Assessment

How are children involved in evaluating their learning?

- Helping to generate the success criteria for an activity. (Success Criteria are statements about how to make work fantastic. Eg. I can use adjectives.
- Discussing models of good work.
- Reviewing learning at different parts of the lesson in relation to the success criteria.
- Marking their own work using a code to identify what was good / how they could improve. (Children always use a green pen!)
- Discussing their achievements with their carpet Buddy to encourage peer assessment.
- Using “Thinking Hats” to evaluate their learning in the plenary. (See “Thinking Hats”)
- Using “Two Stars and a Wish” to evaluate pieces of recorded work.
- Identifying the skills and values which they used in an activity.
- Setting their own targets for improvement through discussion with the teacher.
- Giving feedback. Encouraging children to talk about what they enjoyed and what they want to learn.
- Using “Thinking Thumbs” to give the teacher a quick indication of their understanding prior to a task.
- Using a “Smiley Face” code to evaluate their learning at the end of a piece of recorded work.

Skills
Children are encouraged to use many skills when evaluating their learning, including:
- Listening
- Observing
- Checking
- Turn taking
- Concentrating
- Contributing
- Cooperating
- Problem Solving
- Creating
- Reading
- Reflecting

Important Values for evaluating learning
Children are encouraged to think about the values which help them to evaluate their learning. Some of the most frequently used values to this are:
- Independence
- Cooperation
- Self Belief
- Quality
- Hope
- Respect

Thinking Hats
Below are some examples of how Thinking Hats are used in evaluating our learning.

**Red** (Feelings)  Do you think the author has used adjectives effectively to describe the monster?
**White** (Facts)  Did you remember to use connectives in your writing?
**Yellow** (Good things)  What was good about your work?
**Black** (Difficulties)  What did you find difficult with your work?
**Green** (Creative)  What would you do next time to make your work even better?
**Marking Children’s Work**

All pieces of work are marked in relation to the learning objective (What we want the children to learn) and success criteria. Eg. A super story using adjectives.

Whenever possible, work is marked with the children in order to provide immediate feedback. Discussion with a child about how to improve their work may be recorded by writing a short comment inside a “Think cloud” at the end of the piece of work.

All pieces of work are dated and a code is used to show how the child managed to complete the task. Eg. “U” indicates that the child completed the task unaided. (See “Marking Code”)

Children are encouraged to use green markings (squiggles or double ticks) to identify their inclusion of the success criteria. Eg. In writing a story in which the success criteria was to use adjectives and connectives, the children might draw squiggles underneath all the adjectives and double ticks above all the connectives they used in their work. The green squiggles and ticks therefore clearly indicate to the child what they have done well in relation to the success criteria.

**How to help at home**

Encourage children to evaluate their homework. (Use “Thinking Hats” as outlined)

Encourage children to identify the Skills and Values which they have used in an activity.

Encourage children to be reflective by talking about what they think they are good at, what they could improve or what they find difficult.

Encourage children to evaluate the work of others. Eg. After listening to a story or looking at a piece of art.

**5Rs**

**Resilient:** Tigger – Children are encouraged to keep trying, even when they find something difficult. They are encouraged to think about how they and others have tried hard with their work.

**Responsible:** Kanga – Children are encouraged to take responsibility for contributing to the marking of some pieces of work. They are also encouraged to be responsible for their actions. Eg. Sharing ideas sensibly with their buddy.

**Resourceful:** Eeyore- Children are encouraged to think about the resources they used to help them with their tasks. Eg. Using a word mat or a numberline.

**Reflective:** Owl – Children are encouraged to be reflective when evaluating their learning or when thinking about the skills and values they used in an activity.

**Reasoning:** Pooh – Children are encouraged to give their reasons for why they think a piece work is good.

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**Marking Code**

- **U** Unaided
- **SH** Some help given
- **H** Adult help given
- **P** Problems with this concept
- **O** Incorrect answers in computation are circled
- **—** Reversals in computation are underlined