

Black Box for the thin Blue line – Developing self and peer assessment in police command training

ABSTRACT

Police training is often based on short courses delivered to students where performance is measured against defined work related and sometimes “fuzzy” criteria. Black & William (1998) in the significant “Black Box” paper, and subsequent work, highlight how effective assessment and feedback contribute significantly to student learning. Police training however, often seems to rely upon teacher or instructor led learning in the role of expert. This paper will consider if police courses are focused on directed training and not supportive teaching. It will ask does self and peer assessment have a role, especially when students are faced with a high stakes, often career defining, pass/fail tests. This study will explore how effective established techniques, such as exemplars and guided feedback can be used in delivering an enhanced learning for experienced police commanders, and support both assessment of, and for, learning. The study also looks at the conditions that might support an effective feedback environment within short courses impacting directly on the operational competence of staff, their career and potential promotions. The study compares feedback literacy amongst these commanders and explores how to support them as students in becoming confident in delivering peer feedback and self-reflection. The study also considers some of the potential effects of gender, self-confidence, operational experience and the rank structure can have in the effective delivery of peer feedback in a Police specific classroom. My role as the teacher in creating a climate to allow effective self and peer assessment, and the development of “feedback literacy” Carless and Boud (2018) is also considered.

The findings will consider how to develop self and peer assessment routinely into police training. Exploring that, in an era when policing in the UK is moving to a degree based entrance basis for recruit officers, if this could contribute to a wider culture of feedback, and “authentic assessment”.

(299 words)

INTRODUCTION (300 words)

“Have you ever fired your gun up in the air and gone, ‘Aaargh!’?”

So asks PC Danny Buttermann, in Hot Fuzz, of his new Sergeant; highlighting the disconnect with the movies and the reality of policing. Commanders and operational officers involved in police firearms train long and hard in their specialist roles. It is however an area of police training where often there is little consideration, beyond the lesson plan, of assessing learning, or developing reflective practice; and instead the pass or fail threat of a career defining course is the measure of success.

In my paper I ask why, if the godfather of formative assessment Dylan Wiliam(2011 p27) says: “attention to minute by minute and day to day formative assessment is likely to have the biggest impact on student outcomes” we generally do not use it in police training. Do we in policing just ignore the tsunami of evidence from the likes of Clarke, Boud, Sadler etc? I will suggest ways of developing training to deliver a new culture and expectation of police training and trainers.

Police trainers often deliver lectures based on traditional practice but also often directed by rigid national procedures. Questioning of students and checking understanding is routinely delivered by one brave student or and incomprehensible group response. Teachers seem culturally to rely upon a “knowledge check” or summative assessment as their test of understanding. Trainers often take on the role of expert imparting knowledge and this can be supported by Sadler’s (1989) concept of “guild knowledge”.

Experienced police officers seem to have a reluctance to engage with reflection yet often claim to learn best “by doing” or “traditional simulated scenarios.” I will review my experiences to see if officers really feel they learn from simulated situations and can develop feedback literacy. I will explore if the unique work environment brings its own challenges to assessment; in terms of rank, gender or operational experience.

All too often, Policing students perceive assessment as something that is done to them rather than a process in which they engage actively. I will explore how police teachers can work hard and support police students to, as Sadler (1989 p141) states: “ students should engage openly and cooperatively in making evaluative judgments.”.

(356 words)

LITERATURE REVIEW (1000 words)

“Innovations which include strengthening the practice of formative assessment produce significant, and often substantial, learning gains.”

Paul Black & Dylan Wiliam, *Inside the Black Box* (1998 p3)

Introduction

Black & Wiliam (1998 p7) popularised the use of formative assessment in their iconic “Black Box” paper, describing it as: “all those activities undertaken by teachers , and/or by their students, which provide information to be used as feedback to **modify the teaching** and learning activities.”

Bloom’s (1956) taxonomy puts evaluation at the top of the hierarchy of cognitive skills. In 1967, Scriven proposed the use of the terms “formative” and “summative” for different evaluation styles. In his study of achievement in learning, John Hattie (2008 p12) declared that, ‘the most powerful single influence enhancing achievement is feedback;’ and with Helen Timperley noted feedback needs good initial learning saying “Feedback is what happens second’ (Hattie & Timperley 2007).

The recent Education Endowment Foundation (EEF) report indicates formative assessment is still relevant emphasising “using evidence about learning to adjust instruction to ensure that learning moves forward”. (Collin & Quigley 2021 p14)

Black & William (1998) argue that often students are “receiving classroom teaching” in a “pattern of passive reception” (p5). They also challenge the concept of “assessment for” and “assessment of learning” preferring instead “integrating assessment with learning”. Boud & Soler (2016) highlight how assessment practice is entrenched in institutions and cultures, they reference Lindberg-Sand & Olsson (2008) highlighting that trust in assessment is “difficult to achieve.”

