

Name: Charlotte Coffey

Student number: 1702174

Assignment Title: Critically reflect on your pedagogical progress demonstrated through required elements of the Professional Learning Passport, identifying a specific area for professional development and justifying next steps for improvement.

	Target	What I have done in this assignment...
Target 1	To relate points of reflection on practice, back to the literature which informed your thinking.	In the conclusion, I have linked my reflective practice to the literature found, and stated how this literature research will enhance my future practice. Always making sure to link the research to my practice.
Target 2	To explain all matter fully and consicely for the reader. Write in the consideration that she/he will be intelligent but without	I have tried to explain every point clearly and as if the reader has no experience in this particular field – including brief explanations of what

1702174

	specialist knowledge of your field of study.	assessment, self-assessment and peer-assessment is.
--	--	---

Part 1: Professional Learning Passport

Bridging 2 Reflection

Meet

Tystiolaeth / Evidence	Adfyfyrrio / Reflect
During the meet day in my network lead school, we had a presentation explained to us about what the bridging 2 was exactly about and what we had to do. We had a task off a member of staff in Cadle explaining their AFL strategies that they use in their school, and ideas of what we could write about.	This face-to-face session was beneficial as I find it hard to ask lots of questions and really engage in online sessions - I was able to ask questions, engage with peers, and just have a general chat that we haven't yet had the opportunity to do.

Test

Tystiolaeth / Evidence	Adfyfyrrio / Reflect
During the test phase, I was able to test out my chosen AFL strategies in my PTE1 year 2 class. I chose to use the no hands up policy (lollipop sticks), peer & self assessment, and using the school's marking policy.	I found using these strategies really enhanced my teaching, as well as enhanced the children's learning. The strategy that came the most naturally to me was using the lollipop sticks - it is a quick, convenient method, and it helped me learn the pupils names at first. It enables me to make sure I include all the pupils in an activity or when answering questions etc.

	The children enjoy using the peer assessment strategy as it boosts their confidence, and helps them learn to be critical and reflective practitioners. Lastly, the marking policy is just like second nature to me now - however, I particularly enjoy marking the children's work next to them - giving them verbal feedback as well as the written in their books. The children find it easier to understand verbal feedback, as they can ask questions and can reflect on their work easier.
--	---

Share

Tystiolaeth / Evidence	Adfyfrio / Reflect
The share section of this activity consisted of meeting in our lead network school and sharing back by presenting PowerPoint's to our peers - discussing the AFL strategies we have used, and discussing the pro's and con's of using each one we trialed out during our test phase.	This share activity was extremely beneficial in terms of adding to my professional learning. By listening to my peers about the strategies that they tried and tested, this inspired me to potentially try these for myself with my class. Hearing about the positive and negative aspects of all AFL strategies was beneficial as I am prepared if i do plan to use them with my pupils in the near future. Sharing my own AFL strategies that I tried out in the classroom was a great revision activity. Having to do research in terms of finding strategies that I thought would work nicely with my pupils, trying them out, reflecting on them, and creating a presentation on the strategies I used - all enabled me to get a better

1702174

	understanding of AFL strategies and I am now knowledgable in terms of knowing a wide range of them to apply to my practice in the future.
--	--

DGB/SKD

Cymhwysedd Digidol / Digital competence

Evidenced by an asset? ✓

Minecraft Education Research

During my PTE1 - the pupils regularly used Minecraft Education in their lessons/free time. Even-though I was not planning or independently delivering these lessons, I was helping the children beforehand to explain how to use the software, as well as during if any of them had any questions. I used YouTube tutorials prior to using the software, as well as asking an experienced TA for any other tips. I used these tutorials to educate myself on what buttons to press for each control, what to click to do specific commands etc. I am much more confident after practicing a handful of times in the lessons, and would be confident to teach a lesson using this software in the future.

