

Bradwell Village Middle School Self and Paired-Evaluation Inquiry

Who is involved? How many pupils?

There are two main members of staff who are involved in this inquiry, Katy Gillam (SIG Co-ordinator) and Fiona James, with support from Kim Fraser and Gurpreet Sidhu. This has involved the pupils in each member's Literacy group, across all the year groups in the school, approximately 90 pupils.

Where is the inquiry being promoted?

The inquiry findings about self-evaluation and paired-evaluation were shared with staff at the beginning of January 2005 and subsequent findings with regard to paired evaluation have been shared with the SIG group and PSLN SIG Co-ordinators. Previous findings about self-evaluation have been shared locally at a Milton Keynes LEA course about assessment, nationally at the BERA conference in Manchester and internationally at ICEIS conference in Barcelona.

What are the pupils doing?

The self-evaluation findings show that most pupils are able to give an appropriate definition about self-evaluation and are using self-evaluation techniques such as 'Give me 5,' 'Traffic Lights' and 'Write your own TA.' Self-evaluation techniques are used by pupils across the curriculum but mostly in Literacy and Numeracy lessons. These techniques are used by nearly two thirds of pupils at least once a week. For more than half this can range from every lesson to two to three times a week. However, for most Year 4 and 5 pupils knowing that they have achieved the learning objective still depends on the teacher. In contrast, for all Year 6 and 7 pupils, it is when they themselves think that **they** have achieved the learning objective. This is an improvement on previous data about self-evaluation skills, where only a few Year 7 pupils were saying that **they** knew when they had achieved the learning objective.

Following the initial findings about paired-evaluation, pupils have been working in friendship pairs within two Literacy groups. Feedback from this friendship pairing has been positive with pupils saying; they have enjoyed working in pairs and that their learning has improved. They have also said that most contribute equally to the partnership and that nearly half preferred their friend to evaluate their work rather than themselves or the teacher. Over 80% said that they would want to be paired with a

friend and this was an increase of over 10% in the same question in the initial questionnaire.

How is this changing the teaching and learning relationships in classroom?

Some pupils in Year 4 and Year 5 and all pupils 6 and Year 7 are comfortable evaluating their own work.

Pupils are enthusiastic about working in pairs and feel that their learning has improved. As teachers one has been surprised about how motivated the pupils have been particularly boys with limited concentration skills. The quality of their work has improved as well as their self evaluation skills. There has been a positive atmosphere towards their work within the literacy group and pupils are very keen to share their work with the rest of the class.

How is this changing the management and decision making processes in school?

All members of the SIG are comfortable with pupils using self-evaluation techniques. A survey of other members of staff needs to be carried out to see if these techniques are being used. One's feeling is that they are, but there is a need for evidence, and also that new members of staff are made aware of the self-evaluation techniques used in school.

This is changing the management and decision making processes within the classroom by allowing the pupils to be partnered with whom they want. Pupils made this request in the initial questionnaire and this has been taken seriously by teaching staff and implemented within the classroom. What pupils think about their learning is being taken seriously.

Examples of change

Quotes from pupils about Self-Evaluation Skills

Pupils' definition of self-evaluation:

Year 4 'What you think of your own work'

Year 5 'I think self-evaluation is something that you do by yourself.'

Year 6 'Thinking about how you've done and how you can improve.'

Year 7 'You write about your own achievements.'

Pupils' use of self-evaluation techniques:

Year 4 'Traffic Lights because it's easy to use'

Year 5 'Give me Five because it helps me think.'

Year 6 *'Give me Five because it gives a clear rating on how well you understand the work.'*

Year 7 *'Write your own TA because we have to think whether we have achieve the target or not.'*

How pupils know they have achieved the Learning Objective:

Year 4 *'Because I will have written a good piece of writing and I will understand the LO.'*

Year 5 *'Because I understand.'*

Year 6 *'I compare my work to the success criteria.'*

Year 7 *'I know I have achieved the learning objective because I look at the success criteria.'*

Quotes from pupils about working in pairs

Reason why pupils like working in pairs:

Year 4 *'I like working on the improvements they give me'*

Year 4 *'Your partner can help if you are stuck.'*

Year 7 *'You can have discussions about the work.'*

Year 7 *'I feel more confident and get the work done more quickly.'*

How working in pairs has helped pupil's learning:

Year 4 *'They often come up with ideas I wouldn't think of'*

Year 4 *'He tells me how to improve my work.'*

Year 7 *'It has taught me new things.'*

Year 7 *'They help to explain things.'*

Who pupils want their work to be evaluated by:

Year 4 *'A friend because they can tell you the mistakes you make.'*

Year 7 *'A friend because he can explain and I will understand.'*

Year 7 *'One's self because your teacher and friend do not know if you think you have meet the L.O.'*

Year 7 *'A teacher because the teacher knows better than a child.'*

Who pupils would still prefer to be paired with:

Year 4 *'A friend because you can rely on a friend to tell you the truth.'*

Year 4 *'A friend because they can teach me new things.'*

Year 7 *'A friend because you have fun and do your work.'*

Year 7 *'A friend because I don't have to worry about looking like an idiot.'*

Our future plans

A survey of other members of staff with regard to self-evaluation techniques, to ensure that new members of staff are familiar with self-evaluation techniques.

Interviews with pupils about the impact of paired-evaluation on their motivation, concentration and learning. Following this, an opportunity for pupils to interview their peers in their Literacy group about the impact of paired-evaluation. Following this a wider survey with pupils about issues that come out of the interviews.