Wiliam (2018 p52) developed his ideas in “Embedding Formative Assessment” based on 5 key strategies in Leahy, Lyon, Thompson & Wiliam (2005); the last two highlighting the importance of self and peer assessment. For Nicol (2010) how students analyse, discuss and act on feedback is as important as the quality of the feedback. Wiliam & Thompson (2017) agree saying feedback needs to contain an “implicit or explicit recipe for future action”.

Sadler (1989) makes a significant, and policing relevant, contribution proposing the concept of “guild knowledge. He proposes that, as in policing, often “teachers' conceptions of quality are, inside their heads as tacit knowledge” (p126) An impact of “guild knowledge” can be learner's dependence on the teacher for judgments about quality. Sadler adds that students have to be able to judge “doing during the doing of it”, which has clear links to Donald Schön's (2017) “Reflection in Action”

Criticism of Self and Peer Assessment

Ekecrantz (2015) challenges some of the research supporting the “Black Box” saying much is “vaguely or only indirectly related to students and learning in formal education”.

Highlighting some experiments found feedback lowered performance. Wiliam (2018) admits over the 90 year period “studies varied in quality”, and identified how students react to feedback as a key reason.

Self-assessment is often criticised due to the relative lack of expertise that learners possess. Tai & Adachi (2019 p68) propose that “students must have a good idea of what good looks like” to usefully provide feedback. Other warnings around use of self and peer assessment include Brown et al (2015) challenging validity, confidence and student wellbeing. Pressure to achieve preventing realistic peer evaluation - Brown & Wang, (2013), and Brown & Harris, (2013), warn of interpersonal relationships undermining self-assessment and peer response. In Mathews (1994), he claimed the peer evaluation was not robust to be the sole source of information, and that to be effective students needed to “be committed” to the activity.

Self-Assessment

Sadler (1989 p121) famously states:

“The indispensable conditions for improvement are that the student comes to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced during the act of production itself.”

Nicol (2010) endorses the concept of self-assessment in higher education; describing this as “a fundamental requisite” of education.

Black & William 1998 promote how students “own assessments become an object of discussion”, further promoting reflection (p6). Stating also that self-assessment “far from being a luxury it is an essential component of formative assessment.” (p10).

Developing self-assessment has benefits beyond the classroom. Carless (2013) highlights how actively seeking and engaging with assessment “promotes lifelong learners”. Wood (2018) puts this in a policing context expressing a desire to move “towards an approach that embeds learning and assessment within police practice” (p5)

Feedback can impact upon self-confidence and self-concept of students. A survey featured by Collin & Quigley (2021) identified 21% of primary and 33% of secondary teachers identified being ‘disheartened by feedback’ as a reason why pupils may not use it. Weeden et al (2002) describe the best feedback as closing the gap between desired and achieved performance whilst not feeding into existing self-perceptions. Martin (2006) argues that one method to assist students to set specific goals is the idea of “personal bests”.

Peer Assessment

The unique position of peer assessment is explored by Black et al (2004) “because students may accept criticisms of their work from one another” highlighting the use of language that students naturally use. They also encourage students to take on the “roles of teachers and examiners of others”. Boud (2000) also encourages “the capacity to evaluate evidence, appraise situations and circumstances astutely, to draw sound conclusions and act in accordance with this analysis” (p. 19); preparing students for the tasks they face throughout their lives.

William (2018) features other studies on effectiveness of peer assessment: Slavin et al (2003) “cooperative learning is one of the greatest success stories in the history of educational research” (p177). Webb (1991) found “elaborated explanations” benefitted both parties especially those giving. Students who become “conscious of what they're doing by explaining their decisions to other students also learn new strategies for solving problems” Lindemann, (1982, p. 234).

Black & William 1998 encouraged avoiding comparisons with other pupils, and found that pupils are “generally honest and reliable in assessing both themselves and one another, and can be too hard on themselves” (p9) but “they can only assess themselves when they have a sufficiently clear picture of the targets that their learning is meant to attain.”

Sadler (1998), Wiliam (2018) and Clarke (2005) suggest the use of exemplars. Sadler acknowledges a concern that students may “slavishly copy” the exemplars themselves, but states “they may learn something valuable in the process”. (p129). Wiliam (2018) also recommends an idea from Smith (2008) of “Scaffolded feedback”, via a 7 point guide (Appendix A).

