recognised that pupils take time to learn to be self-evaluative. It was decided that the department should plan more opportunities for peer and self assessment into their schemes of work.

Task 5B

In your department, identify existing and potential peer and self assessment opportunities from the scheme of work for a year group or unit.

Within the next half term, plan opportunities and experiment with a variety of types of peer and self assessment using some of the techniques outlined in appendix 5.1 in the generic unit.

Agree a review meeting that focuses on the gains made in pupils' learning.

Select some that had most impact on pupils and incorporate these into the medium-term plans.

Context

The history department in School A had begun to develop their practice in peer assessment by modelling the process with pieces of work produced by anonymous pupils. They also recognised the need to underpin any development in peer and self assessment, with opportunities to develop collaboration and group talk.

Process

The department decided to identify opportunities for peer and self assessment for a unit of work in each year group. In the light of pupil responses to early work in developing peer assessment in Year 7 (see Task 5A), the department was also keen to build opportunities for developing group talk. The teachers identified a target concept or skill – i.e. cause, evidence or change – for each unit of work and identified three strategies from **handout 5.4** in the generic unit (see **appendix 5A.1**) that could be used to develop peer and self assessment in the target concept or skill.

Year 7

It was decided to focus on 'using evidence' as the target skill. They chose strategy 10 from **handout 5.4** (see **appendix 5A.1**), as they felt traffic lighting would give them the means to assess pupils' confidence in working with historical sources. They felt it would be particularly useful early in Year 7 to assess prior knowledge and assist in building on attainment at Key Stage 2.

Early in the autumn term, pupils were shown the end-of-unit paper that tested pupils' ability to evaluate and analyse sources at the beginning of the unit. Pupils were asked to traffic light the questions. Teachers used the responses to assess pupils' confidence in working with sources.

In later lessons, pupils were given red, orange and green cards, which they placed on their desks as appropriate as they worked on source evaluation and analysis. In this way, pupils indicated their confidence level with the piece on which they were working, and support could be targeted as needed, e.g. 'green' pupils were paired up to give support to 'red' pupils; additional classroom support was targeted towards 'red' groups.

Year 8

The department agreed that 'Britain 1500–1750' was problematic in a number of ways.

Principally, they felt they did not adequately draw and build on prior knowledge and understanding from the Key Stage 2 study of the Tudors and Stuarts. Consequently, pupil perceptions were that 'they had already done this', and this led to lack of motivation and engagement, and under-achievement in some groups.

They also felt the key question 'Why did Henry break from Rome?' was very complex and came across as rather dry and uninteresting. It was clear that they could approach this complex question more effectively if they could draw on prior knowledge.

Pupils worked in pairs to complete the KWL (Know already, want to know, have learned) table at the beginning of work on religious changes (see the example in **appendix 5B.1**). A portrait of Henry VIII was used as a visual stimulus and pupils were given a series of headings to work from to give some structure to their completion of the 'know already' section, e.g. Henry's early life, Henry's wives, Henry's marriage to Catherine of Aragon, Henry's relationship with the Pope. Pupils were encouraged to link their questions in the 'want to know' section directly to the points made in the 'know already' section. The 'want to know' section was then used as a basis on which pupils wrote learning outcomes for the unit of work on religious changes.

Year 9

In studying 'The world since 1900', there were a number of opportunities relating to causation and it was felt that strategy 9 from **handout 5.4** in the generic unit (see **appendix 5A.1**) was well suited to this. It was also felt that passive learning was a feature of Year 9 lessons, with pupils increasingly reluctant to contribute orally to lessons and that this strategy might assist in addressing this.

One example of where it was used was in exploring the causes of the Second World War. Pupils had studied an outline of events from 1933 to 1939. Working in groups, they generated five questions to address the big question: 'Why did Britain declare war on Germany in 1939 and not the other way round?' Having taken feedback from all groups, the class decided on the best two from each group. These were then used to structure an enquiry into the causes of the Second World War.

Evaluation

Feedback from the pupils indicated that they felt their prior knowledge and understanding of topics was being acknowledged, developed further and used to inform teacher planning. Follow-up interviews with pupils had revealed that pupils enjoyed the activities. They felt as if they had some control over the teaching and learning and how their progress was being assessed. They also tended to see 'testing' less as something designed to 'trip them up' and more as part of the learning process. The department decided this would be a useful process to extend across the key stage. They could also see its application for informing revision priorities for pupils and teachers at Key Stage 4 and Key Stage 5.

