

# Reflection, Assessment and Feedback - Junior Primary



**Expectation:** support learner reflection about each individual's academic, social and emotional experiences. Provide clear, supportive feedback about their learning choices and achievements. Assess and reflect upon your own practice.

Examples include:

- self reflection (academic)
- self reflection (social and emotional)
- self-assessment resources
- peer-assessment resources
- staff reflection
- values reflection
- whole group and individual processes

# Self-Reflection

These resources were used at the end of a story-writing unit. Checklists with the same criteria were used as part of the formative self-assessment process, enabling students to reflect on their goal attainment as well as their overall achievement.

## Story Reflection

Name: \_\_\_\_\_

Title of Story: \_\_\_\_\_

### Positives

What are you proud of with your story?

What is your favourite part and why?

I am proud of...

My favourite part is...

because....

### Techniques

How have you made your writing interesting?

What **techniques** have you used?

*Onomatopoeia, adjectives, thoughts, senses, similes, hyperbole, and so on*

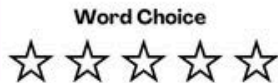
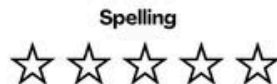
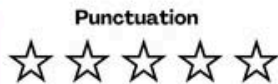
I have made my writing interesting by...

I have used....

### Readability

Rate the parts of writing.

5 stars = I am very confident  
1 star = I find this very hard



### Future You

What would you like to **learn** or **improve** next time you write a story?

Next time, I would like to...

# Teacher Feedback



## STORY FEEDBACK

Dear \_\_\_\_\_

I read your bouncy mushrooms story.

Your **characters and setting** are excellent. I love how each individual character has their own name and role, and how clearly you described the bouncy mushrooms.



Your use of **onomatopoeia** and **capital letters** adds humour and emphasis. Keep working on adding more techniques to give extra insight into the experiences of your characters.



Your **plot** is easy to follow and very detailed. I enjoyed the problem and how other unicorns came to help. It does end quite quickly.



**Congratulations** on completing such an interesting and original story.

There are multiple methods with which to provide teacher feedback to learners. While written feedback can supplement the day-to-day feedback processes of the classroom, it is not usually the most effective method for young learners.

My name:

Dancer(s) name(s):

Resource word list co-created with students to increase ownership and engagement

<b>BODY - how are the dancers moving their body?</b>	<ul style="list-style-type: none"> <li>picture movements</li> <li>flat</li> <li>smooth, graceful</li> <li>bumpy, choppy</li> <li>bendy, fluid, liquid</li> <li>repetitive</li> <li>shapes</li> </ul>
<b>ENERGY - how energetic are the dance moves?</b>	<ul style="list-style-type: none"> <li>strong</li> <li>weak</li> <li>gentle, soft</li> <li>energetic - excited and fun</li> <li>energetic - angry, sad, frustrated</li> </ul>
<b>SPACE - where are the dancers in relation to other people or things?</b>	<ul style="list-style-type: none"> <li>gaps</li> <li>lined up side to side</li> <li>lined up front and back</li> <li>alone</li> </ul>
<b>TIME - how are the dancers moving in time?</b>	<ul style="list-style-type: none"> <li>fast</li> <li>slow</li> <li>tortoise slow</li> <li>slow motion</li> <li>balanced</li> <li>unbalanced</li> <li>pattern</li> </ul>

★ I liked rolling

★ I liked the music at the start

★ I wish there was less music mission impossible

My name:

Dancer(s) name(s):

Students are already familiar with two stars and a wish routine as a verbal feedback pattern