Gwybodaeth bynciol / Subject knowledge

Evidenced by an asset? ✓

Diwali Research & Diwali Quiz

In PTE1 I was lucky enough to get the opportunity to teach my year 2 class a topic that I had never known much about before - the festival of Diwali. This interested me and I knew I would have to do my own personal research prior to teaching the topic over a handful of different lessons. I went onto the BBC website to conduct my research as I found that had a lot of information about the Diwali festival, what it is exactly, who celebrates it, why they celebrate it, etc. I also found a Diwali quiz - which I completed to

test my knowledge before teaching the topic to my class. I did this to ensure I was ready for any questions the children may have regarding the festival.

Datblygu'r Gymraeg / Welsh Language Development

Evidenced by an asset? ✓

Welsh word bank & DuoLingo App

In order to develop my Welsh Language Development in my classroom - I have used the mobile app DuoLingo daily, to keep my welsh up to date. I have also created, printed, and laminated word banks for myself to keep by my side or on my desk during lessons that I'm teaching. I also have printed and laminated some sheets given to us by our Welsh lecturer during our Welsh lectures prior to our PTE1.

Safonau/ Standards

Professional Experience Template 1: Powerpoint on the New Curriculum

Pedagogy Standard: Choose an item. Advancing: Four Purposes

What did you do and why?

As part of the second half of PTE1 - I was asked to complete a small PowerPoint presentation including a few of my own notes on the new curriculum (2022). As all of the pupils are at home learning, there is not much to prepare to fill my time so having this presentation to prepare for was a good use of my time.

Continuing professional learning:

Researching the new curriculum is vital in order for me to develop professionally, so this was a very beneficial task for me to undertake. I included sections of the aims of the new curriculum, why a new curriculum was introduced, the four purposes and the six different areas of learning (as apposed to subjects), and i also include personal notes on the curriculum.

Four purposes for learners:

During this professional research, I developed a better and more detailed understanding of the four purposes. I now am aware of why they are essential for the new curriculum, and what each purpose consists of. Knowing these purposes thoroughly will now enhance my practice in the future as I will be able to take these into consideration during my lesson preparation.

What have you learned?

Four purposes for learners:

I have learnt about the four purposes of the curriculum, why they are important and what they consist of. The four purposes are a big part of the new curriculum and it enables school's to essentially build their own curriculum.

Continuing professional learning:

As mentioned above, this experience was important in order to increase my knowledge on the new curriculum. As a future teacher in the primary sector in Wales, it is vital that I am as knowledgeable as possible in this field. This experience links closely to my overall learning and professional development.

What next?

As a result of this experience, I intend to complete more personal research in the near future off my own back, as this has definitely enhanced my future provision and I already feel more confident when conversing about the new curriculum.

Professional Experience Template 2: AFL Strategies

Pedagogy Standard: Choose an item. Influencing: Reflection on learning

What did you do and why?

Assessment:

In my class I regularly used lollipop sticks (no hands up strategy) prior to this bridging task, however I decided to continue using this strategy as it worked well. The children tend to listen well whilst using these lollipop sticks to ask them questions, ensuring fairness as well.

The use of the school's marking system is also beneficial as acronyms are used to create a time efficient method of marking the children's books. I discussed the fact that I enjoy live marking - marking with the children - as they tend to listen more and this enables them time to reflect and better themselves for next time/lesson.

Lastly, I discussed peer & self assessing as my third AFL strategy. I tend to use self-assessment at the end of a lesson as a plenary activity - thumbs up/thumbs down, or ticking a smiley face/middle face/sad face, based on their understanding and enjoyment throughout the lesson. Peer assessment I used a couple of times during lessons - I

would hold up a piece of work completed by the pupils and ask for some peer feedback without showing my opinions on it.

Reflection on Learning:

At the end of every lesson, my class mentor would give me feedback. We would discuss if the strategies used worked, if they did not work, and how I could improve further. After I tested every strategy, I would gain feedback from my mentor and would reflect on every lesson in order to better myself, personally and professionally.

Wider reading and research findings:

During our bridging 2 task we had to complete, we had to research a range of Assessment for Learning Strategies (AFL) to test out in our PTE1 classes, and reflect on these discussing the positives and negatives of each strategy that we tried out.

