Leadership	Goals	Opportunities & culture	Developing pupil skills	Metacognition	Focusing on impact	Examples of
There is a clear marking and	Pupils have a very clear	Time is given for pupils to	The teacher has a clear plan for	Pupils are developing the	The focus of peer and self-	Examples of
feedback policy which makes	understanding of what they are	reflect on their learning every	developing pupil skills of	internal dialogue of	assessment is developing life -	
explicit the importance of, and	aiming for in every lesson.	day.	reflection and peer / self-	metacognition that will help	long skills that will help pupils	
expectations for, the use of			assessment across the year.	them to become more	progress towards any goals they	
peer and self-assessment.			The skills are explicitly taught.	independent learners.	may set in their life.	
There are examples of good	There is good use of success	There is a wealth of evidence of	The teacher highlights the skills	Pupils ask themselves questions	The central purpose of peer and	
practice for peer and self-	criteria, including pupils having	pupils editing and correcting	needed for successful peer and	about the task set: e.g. What	self-assessment is to impact on	
assessment included as an	the opportunity to create their	work.	self-assessment before pupils	equipment will I need? How	pupil progress.	
appendix to the marking and	own success criteria.		undertake these aspects of	long do I think it will take? What		
feedback policy.			review.	strategy would work well for		
				this task?		
Peer and self-assessment is	Pupils regularly look at	Pupils regularly identify	The teacher shares good	Pupils monitor their work as it	The examples seen in school	
included as part of induction	examples of good quality work	strengths and areas for	examples of peer and self-	progresses : e.g. Am I on the	show peer and self-assessment	
training for all new staff.	and explore the features of that	development in their work.	assessment.	right track? Do I need to change	is meaningful and purposeful. It	
	work.		The teacher models the	strategy? Which of the criteria	makes a genuine contribution to	
			processes of peer and self-	have I met? Do I need to speed	learning.	
			assessment.	up? Do I need to re-read that		
				last paragraph?		
Training is provided for both	Pupils know what their next	Pupils use drafting and re-	The teacher provides	Pupils reflect on the outcomes:	There is evidence of peer and	
teachers and TAs for how they	steps in learning are.	drafting to improve the quality	scaffolding, examples and	E.g. Did I meet the success	self-assessment in every year	
can incorporate peer and self-		of work on a regular basis.	checklists etc to give structure	criteria? How could the product	group.	
assessment successfully into the		There are examples of this	to peer and self-assessment.	be improved? What am I		
teaching programme.		process on display.		pleased with?		
Parents understand the	Pupils set SMART targets on a	Pupils regularly comment on	There is celebration of the	Pupils reflect on the process:	Teachers are skilled at selecting	
importance of peer and self-	regular basis and are involved in	each other's work.	process of editing, reviewing,	Did the strategy work? Was it	the right type, format, depth,	
assessment in the learning	conversations about their		redrafting etc.	the most effective strategy?	time allocation, etc for peer and	
process.	progress.		The teacher draws attention to	Could I have done this in a	self-assessment so that it	
			good practice of these	different way? Was I good team	matches the task and pupil (e.g.	
			processes in the classroom.	player?	matched to skills, age, abilities).	
Assemblies, reward systems,	Pupils are developing mindsets	Pupils regularly support each	The children have a clear	Pupils identify changes they	There is evidence of a	
classroom displays etc celebrate	and attitudes that see all types	other to make improvements to	understanding of what it means	would make to their approach if	differentiated approach to peer	How can / ho
the learning journey, give credit	of feedback, as well as goal	work.	to be a 'critical friend' or a	they faced a similar task in the	and self-assessment.	
for improvements, revising and	setting and reflection on the		'learning partner'.	future. They set themselves	There is evidence of an inclusive	
editing of work, drafts and final	journey, as an important part of			goals related to the learning	approach to peer and self-	
versions, progress and	learning.			processes as well as the product	assessment, e.g. removal of	
improvements etc.				produced.	barriers to allow pupils to fully	
					participate.	
There are opportunities for		There is evidence of peer and	Pupils are asked to reflect on		Peer and self-assessment grows	
children to celebrate their		self-assessment across all	their skills of peer and self-		ever more sophisticated to	
strengths, identify their areas		aspects of the curriculum,	assessment.		ensure it impacts on progress.	
for development and talk about		including wider skills such as				
their learning journey.		teamwork, talk, and problem				
		solving.				

Area	Improvements / Next steps:
Leadership:	
Goals:	
Opportunities & culture:	
Developing pupil skills:	
Metacognition:	
Focusing on impact:	
Other:	

f good practice in my school:

how am I sharing good practice: