Development of self and peer assessment skills will not necessarily fall neatly into a chronology. Some Year 1 pupils are highly reflective and can engage in sophisticated verbal peer and self-assessment, whilst some Year 6 pupils will struggle to identify how work can be improved. However, the following provides a framework that may help teachers to consider where individual pupils are currently operating and therefore how to support them move to the next level of development. Teachers should consider how they build pupil skills, what opportunities they provide to carryout peer and self-assessment, the value placed on feedback, the time given to making improvements and how to ensure it is inclusive, differentiated experience that enables all pupils to engage successful in the process.

Progression	State opinions	Can rank examples	Self-correcting and monitoring	Can use criteria to judge their own and other's work	Can identify improvements	Can provide feedback to others	Can use feedback to make improvements	Can set goals / feed forward
Early Years	Can state an opinion, e.g. I do like… I don't like…	Can start to rank examples of work from strongest to weakest.	Can check their work for missing elements – e.g. inserting an extra letter into a word, adding more detail to a picture, moving a missed object into a category	Can check work against simple criteria (e.g. a tick list identifying if criteria has been achieved or not)	Can identify simple improvements for their own work.	States feedback to others in simple or basic terms.	Can make some corrections to work based on own, peer or teacher feedback.	Can set simple targets for the future (e.g. next lesson, next piece of work, next day, next week)
Key Stage 1	Can state an opinion and give a reason. E.g. I like…because / I don't like…because	Can rank examples of work from strongest to weakest and give simple reasons / explanations as to why.	Can self-check work for mistakes, e.g. reading aloud to spot missing words, using a dictionary to check a spelling.	Can judge the extent to which a criteria has been met (e.g. by using a scale of 1 to 5, using traffic lights)	Can identify improvements a partner could make.	Can express the positives and possible improvements in a way that enables others to act on the feedback.	Uses feedback from peers and teacher to make significant improvements to work.	Can reflect on their progress in particular subjects and identify longer term goals for each half term.
Lower Key Stage 2	Has an opinion about what makes a good piece of work. Can start to identify their own success criteria.	Can rank examples of work from strongest to weakest and give comprehensive reasons.	Can check their work against the success criteria and identify missing elements, adding to or amending work as appropriate.	Can judge the extent to which criteria has been met giving examples to support their reasoning.	Can identify multiple improvements that could be made to their own and other's work.	Provides honest, clear and specific feedback that others can act on.	Carefully considers the feedback points and selects from the advice the improvements they feel would be most beneficial for their work.	Can take a 'big picture' stance enabling them to identify strengths and weaknesses in their learning across a range of subjects or 'as a learner'. They can identify SMART goals.
Upper Key Stage 2	Can create sophisticated and comprehensive success criteria to judge work against.	Can rank examples of work from strongest to weakest against a set of criteria, providing evidence of how pieces of work have met the criteria.	Engages in a range of self-checking and correction strategies, utilising success criteria and examples of good work to hone their own pieces.	Can use complex criteria to judge work against, making accurate assessments as to the quality of work. They are able to give examples from the work to support their judgements.	Can identify the most important improvements from a range of possibilities.	Provides honest, clear and specific feedback along with examples and support for aiding their partner to make the improvements. The feedback they provide enables others to make progress.	Asks questions of those providing feedback to clarify. Values feedback from others and uses it to aid their progress in a variety of ways. Makes significant improvements to work through reflection and use of feedback.	Reflects on the learning process as well as the outcome. E.g. Can evaluate the strategy / approach used for a task and see how they could make changes for the next time they tackle a similar piece of work. They use SMART goals to develop themselves as learners and raise attainment in specific subjects.