What have you learned?

Assessment:

During this activity, I learnt that lots of methods I was using previously are some form of AFL, such as using mini whiteboards to assess the pupils learning on the spot, and things such as cold calling, and cold write and hot write (pupils write a recount with no help at beginning of term, and then complete a hot write after lots of support to improve on their starting piece - to see the improvements made) to assess pupil progress.

Reflection on learning:

As mentioned above, I reflected on my practice after every lesson and discussed with my class mentor and TA's as to what they think worked well and what I would not necessarily use again in the future. This has contributed massively to my development.

Wider reading and research findings:

In terms of professional learning, I researched AFL strategies prior to testing them out in order to widen and increase my knowledge on these strategies. Even though I only managed to test out a few during this phase, the other strategies that I did not get a chance to test during this period, I will definitely test out in the near future - in order to better my professional practice and to better the pupil's learning within my classes.

What next?

As mentioned above, I aim to test out some more strategies to ensure I have used a wide variety in my practice so the pupils (and myself) do not get bored of the same plenary in every lesson. The three strategies that I tested during this phase I will definitely use again in future practice as I found them all to be extremely beneficial and will be for my future teaching practice. I plan to keep learning and developing these AFL strategies in my class, leading up to my phase swap in KS2 as I am aware that some strategies that may work for FP may not work for KS2.

Professional Experience Template 3: Personal, Social and Development Lesson (20.11.20).

Pedagogy Standard: Choose an item. Refining: Assessment

What did you do and why?

Cross-curricular themes:

Lesson planned and taught on the topic of PSD with cross curricular links to the Expressive Arts. The lesson consisted of discussing different types of emotions (e.g. happy, sad, angry, embarrassed...) and getting the children to act out the different emotions using facial expressions and body language, I used lollipop sticks to ask children questions and to get volunteers to demonstrate emotions first (AFL strategy). It was explained to them that there sometimes can be a few different names for one emotion such as sad being also known as unhappy, miserable, down, glum, etc.

Involving partners in learning:

The children then told me what colours they associated with each emotion, before pairing them up and sending them off to do an activity. The activity consisted of giving each pair a different emotion, and giving them the resources they need in order to create a collage using different colours and textures. Each collage needed to clearly portray their specific emotion.

Leading colleagues, projects or programmes:

I had two TA's (one being a supply on the day) and one teacher in my class to help support me when needed, so I am in charge of organising what they do each day. During this lesson, the teacher and one of the TA's were calling children out one by one

to complete spelling tests for their spelling journals, and the other TA was helping myself support the children during the collage activity. Supporting the supply TA is an example of leadership as I had to instruct them on exactly what to do, what activities we were doing, and fill them in on any important information that they needed.

Developing new techniques:

This lesson was a new approach for me as I hadn't yet experienced a 'creative' lesson where I had let the children take their own initiative on their work. I decided to use this approach to push myself out of my comfort zone and to create a 'fun' lesson for the children to do on a Friday afternoon.

Assessment:

After 30 minutes to complete the task, the children were called to the carpet and I showed the class each collage one by one, asking for detailed peer feedback on them (AFL strategy) and asking them what emotion they think each collage represents to ensure it met the criteria/LO of the lesson. This is a prime example of peer assessing - the children loved this and couldn't compliment each other's work enough.

What have you learned?

Cross-curricular themes:

This experience was vital because it was cross curricular (PSD & Expressive Arts) and the children loved the creative aspect of discussing and displaying different emotions relating to different colours.

Involving partners in learning:

This lesson related to my development and learning as it made me understand what engages the children in my class (practical, fun, creative and engaging lessons). Letting the children work in pairs (I matched them up prior to the lesson mixing LA with HA) proved successful (will use this again in the future) and letting them show their creative side worked well and they all seemed to enjoy the lesson -using different colours and textures, such as pom-poms and feathers, that they don't normally get to use on a day to day basis. The lesson definitely met the intended learning outcomes, as the children created excellent collages that clearly represented each emotion they were given.

Leading colleagues, projects or programmes:

Leading my own class of teaching staff has helped me develop personally and professionally, in terms of my confidence, social skills and not being afraid to ask for something if needed. More structure in the classroom in terms of staff then means that there will be more structure in terms of the children - if the staff are all on the same page then the children will know exactly what to do and what is expected of them. Leading the teaching staff has been especially beneficial as I feel this will only help me in the future in terms of teaching, leading a class, socialising with colleagues, and leading my own TA's one day in the near future.

Developing new techniques:

I will use what I've learnt in this lesson in all future lesson plans/lessons, I will ensure my future lessons are more practical and engaging if possible, and I will let the children explore their creativity more if possible.

Assessment:

I used lollipop sticks and peer-assessing throughout this lesson - which both worked extremely well. The lollipop stick method worked well as a behaviour management strategy also as the children were patiently (yet excitedly) waiting for their turn.

In terms of targets from this lesson; I need to develop my welsh language skills, behaviour management especially on the carpet, and researching into different plenaries.

What next?

In the future, I will definitely repeat similar lessons in the future as I feel the children really worked well together and learnt about different emotions and feelings - beneficial for all. I would however like to improve on my behaviour management skills as I sometimes do not feel 100% in control of my class - regardless of how hard I try. I need to research in this field and find some behaviour management strategies or resources that work well for me and for my class. Trial and error is key here.

In terms of developing my welsh language skills, I am currently using the DuoLingo app on my mobile phone often to improve my welsh skills, and I plan to implement more of this into my lesson plans in the near future. Finding new and exciting plenaries is another challenge I am facing, so I intend to look at online resources and materials to find some age-appropriate resources for my class and to trial these out also to find which ones work well and which ones do not.

Part 2: Critical Reflection

Introduction

This section will demonstrate a critical reflection on the topic of assessment, exploring different aspects of this, and how the overall use of assessment would contribute to my personal and professional development. Two topics will be explored in greater detail, and those will be peer assessment, and self assessment. These will be discussed critically exploring strengths and weaknesses of both methods, alongside any relevant literature. Lastly, I will also demonstrate in the conclusion, how I plan to develop my use of assessment for my future in teaching, and whether I plan to use peer or self assessments throughout, after considering the strengths and weaknesses from the literature found.

Critical Discussion of Chosen Aspect

Assessment that is *for* learning, as apposed to merely *of* learning, looks forward as well as back (Florez and Sammons, 2013). Assessment is critical to raising standards in schools, and assessment should improve learners' learning, teachers' teaching and parents' understanding (GOV, 2017). Assessment in education occurs for formative and summative purposes (Wong, 2017), and as mentioned by Black (1997) and Wiliam (2008), assessment is used to motivate and improve future performance, provide feedback, diagnose strengths and weaknesses, differentiate learning opportunities, direct student's choices and for course or career selection (Wong, 2017).

The purpose of assessment, as explained in the new curriculum for Wales (GOV, 2021) is to support individual learner progression. It discusses that the idea of assessment has

three main roles; supporting individual learners on an ongoing, day-to-day basis; identifying, capturing and reflecting on individual learner progress over time; and understanding group progress in order to reflect on practice. Assessment's prime purpose must be to provide information that can guide decisions about how best to progress pupils' learning and how to report to their parents (GOV, 2017).

Formative assessment is student-centred, it is intended to provide support and feedback to students in order for them to monitor their own progress, and also for them to identify their own strengths and weaknesses (Ashenafi, 2017). In comparison to this, Ashenafi (2017) also discusses that summative assessment is intended to measure the extent to which a student has achieved specific learning goals.

Teachers' understanding and application of assessment is sometimes referred to as 'assessment literacy' (Earle, 2019). Mertler (2004) defines assessment literacy as the ability to identify effective assessment methods, select practices that ensure dependable data is retrieved on student achievement, and communicate assessment results in a manner that involves and motivates student learning. Linking closely to this, Stiggins (1991) explains that to be assessment literate requires an understanding of the quality of the assessment in relation to student achievement, and using assessments that communicate clear, specific, and rich definitions of the achievement that is valued.

