

	<ul style="list-style-type: none"> ▪ Students are now more positive about what their learning goals are and how to achieve these.
<p>Impact of the Project (And evidence source)</p> <ul style="list-style-type: none"> • Knowledge • Practice • Pupil/Student learning Experience • Pupil/Student Learning Outcomes (What happened as result?) 	<ul style="list-style-type: none"> ▪ Knowledge has been gained on how AFL can transform teaching and the learning experiences of students. ▪ Standards of teaching have improved as students are challenged more and are given the opportunity to be active and reflective learners. Methods of assessing students are now more challenging and stretch students' level of thinking. ▪ Students learning experiences have been transformed as they feel more positive about knowing what the learning is about and how to improve on their own mistakes. ▪ Improvements can be seen in pupils' work as levels of self - confidence develops.
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<p>Other Information</p>	

Executive Summary		
Title of the Work	A critical investigation into the use of formative assessment in particular peer and self- assessment in Geography within the Humanities Learning Area at Eastlea Community School	
Author	Antoinette Scarlett	Date of Completion (mm/yyyy) November 2009
Institutional Contextual Details E.g. Phase (Optional)		
Major Needs Identified	<ul style="list-style-type: none"> ▪ To improve my own teaching and pupils' learning by using formative assessment strategies in my everyday lessons. 	
Methods used to collect data.	<ul style="list-style-type: none"> ▪ Survey ▪ Interview ▪ Observation 	
Summary of Major Findings (Or recommendations to others)	<ul style="list-style-type: none"> ▪ While some aspects of Assessment for Learning is fully developed and practiced regularly in Geography lessons others such as peer and self- assessment are insufficiently developed. ▪ The development of Assessment for Learning in particular peer and self- assessment strategies in subject documentation had noticeable impact on both students and my self. ▪ Students perceptions of the purpose of assessment began to change. 	