The traffic lighting activity in Year 8 was seen as a particularly useful tool in targeting support and making more informed use of additional classroom support.

It was also felt that these activities had highlighted the need to prioritise Key Stage 2/3 transfer in the department development plan.

Overall, the department felt the strategies were extremely useful in helping pupils to improve the quality of their work.

Task 5C

Select a subject-specific task or activity that enables pupils to evaluate their own performance.

Agree the criteria for assessment with pupils, the principles for how they should assess and, initially, model how you would expect them to do it.

Observe them assessing their work, and provide feedback on how well they did and how they might improve in the future.

If peer and self assessment is well established, arrange to interview a small group of pupils to determine their response to those strategies (handout 5.4 in the generic unit, see appendix 5A.1) and how they help them to learn more effectively.

Context

The history department in School A felt that significant progress had been made in developing pupil peer assessment in Years 7 and 8 (see Tasks 5A and 5B). They were keen to build on the progress they had made through the strategies outlined for Year 9 in Task 5B by focusing more intensively on pupil self assessment.

Process

All Year 9 pupils were required to produce a written explanation of the causes of the Second World War. This was a key piece of work and therefore it was decided that this would be an appropriate focus for pupil self assessment. The department agreed the learning objective and the success criteria linked to it, both of which were to be shared with the pupils before they began their work. The criteria took the form of a 'success ladder', which could be understood by the pupils and would form the basis of their self assessment.

The **learning objective** for the lesson was to:

- analyse and explain the causes of the Second World War.

The 'success ladder' made the learning goals explicit so that all pupils knew what they were working towards.

- ✓ I can **describe one** of the causes of the Second World War.
- ✓ I can **describe more than one** cause of the Second World War.
- ✓ I can **explain** more than one cause of the Second World War.
- ✓ I can show how the causes of the war can be **sorted** into short term and long term.
- ✓ I can show how some of the causes of the war are **connected** to each other.
- ✓ I can reach a **conclusion** that explains why I think some of the causes are more important than others.

Having completed the written explanation of the causes of the Second World War, the process of self assessment was modelled by the teacher. This allowed the pupils to see and hear the self assessment process. The work of a previous Year 9 pupil was used for this.

When carrying out their self assessment, pupils received the following guidance.

1 Identify where you are on the success ladder.

- Highlight the description(s) that you think most closely fits your explanation.
- Now go through your explanation and highlight evidence to support your choice.

2 Think about how you got there.

- Explain briefly how you planned your explanation before you began writing it.
- When did things get tricky and what helped you get past the tricky bits?

3 Go back to the success ladder.

- Look again at the success ladder and decide what you would need to do to move further on.
- Add one or two sentences to your explanation that would help to move it on, e.g. if you did not include a conclusion, write the opening line of a concluding paragraph.

4 Think ahead.

- Think about what you will do differently next time you have to analyse and explain the causes of an event.
- Identify up to three targets for improvement.

The department were also aware that in terms of organisation and communication, pupils were not given adequate opportunity to communicate their knowledge and understanding using spoken language. They had made some use of oral frames following department development work based on the *Literacy in history* training module on speaking and listening. Building on this, they developed a framework to support pupils in putting together a spoken evaluation of their work. Pupils could choose to produce a spoken or written evaluation. The framework is set out in **appendix 5C.1**.

Evaluation

As far as possible, members of the department team-taught their Year 9 groups to allow observation of pupils assessing their own work. Pupils were given feedback on how well they had done this. A large number of pupils had opted to do a spoken evaluation of their work and, as far as possible, they were encouraged to do this in pairs, with the 'listener' providing feedback. It was felt that a number of pupils would have benefited from a bank of connectives (as described in the *Literacy across the curriculum* module *Writing style*) to be used alongside the framework to encourage pupils to extend their ideas further.

In some groups, teachers were able to carry out pupil interviews to ask them how they thought the self assessment had helped them to learn more effectively. In general, the responses were very positive. Pupils found the self assessment very demanding but worthwhile. They found the modelling by the teacher particularly useful. Pupil responses were collated and fed back to the department. The next stage for the department was to ensure mechanisms whereby pupils could refer back to this process and use the personal targets they had set to inform future work on causation.