Assessment for learning (AFL) is an integral part of teaching and should be part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation, in ways that enhance ongoing learning (Klenowski, 2009). On the other hand, assessment can also

have a negative impact on student motivation for learning by creating a classroom culture which favours transmission teaching, and undervalues variety in ways of learning, and also by allowing conditions in which summative judgements permeate all teachers' assessment transactions (Gardner, 2011).

As stated by Jones (2005), it is vital that teachers develop AFL strategies in order to improve their classroom practice, contribute to the personalised learning agenda, where learners are empowered to take an active part in their own learning, and lastly, to develop the confidence of learners, for them to undertake peer and self assessment. Also stated by Jones (2005) is a list containing what teachers need to do in order to promote effective assessment practice;

- Explain the learning aims to learners and check understanding,
- Demonstrate the standards learners are required to achieve and help them recognise when they have achieved that standard,
- Give effective feedback on assessment decisions so that learners know how to improve in the future,
- Demonstrate high expectations and make it obvious to learners that they believe they can improve on their past performance,
- Provide regular opportunities for teachers and learners to reflect on the last performance and review the learners' progress,
- Develop learners' self-assessment skills, so that they can recognise what aspects of their own work need to improve.

As stated by Earle (2019), validity and reliability are both concerns when discussing assessment for learning. Validity concerns whether an assessment is actually assessing what it claims to and the extent to which it is fit for purpose (Green and Oates, 2009; as mentioned by Earle, 2019). Also, reliability concerns trust in the accuracy or consistency of an assessment (Mansell *et al.*, 2009).

The quote within the new curriculum for Wales states that the curriculum has moved too far away from child-centred education and we need to ensure that children are not purely exam driven (GOV, 2015). This would link closely to the idea of using methods such as peer and self assessment to assess progress and how to improve in the future.

Literature suggests that peer assessment and self assessment are very popular AFL strategies used in the classroom. Self and peer assessment both have a unique impact on pupils' learning which cannot be accomplished any other way (Faragher, 2014).

Florez and Sammons (2013) state that these are effective strategies for students in order to develop greater autonomy in relation to their own learning, whilst promoting their metacognition and collaborative learning skills. They also discuss some examples of these methods, which are;

- Self-marking,
- Paired marking,
- Plenary self-evaluation,
- Self-assessment journals,
- Traffic-lighting,
- Question setting,

- Comment-only marking.

Firstly, this section will discuss peer assessment, and as stated by Rotsaert *et al.* (2017) peer assessment is a strategy in which students are actively involved in the assessment process, in order for the students to reflect on the quality of peers' work and discuss how well it correlates to the criteria of the work (Strijbos and Sluijsmans, 2010). As mentioned by Colongnesi *et al.* (2020), peer assessment has been identified as an important aspect of learning (Gielen *et al.*, 2010), however, there is a lack of research available on peer assessment in primary education in particular.

As stated by Jones (2005), benefits of using peer assessment in the classroom include the learners being able to clarify their own ideas and understanding of the learning intention, and that it also helps to check individuals' understanding of the assessment criteria, and how it is to be applied to learners' work. On the other hand, Jones (2005) mentions a few shortfalls to using peer assessment; such as the learners who are performing well, will not necessarily find peer assessment activities challenging and therefore their learning will not be extended, as well as the learners being publically ranked according to their performance, which could be a serious demotivator for the less able learners in particular. Another shortfall of peer assessment, particularly amongst primary school pupils, is that some students are too young to make fully objective assessments, and they also generally rate their friends in a very generous manner (Gurlen *et al.* 2019).

There are three quality criteria that need to be met at all stages of the peer assessment process as explained by Tillema *et al.* (2011), which are; authenticity, and specifically

relating to actively engaging students in the assessment process to maintain relevance. Next is transparency, that refers to the assessment tasks being clear, understandable and doable by those being assessed. Lastly, generalisability, which refers to the extent to which the outcome of an assessment task can be generalised to a broader set or related tasks that measure the same achievement (Ashenafi, 2017).