In conclusion Wiliam has often summarised the role of formative assessment by comparing it to a health check being better than a post mortem. Shute (2008 p175) continues the morbid theme, but goes one step further, and engages policing interest by when she says:

“Formative feedback might be likened to “a good murder” in that effective & useful feedback depends on three things: (a) motive (the student needs it), (b) opportunity (the student receives it in time to use it), & (c) means (the student is able and willing to use it).”

(1109 words)

RESEARCH METHODOLOGY (400 words)

My research was spread out over 3 phases: An initial review of formative assessment in current practice; deployment of tactics to develop self and peer assessment; review to the planned intervention including surveys and interviews with students.

I came to the project with my lived experiences as a police officer and trainer in the use of peer and self-assessment. I checked current practice through observations on other police courses including discussion with trainers and students. These include:

- a full observation of a course in another police region
- tactical training involving operational firearms officers

- local Inspectors command training; and
- a national “high threat” commanders course

These demonstrated a number of missed opportunities for engaging students in assessment and for formatively assessing learning in action. These confirmed the historic and cultural position with Police training that formative assessment is a practice activity which at best assesses competence rather than demonstrating learning. Formative assessment is often delivered as an activity in itself and when used in high stakes pass/fail courses are really just “early warning summatives” William & Thompson (2008 p60)

To specifically explore peer assessing I used a written on line task and invited commanders to peer assess these. (Appendix B) The exercise was compulsory across command locally but the assessing was offered as an extra voluntary activity, to which 43 students responded positively. A small group did respond that “assessment was for the teachers to do”. The exercise produced a mixed range of response in terms of detail, quality and usefulness. As a result it was clear I needed to guide and support students when assessing.

I then implemented, on 2 full commanders’ courses:

- use of a range of exemplars, including strong/weak examples of written work and videos for students to assess
- a 7 point guided peer assessment sheet to emphasise key points to assess against, which also allowed scaffolding of the basic learning; and
- self-reflection logs as a requested daily activity

Students were then invited to respond to a Google survey focusing on peer and self-assessment and consider their views on its effectiveness, this elicited 16 responses from 20 invites. (Question Appendix C, Responses Appendix D) 100% of respondents felt that both the giving and receiving of feedback was either a positive or very positive learning experience. I followed this up with some structured interviews with a cross section of 4 of the students, to explore some of the ideas in the survey around self-reflection, confidence and explore how the course had impacted operational and supported the development of feedback literacy and “authentic assessment”.

(412 words)

Project Timeline

Date	Action	Comment
Oct 2020	8 day observation of my main ITFC course in another police region	In role of accrediting the teacher so lots of reflective discussion. Little

		use of effective peer assessment confirming my lived experience
Nov 2020	Initial attempt as part of scoping for all commanders to complete peer and self-assessment in response to a written exercise	45 volunteers 30 completed Time consuming for teacher to prepare, anonymise submissions and monitor. Varying degrees of detail in submissions. Needed planning from the start and with clearer guidelines for students
Dec 2020-Feb 2021	Course observation of a range of local police training including Inspectors Courses, Superintendents Course, Firearms Skills training and Counter Terrorist, Firearms Instructors	Some good examples of peer feedback but many opportunities not taken. Timescales of course a significant impact factor Inspectors course surveyed
Jan 2021	ITFC course delivered using exemplars and 7 point feedback sheets	10 students Course surveyed, and results evaluated
May 2021	ITFC course delivered using exemplars and 7 point feedback sheets – video of commander taking summative assessment used as a discussion based exemplar	10 students Course surveyed, and results evaluated
July 2021	Follow up interviews in person and over phone.	This was to get detail behind the general survey points eg confidence and self-reflection logs. Also to see how the transfer to the workplace has happened and if feedback literacy has been developed.

THE INTERVENTION (200 words)

One key early intervention was for me to use formative assessment to influence my teaching and gather evidence on gaps for whole class feedback and re-teaching. My students are all experienced police officers, but novices in firearms command, ranging from 5 to 20+ years' experience and in rank from Inspector to Superintendent. There is often a student desire for immediate perfection and within a rank based organisation not really a cultural willingness to learn from mistakes. Some students clearly did not feel "expert" enough and wanted teacher guidance. During 2 commander courses in Jan and May 2021, after being reassured by Sadler (1989) I used exemplars extensively to scaffold the learning and provide opportunities to test the students own understanding in pairs and whole class situations. I used, with permission, a recorded summative assessment and targeted

students to trial giving feedback to aspects of this performance. When guiding feedback I was inspired by Wiliam and Clarke to trial a 7 point feedback sheet this allowed me to identify the key points which could then be built upon, and changed, as learning and student experience developed. This appeared to give confidence in the effective use of peer and self-assessment during the course and beyond in operationally critical environments.

(208 words)

CASE STUDY "Nigel"

This case study gives an outline of what a Firearms Commander course involves and the research in practice.