Handout 5.4 – Strategies for peer and self assessment

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
<p>1 Encourage pupils to listen to pupils' responses to questions and presentations made in class and to ask questions on points that they do not understand.</p>	<ul style="list-style-type: none"> • Pupils think about what they have not understood • Pupils publicly acknowledge that they can, and want to, learn from each other • Promotes the idea of collaborative working – 'many brains better than just one' • Can help establish 'working together' protocols 	<ul style="list-style-type: none"> • Have whole-class discussion, making conjectures about comparison of data displayed in two pie charts. Pupils respond using whiteboards followed by episodes during which successive pupils add to or refute explanations. • Pupils research different alternative energy resources and make short presentations to the rest of the class about how each one works and its advantages and disadvantages. The teacher acts as chair and takes questions from the rest of the class, feeding them to an appropriate pupil on the presentation team.
<p>2 Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.</p>	<ul style="list-style-type: none"> • Pupils see what success looks like and explicitly identify the features that make for a good piece of work • Helps moderate shared understanding of standards • Sets benchmarks for target setting 	<ul style="list-style-type: none"> • Pupils are given some solutions to a problem and asked to evaluate the efficiency of the strategies chosen, to identify errors and make suggestions for improvement. • Pupils are given some background and results from a particular scientific enquiry and a set of results. Before writing their conclusion of the enquiry, pupils are shown examples written by other pupils and discuss which is the better conclusion and why. • The teacher uses a piece of work that is not perfect but is about the standard that the pupils might achieve. Pupils work in groups, using the criteria to agree the level.
<p>3 Ask pupils to use the expected outcome to comment on strengths of each other's work and to identify areas for improvement.</p>	<ul style="list-style-type: none"> • Pupils identify their own strengths and areas for development • Pupils are sometimes more receptive to constructive criticism from peers than from the teacher • Helps moderate shared understanding of standards 	<ul style="list-style-type: none"> • The whole class evaluate and revise an anonymous written draft explanation interpreting the data given in a graph or chart. Pupils then work in pairs and fours to draft, evaluate and jointly revise similar explanations for other charts.
<p>4 Ask pupils to 'mark' each other's work but without giving them the answers. Instead, ask them to find the correct answers from available resources.</p>	<ul style="list-style-type: none"> • Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods') • Helps pupils recognise a range of alternative appropriate responses • Promotes research and independent learning 	<ul style="list-style-type: none"> • Pupils share their conclusions to an enquiry and discuss what might improve each other's work.