Next, moving onto self assessment, which is defined as the 'involvement of learners in making judgements about their achievements and the outcomes of their learning' (Boud and Falchikov, 1989; as mentioned by Wride, 2017). Self assessment "involves students in thinking about the quality of their own work, rather than relying on their teacher as the sole source of evaluative judgments" (Andrade and Valtcheva, 2009; as mentioned by Wong, 2017).

Also stated by Wride (2017) is the underpinning motive of self assessment, which is when the individual student is able to gain a deeper understanding of their own needs, which can then be communicated to fellow students or the teacher.

Some benefits associated with self-assessment are that it enhances learning, prepares students for their role in participating in a democratic society, it makes students feel autonomous, it alleviates student anxiety and eases student-teacher conflict by eliminating the grading process, and it also promotes active engagement with their own learning (Leach, 2012; as mentioned by Wride, 2017).

Another benefit applies specifically to primary school children, as mentioned by Towler and Broadfoot (1992), it is crucial that students of primary school age engage in developing the skills of self assessment and personal recording, as well as learning how

to cope with the freedom and responsibility in evaluating their own achievements (Munby, 2989). Thus demonstrating how important it is for pupils in the primary school to develop skills such as self assessment and self evaluation, in order to start thinking critically to progress naturally into secondary school level. This point links closely to the section in the new Curriculum for Wales (GOV, 2021) that states that learners should be supported and encouraged to reflect on their learning journey and develop responsibility for their own learning over time.

In comparison to this, some barriers for using self assessment as a method would be that some students are reluctant to self-assess, some students do not feel benefits in doing so, some students can be too harsh on themselves or can be uncomfortable with this responsibility, and some expect and prefer to be assessed by experts and see it as the teachers' responsibility (Leach, 2012; as mentioned by Wride, 2017).

Conclusion

To conclude this essay, I have found some true strengths and advantages of using peer assessment and self assessment as AFL strategies, and as a result of this, I plan to actively include these methods in my future practice in the classroom when planning my lessons. In terms of the literature review, there was a very limited amount of literature discussing this topic in terms of relating it to primary school pupils, however other literature found was still relevant. The impact that assessment can have on students can be either positive or negative, and this depends on the type of teacher and the type of learner (Gardner, 2011).

In terms of personal practice in regard to this topic, I have previously used the peer assessment method in my year 2 class, and as this was new to the learners, they did not fully engage in this method. However, in my future Key Stage 2 practice I will try to include more peer assessing methods to see how this works, as the children will be older and should be able to think more critically. In terms of self assessment, I have also used this in my year 2 class, through using methods such as the traffic light system and two stars and a wish; these worked well however I noticed some pupils who struggled throughout the lesson would colour in a green smiley face, and vice versa; thus demonstrating that these methods may not be efficient in Foundation Phase as the pupils may not always be completely honest. As mentioned previously, these two methods are essential for primary school learners as it eases them into thinking critically and being more evaluative, and slowly helping them transition into secondary school level.

Reference List

- Ashenafi, M., M. (2017) Peer-assessment in higher education – twenty-first century practices, challenges and the way forward. *Assessment and evaluation in higher education*, 42 (2).
- Black, P. (1997) *Testing: friend or foe?: Theory and practice of assessment and testing (Master classes in education)*. London: Falmer Press.
- Boud, D., Faslchikov, N. (1989) Qualitative studies of student self-assessment and peer assessment. *Higher Education*, 18 (5).
- Colognesi, S., Vassart, C., Blondeau, B., and Coertjens, L. (2020) Formative peer assessment to enhance primary school pupils' oral skills: Comparison of written feedback without discussion or oral feedback during a discussion. *Studies in educational evaluation*, 67, p.100917.
- Earle, S., (2019) *Assessment in the Primary Classroom: Principles and Practice*. SAGE Publications.
- Faragher, S. (2014) *Understanding Assessment in Primary Education*. Sage Publications.
- Florez, M. T. And Sammons, P., (2013) *Assessment for learning: effects and impact*. CfBT Education Trust. University of Oxford. Available at: <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a6d6203-ec49-4d33-9c5d-42c188184807.pdf> (Accessed: 22.02.21).
- Gardner, J. (2011) *Assessment and Learning*. SAGE. (2).
- Gielen, F., Dochy, F., Onghena, P., (2011) *An inventory of peer assessment diversity*. *Assessment and Evaluation in Higher Education*, 36 (2).