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★ When she did the splits

★ The music

★ don't change the background

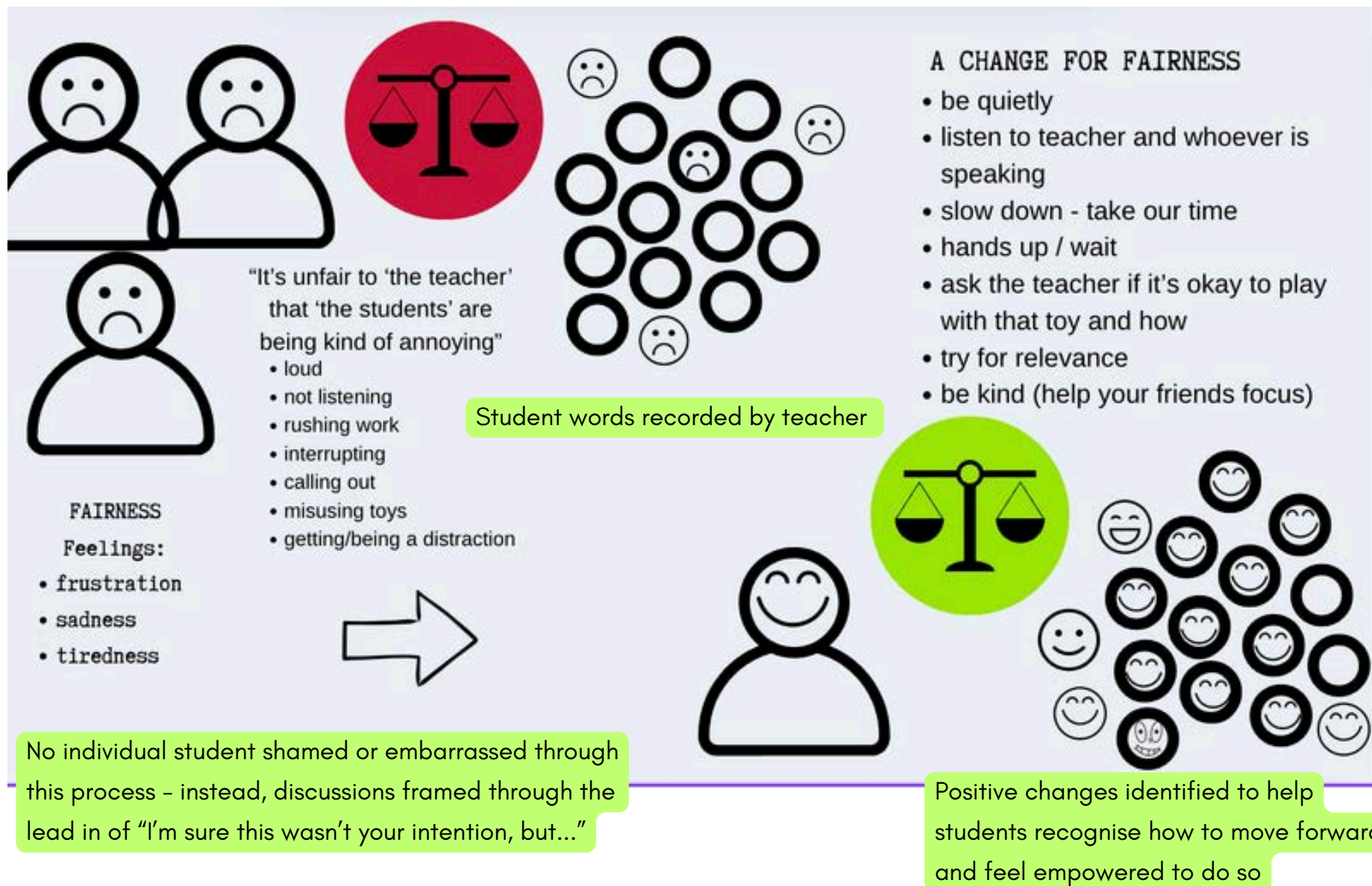
Peer Edit	Tick once checked	Comments and Suggestions
I checked to make sure there is a space after each full stop, not before.		
I read the author's piece aloud to see where to stop or pause for full stops, question marks, exclamation marks, and commas.		
Quotation marks are included when people are speaking.		
I checked for capitals at the beginning of sentences.		
I checked that the proper nouns begin with capital letters.		
There are no run-on sentences (joined with a comma, not a full stop).		
Each sentence makes sense by itself.		
I checked spelling and wrote corrections on a piece of paper.		

## Peer Assessment and Feedback

These show resources used in a Level 2-3 class to support student peer-assessment. Prior to doing peer-assessments, a supportive class culture has to be established. Students need to be taught explicitly how to give constructive criticisms and specific compliments, with a view to celebrating the collaborative efforts of the class as a community.

# Social and Emotional Reflection - Whole Group

This is an example of a graphic co-created with students during a whole-class discussion about our responsibilities as learners in a community. Supporting students to understand their impact on others is essential to creating a positive class community where students feel they have ownership and accountability towards the quality of their experiences.



# Social and Emotional Plan - Individual

At times, students need support to reflect on a pattern of behaviour, in order to develop more positive strategies moving forward. These conversations are held individually. Plans are co-created with students, with their words and ideas, to support a clear set of goals for moving forward, give the learner ownership and responsibility for the process, and provide a structured space for supporting students to recognise the various impacts and consequences of their choices.

## Action

## Outcomes

1. Yelling, shrieking, screaming ... loud anger
2. Hitting, pushing, whacking ... physical expression of anger
3. Threats, getting in someone's face ... intimidation



2. Missing out
3. Make the other person feel bad
4. The other person is less likely to understand what they've done wrong
5. The teacher is now busy dealing with you

"I thought you'd know better than this because..."

"I think you should apologise because..."

"I don't really like it because..."

1. No lecture
2. The other person is more likely to understand what they've done wrong
3. The other person apologises and actually means it
4. ### doesn't get in trouble for how she acts when angry

- walk away for five minutes (then come back and explain how you feel)
- ask an adult or older person for help

# Reflection - Individual - Mixed focus

Resource used with 2-3 learners to support individual reflection and one-on-one communication. Specific reflection activities are often needed to help learners feel comfortable to raise particular experiences. Mentor teachers can then have follow-up conversations to make any necessary plans for change.