Strategies for peer or self assessment	Key benefit(s)	Example of how and where it could be used in a lesson
<p>5 Ask pupils to write their own questions on a topic to match the expected learning outcomes and, in addition, provide answers to others' questions.</p>	<ul style="list-style-type: none"> Helps pupils distinguish between learning objectives and learning outcomes (and how to 'come up with the goods') Helps pupils recognise a range of alternative appropriate responses 	<ul style="list-style-type: none"> At the end of a topic of work, the class generates its own end of topic 'test', with mark scheme using the expected outcomes for that topic and their own books and textbooks as a resource.
<p>6 Ask pupils in groups to write five questions and, following whole-class discussion, identify the best two from each group (to generate 10–12 questions, e.g. for homework).</p>	<ul style="list-style-type: none"> Pupils gain confidence as they create their own questions and answers Helps pupils recognise a range of alternative appropriate responses 	<ul style="list-style-type: none"> A 'checking progress activity' is provided at the end of an important section of work within a topic.
<p>7 Ask pupils to analyse mark schemes and devise their own for a specified task.</p>	<ul style="list-style-type: none"> Pupils are able to reflect on what the key aspects or ideas in a unit of work or task are, and refine their own interpretations of requirements and possible pitfalls Helps pupils recognise a range of alternative appropriate responses 	<ul style="list-style-type: none"> The whole class evaluate short responses to the 'explain' part of a test question interpreting the data given in a graph or chart. Pupils make a judgement as to which responses would gain the mark in the test. The teacher sets homework, then asks the class what the success criteria will be. Following completion, the work is peer-marked. The teacher constructs an exemplar copy of each topic test with model answers and shows this to pupils when returning their test papers, allowing time for pupils to compare their answers to the model ones.
<p>8 Ask pupils to decide whether they think an answer is reasonable, whether they can add to the answer, or whether they would have given another answer.</p>	<ul style="list-style-type: none"> Pupils can evaluate the validity of statements and generalisations and discuss common mistakes and misconceptions Helps moderate shared understanding of standards 	<ul style="list-style-type: none"> Pupils discuss the validity of general statements, and whether they are sometimes, always or never true, e.g. <i>multiplication makes numbers bigger, or if a square and a rectangle have the same perimeter, the square has the greater area, or $2n - 3 = 3 - 2n$.</i> Pupils are shown anonymous answers to particular test and exam questions and asked to improve or expand on the answer given.
<p>9 Encourage pupils to develop assessment criteria for periodic assessment tasks.</p>	<ul style="list-style-type: none"> Helps pupils focus on what they need to produce or demonstrate to have their achievement recognised 	<ul style="list-style-type: none"> As an extension to a starting point activity in a new topic, having found out what pupils already know, ask them to speculate about what they think they might need to learn about next.
<p>10 Ask pupils for their level of confidence with a particular piece of work.</p>	<ul style="list-style-type: none"> Pupils can identify productive areas on which to focus their efforts and develop mastery of particular concepts and skills 	<ul style="list-style-type: none"> The teacher asks pupils to 'traffic light' concepts for a particular piece of work. Green is 'happy'; amber is 'not quite sure'; and red is 'very unsure'. Greens can then support ambers and reds. Many red marks mean more in-depth teaching is required.

Peer assessment exercise

WHAT WAS THE TASK?

To produce an essay entitled: 'Were the Romans brutal or civilised?'

WHAT INFORMATION WAS PROVIDED?

The pupil had studied a number of pieces of written evidence about Roman history. She had also watched the film *Ben-Hur*.

WHAT ARE YOU LOOKING FOR IN THIS PIECE OF WORK?

- How well she has organised her ideas.
- How clearly she has communicated her ideas.
- What use she has made of evidence to back up these ideas.
- How far she has used appropriate terms about the Romans.
- Whether she has reached a judgement on whether the Romans were brutal or civilised.

GETTING STARTED

- 1 Read the title of the essay again.
- 2 Read right through the essay to get the general picture of the ideas being put forward.
- 3 Now work in pairs to annotate the essay in the following way.
 - Read the opening sentence; in the box, say what the purpose of this sentence is.
 - Now read the opening sentence of the first paragraph. In the box, identify whether the point made is relevant to the question.
 - Read the rest of the paragraph. Use a highlighter to highlight where she has used examples from the evidence or film to back up the point she made in the first sentence.
 - Now do this for all the paragraphs.
 - In a different colour, highlight whenever the pupil has used the words 'brutal' and 'civilised'. Do you see any pattern?
 - Read the final paragraph. Does the pupil make a judgement about the Romans?

PUTTING IT TOGETHER

You now need to find a way to pull all this information together to make a judgement on this piece of work. Read through it again, keeping an eye on the title as you do. Add any extra annotation that you think will help you.

Think about the following.

- Does it include lots of her own ideas?
- Does there seem to be two sides to her argument? In other words, does she put forward the case for the Romans being civilised and brutal?
- How organised and clear has she been in putting this across?
- Is her judgement on the Romans backed up by the points she makes?

MAKE YOUR MIND UP TIME: WHICH SYMBOL?

In the box at the bottom of the piece of work you need to indicate which symbol you think the work falls into. Is it a club, heart or diamond? You MUST give reasons for your choice and include comments and examples from the essay. Read ALL the descriptions before you decide. Remember to choose the one that most closely fits the piece of work.



Some of this essay is put together in a sensible order. It shows that the pupil has put some thought into how they structure their work. It includes some appropriate words about the Romans, e.g. 'brutal', 'civilised' and 'slavery'.



This essay is put together in a sensible way. It shows that the pupil has thought through how they structure their work to make sure they are answering the question. They have chosen information to back up their ideas. It includes appropriate words about the Romans.



This essay is put together in a well-structured way, which makes sure the question is being answered. Evidence has been carefully chosen and put together. The judgement or conclusion reached is well developed, in that it weighs up the evidence.