- GOV (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. A report on responses to the Great Debate. Wavehill Ltd. Available at: <https://gov.wales/sites/default/files/publications/2018-03/a-report-on-responses-to-the-great-debate.pdf> (Accessed: 01.03.21).
- GOV (2017) *Written Statement – Assessment for Learning*. Kirsty Williams, Cabinet Secretary for Education. Available at: <https://gov.wales/written-statement-assessment-learning> (Accessed: 06.03.21).
- GOV (2021) *Supporting learner progression: assessment guidance*. Curriculum for Wales. Hwb Cymru. Available at: <https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance#the-purpose-of-assessment> (Accessed: 27.02.21).
- Green, S., and Oates, T. (2009) *Considering the alternatives to national assessment arrangements in England: possibilities and opportunities*. Educational Research, 51(2).
- Gurlen, E., Boztunc Ozturk, N., and Eminoglu, E. (2019) Investigation of the Reliability of Teachers, Self and Peer Assessments at Primary School Level with Generalizability Theory. *Eğitimde ve psikolojide ölçme ve değerlendirme dergisi*, 10(4).
- Jones, C. (2005) *Assessment for Learning*. LSDA. Newnorth Ltd. Available at: <https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf> (Accessed: 04.03.21).
- Klenowski, V. (2009) *Assessment for learning revisited: An Asia-Pacific perspective*. *Assessment in Education: Principles, Policy & Practice* 16 (3).

- Macken, S., MacPhail, A., and Calderon, A. (2020) Exploring primary pre-service teachers' use of 'assessment for learning' while teaching primary physical education during school placement. Routledge: Taylor & Francis Group.
- Mansell, W., James, M., and the Assessment Reform Group (2009) *Assessment in Schools: Fit for Purpose?* London: Teaching and Learning Research Programme.
- Merler, C. A. (2004) Secondary Teachers' Assessment Literacy: Does classroom experience make a difference? American Secondary Education.
- Munby, S. (1989) Assessing and Recording Achievement. Blackwell Educational.
- Rotsaert, T., Panadero, E., Schellens, T. (2017) Autonomy as an instructional scaffold in peer assessment: its effects on peer feedback quality and evolution in students' perceptions about peer assessment skills. Portugal and Springer Science & Business Media B.V.
- Stiggins, R. J. (1991) Assessment Literacy. Phi Delta Kappan. March.
- Strijbos, J. W., and Sluijsmans, D. (2010) Unravelling peer assessment: methodological, functional and conceptual developments. Learning and Instruction, 20.
- Tillema, H., Leenknecht, M., and Segers, M. (2011) Assessing Assessment Quality: Criteria for Quality Assurance in Design of (Peer) Assessment for Learning – A Review of Research Studies. Studies in Educational Evaluation 37 (1).
- Towler, L. And Broadfoot, P., (1992) Self-assessment in the primary school. Educational Review. 44 (2).

- Wiliam, D. (2008) Quality in assessment. In S. Swaffield (Ed.). Unlocking assessment: Understanding for reflection and application. Abingdon: Routledge.
- Wong, H., M. (2017) Implementing self-assessment in Singapore primary schools: effects on students' perceptions of self-assessment. Pedagogues. Mahwah, N.J. 12 (4).
- Wride, M., (2017) Guide to Self-Assessment. Academic Practice, University of Dublin Trinity College. Available at:
<https://www.tcd.ie/CAPSL/assets/pdf/Academic%20Practice%20Resources/Guide%20to%20Student%20Self%20Assessment.pdf> (Accessed: 03.03.21).