Name:  
Mentor:

## Mid(ish) term Mentor Check in

*How true are these statements for you?*



### Joy

I am enjoying the different topics I am learning about.



### Challenge

My learning is the right amount of challenging: not **too** easy, and not **too** hard.



### Asking for help

I feel confident to ask my teacher(s) or SSO for help when I need it.



Reflection questions situate academic, social **and** emotional learning and **relationships** as important to the child's experience at school.

### Friends

I am happy and satisfied with my friendships at school.



### Organisation

I am keeping track of my things, and I can usually find what I need for my learning or play.



### Goal:

I would like...

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# Reflection - Individual - Academic focus

Resource used with 2-3 learners as part of their Student Led Conferences, where students guide parents and carers through their learning. Visuals help learners participate in reflection regardless of their comfort with writing.

## Thinking about challenge.

Rate your level of challenge - use a circle or draw to mark the right place on each scale

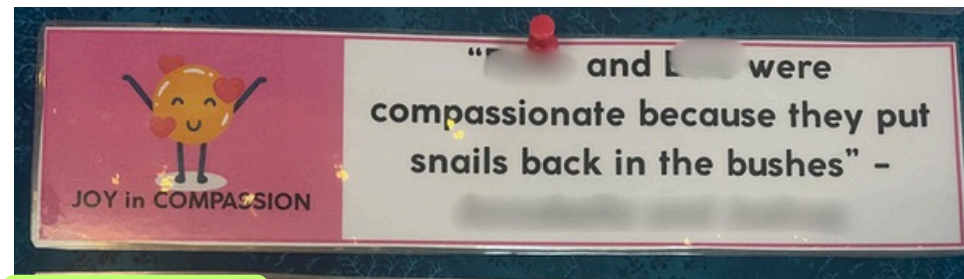
Subject	not challenging enough	the right level of challenge	too challenging
 <b>Maths</b>			
 <b>Health and PE</b>			
 <b>English</b>			
 <b>Dance</b>			
 <b>Science</b>			
 <b>Dig Tech</b>			
 <b>Community</b>			
 <b>Auslan</b>			

# Reflection - Shared - School Values

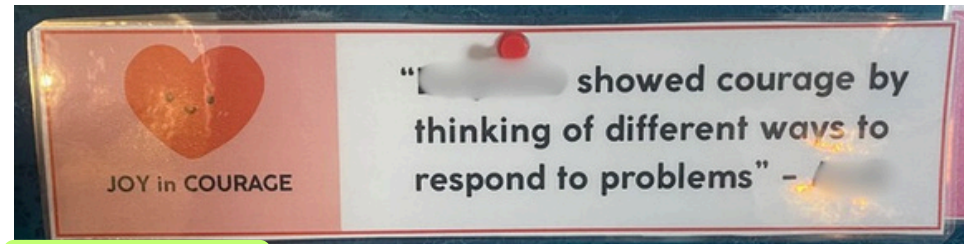
Students and staff from R-3 have begun spending the last fifteen minutes of the week reflecting on when they have seen the school values in action. This routine helps the students develop their understanding of how to act in ways which align with our values, and contributes to our value of connection. Students and staff alike can use this as a vehicle for celebrating the achievements and contributions of others. While reflection is essential for restorative practice after conflict or challenge, it is equally important to support learners to reflect on positive experiences and actions.



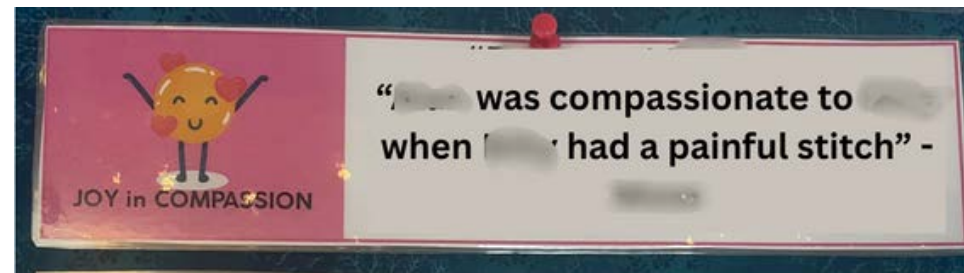
Wall display grows each week across the term.



Student to student



Teacher to student



Student to teacher

# Staff Reflection

Staff reflection is also a critical component of the Model. Shared reflective processes are supported through our weekly Professional Learning Community meetings, which bring together staff working with learners across particular levels, and provide time for us to collaborate, set goals and review our practice. Each professional learning community agrees upon a specific goal for improving the educational experiences of their group of learners. The reflection below was from a R-4 Professional Learning Community reflection following a semester investigation into team-teaching for integrated learning.