YOUR FINAL TASK

Give this pupil up to three targets for improvement of her work. Look back at the 'What are you looking for ...?' section and the level descriptions to help you.

A Year 7 pupil's first attempt at peer assessment

She says that the Romans are both brutal and civilised.

She is going to prove what she believes

Proving that the Romans are brutal

Disgusting (spelling)

A point of brutal

Saying what she thinks

More evidence on brutal

Evidence that the Romans were civilised

Which symbol?

I believe that the romans were brutal and civilised.

My evidence is as follows.

I have studied the Roman Amphitheatre, which, in my opinion shows that the romans were brutal. The reason for this is; what sort of bloodthirsty person would want to watch two people kill each other in an unfair fight to the death. Also, men are matched against animals and were usually mangled by them. Then, the audience would vote for them to be killed or not.

I have also studied the Roman Circus, which, in my opinion, shows that Romans were brutal. The reason for this is; in Ben Hur we saw that they raced chariots in the circus, at great speed, but if a rider fell off, they would try to take them off the field, but usually they would be trod under by horses and the chariot wheels. I think that is discusting.

Apart from the chariot race in Ben Hur, the film also told me about how the Romans took over peoples land and property, how they treated their slaves, how they treated people with leprosy, and how they treated Jesus.

The Romans were scared of Jesus because they didn't know what he was, so they killed him. Some people treated their slaves fairly, but some were horrible to them. If a Roman could find someone guilty of a crime they'd send them out of their home and take their land and property.

Overall the film showed me that the Romans were brutal.

Written sources on slavery and I dissaagry with the way slavery was shown in Ben Hur because the Romans treated the slaves by putting chains on their feet and making them work until they die.

Written evidence also shows that Romans treated their wives badly because they treated them like possotions.

Evidence to show that Romans were civilised includes toilets and aquaducts because aquaducts passes water to Roman baths and toilets. The Romans were civilised because they thought of hygyne.

In conclusion, therefore, I would like to say that the Romans were brutal and civilised.

Brutal is in the first part of the piece and civilised is in the bottom part

It's not relevant. It doesn't say anything about whether the Romans were brutal or civilised.

Spelling
no e
disagree
possessions
hygiene
civilised

Her conclusion
Her answer to the question

Comments and example: Well set up. She put brutal first, then civilised then at the end the conclusion. Chosen evidence well.

Targets: Build up the conclusion. Needs to weigh up evidence. She has put more evidence on brutal than civilised. Maybe a title.

KWL table

Date KNOW ALREADY	Date WANT TO KNOW	Date HAVE LEARNED
1 We know that Henry VIII was good looking when he was young and that he had an older brother called Arther. His dad was Henry VII. He wrote 'Greensleeves'.	What happened to his brother? Why wasn't he king?	
2 Henry had six wives. Some of them had their head chopped off. Ann Bolin had six fingers. He had some children – Elisabeth, Mary and a boy.	Why did he have so many wives?	
3 He was married to Catherine for a long time. She was his first wife. She had a daughter. We think she was from Spain. Catherine didn't want a divorce. He wanted a son.	Why did he divorce Catherine? Why did he want a son so much?	
4 We know Henry fell out with the Pope because he wanted a divorce and he made himself head of the church.	What did the Pope have to do with Henry's divorce?	

A framework for spoken evaluation of my work on the causes of the Second World War		
Name:		Date:
Focus	Subject	Prompt
Where am I now?	Where I am on the success ladder?	In my explanation of the causes of the Second World War, I ...
	Evidence from my work to back this up.	Evidence I have to back this up is ... (I have written about short- and long-term causes)
How did I get there?	How I planned my explanation.	When I was planning my work, I firstly ... After that ... From that point ...
	Aspects of the work I found difficult.	Probably the part of explaining the war I found most difficult was ...
	How I worked through the problems.	I found it difficult because ... To help me get over this problem I ... This helped me because ...
How will I move my work on?	Thinking about the next step on the success ladder.	My next step on the ladder is ... To reach the next step I will need to ...
	Identifying things I will do differently next time I have to analyse and explain the causes of an event.	In this way I will be able to ... In the light of this my targets for improvement are ...
	Thinking of targets for improvement.	