

<b>Teacher Education Design Principle + code:</b>	7. Teacher education should familiarise teachers with a range of formal and informal inquiry- and creativity-based learning, teaching and assessment approaches and strategies and their use in relation to authentic problems within the areas of science and mathematics. <b>TE: CreatInqPed</b>
<b>Specific Teacher Outcome(s):</b>	7.9 Teachers should be able to use different assessment approaches and strategies and in particular those that involve children in the assessment processes, such as peer and self assessment, dialogue and feedback on progress, in the early years science and mathematics classroom.
<b>Factors linked with:</b>	<b>P: Express;</b> <b>A: Form</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom extract
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 UK (England)
<b>Case:</b>	Case 13
<b>Episode:</b>	Habitat
<b>Teacher:</b>	Ella
<b>Age Group:</b>	6-7
<b>Selected episode present in D4.4 Appendix</b>	Yes

This extract illustrates the teacher's use of peer and self assessment to support learning.

The session involved the children exploring how the colour of some animals enables them to be camouflaged in their habitat.

## Using questioning to focus on the aims of the session



At the start of the session, Ella showed the children paintings of the American artist Abbott Handerson Thayer (1849-1921) on the interactive whiteboard. Thayer painted animals that were almost completely disguised by their background.

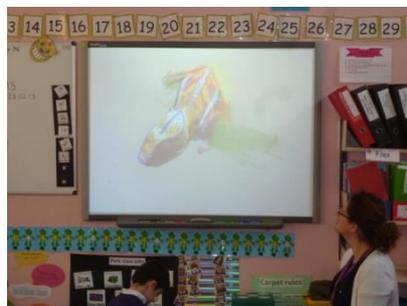
This painting is called '*Copperhead Snake on Dead Leaves*'. Ella used questioning to introduce children to the focus of the session and to encourage children to express their own views for example: '*What animal has he painted? How has he made it look camouflaged? What do you like/dislike?*'

Ella pointed out the colours the artist had used to paint the background. The children were then set the task of producing a picture of an animal camouflaged in its environment. They were asked to choose just three different colours to create the background environment and to make it hard to see the animal in the picture.

## Peer assessment using the visualiser



Half way through the lesson the teacher modelled a peer assessment strategy by selecting a child's lizard picture to show to the rest of the class using the visualiser.



She asked the children to identify the three colours used to colour in the background of the animal picture. She asked '*Were these the colours of the animal? Did these colours help hide the animal?*'

## Modelling positive feedback and identifying ways forward

During the lesson Sadik was upset as some children had criticised his picture of a black spider which he had scribbled over with a black pastel. The teacher stopped the lesson and put his picture on the visualiser. She asked the children if they could see the animal on the picture; they replied 'No'.

She asked them why they could not see the animal and the children agreed it was because the background hid it so well.

She praised Sadik for choosing the right colour but asked him how he could have improved his work. He said that he would not scribble right over the spider next time but just shade in the background.



## Final review and evaluation

Towards the end of the lesson the children stopped to view each other's pictures and, using the same questions to evaluate their drawings, assess the work of their peers.



In the discussion at the end of the lesson, the children gave their feedback to the rest of the class, making reference back to the aims of the activity.

Finally children read out a description of an animal's colouring and its habitat. The rest of the class had to suggest what the animal was and justify their answer using vocabulary used in the lesson such as:

Prey      Predator      Camouflage      Survival      Habitat

This provided the teacher with opportunities for assessing children's understanding of the role of camouflage in helping some animals to survive.



© 2014 INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>.



The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union's Seventh Framework Programme (FP7/2007-2013) for research, technological development and demonstration under grant agreement no 289081.