"Nigel" is a student who has recently been promoted to Inspector, in a police force in the south of England, and is in a role now that requires him to successfully complete the Initial Tactical Firearms Commander Course. He is one of 10 officers, of various ranks, on the course which runs for 8 days (weekends off) with a final set of summative assessments on Day 7.

Nigel has around 12 years' service in a range of operational and support roles he has no firearms experience and does not use firearms recreationally. This is not unusual for course students. The case study has been put together retrospectively by review self-reflection logs and interview questions. In comparison to other students Nigel considers that self-assessment is not a particularly effective tool and he has concerns that his inexperience with firearms operations and the presence of senior ranks on the course will impact upon his ability to deliver effective feedback.

The course is based a curriculum defined by the College of Policing but the structure and delivery method is left to the professional choice of the delivery centres around the country. The final summative assessment is rigidly directed and overseen by the College of Policing. It consists of three separate simulated exercises during which the student must demonstrate practical application of the National Decision Model when managing a spontaneous firearms incident.

For the research project the lead tutor has introduced a range of changes to the course to illicit learning and start students assessing each other. These include exemplars of threat assessment and strategy documents, practical video based scenarios, exercises assessing if the criteria to deploy firearms officers is met and a 7 point feedback guide to support initial 1 to 1 assessing. Students are encouraged to complete a daily reflection log although the structure is not designated.

The tutor finds Nigel is fully engaged in class and quick to respond in "cold called" he seems comfortable to ask questions on issues which indicates he

Day 1 is an introduction to issues around the NDM it is predominantly teacher led but with opportunities to see examples of threat assessments and for students to prepare their own and compare them with a partner.

Nigel's reflection sample: "following several short exercises throughout the day it was reassuring that whilst there were differences in approach to the subjective elements of applying threat assessments from the group, I felt comfortable with my decisions/assessments and felt in line with my peers around the key elements. I had some early learning around separating out different victims, especially there potential injuries were different in nature/severity."

Development "Make an early call on: what is the threat posed and to who. Assess the threat as you see it currently, deal with what you have at current time"

Day 2 is again focussed on teaching but students are given a chance to develop a strategy and plans against exemplars.

Nigel's reflection sample: "A challenging and informative day initially embedding some of the key strands from the working strategy input and then working through some exercises testing our threat assessments and working strategies. I was generally happy with my assessments and rationales (with some clear

differences within the class and useful challenges/debates) with definite challenges around assessing threats with limited information and potentially multiple angles/victims to consider.”

Teacher Feedback “This is an amazing depth of reflection and review, thank you for it. The issue for me with different levels within the class is have you got consistency. Do your assessments match your assumptions? and if you have someone as high what are you doing about it now.

Some good identification of the more subtle points eg community impact, splitting unarmed etc.

On “reconsider if threat rises”, be careful because if the threat rises and you do not have AFOs present they may not be in a position to respond.”

The course develops into a range of self and peer assessed exercise to demonstrate application of learning.

The 7 point sheet used to guide initial exercises was not considered useful by Nigel. On follow up interview he stated this was because he was comfortable with what to look for and felt the guide was too simplistic.

A summary of his survey comments are: “Overall I enjoyed providing feedback and tried to deliver in an open and constructive manner which enabled them to reflect. I think the hardest party is ensuring you pitch your feedback in an open and encouraging manner. I enjoyed the assessments run throughs with course trainers and peers as it created a good environment whilst enabling peers to provide honest feedback. I think it is always difficult for those at different stages of development to be put in front of others who are more advanced. I felt comfortable providing my feedback and tried to not to reflective to negatively on my own performance”

Nigel continued to give detailed reflections on each day of the course. He passed the summative assessment and has now taken on a role as a 24/7 Force Incident Manager regularly commanding firearms incidents. Each of these are de briefed. Nigel and colleagues also peer review deployments. Nigel will shortly be supporting course delivery during the exercise phase.

ETHICAL CONSIDERATIONS (200 Words)

My main ethical consideration is to ensure that participation by students will only take place after providing specific voluntary informed consent. Specific consideration will be to ensure that all participants understand and acknowledge that participation in research is not in any way linked to the main subject matter and individual student success, or failure, on relevant courses. I will ensure that no participant is disadvantaged through participation or placed into a position of discomfort or personal risk. Individuals will have a clear right to withdraw at any time.

I will ensure that all participants are given full anonymity. Key here will be to ensure that no specific reference will be made to individual police forces used in this research. The research may consider the impact of certain individual characteristics on delivering assessment and specific care will be taken to ensure identity is protected from identification by implication or limited sample size. Rank of participants will only be referred to if relevant to study areas.

All data and information will be retained on secure police systems which have a significant level of protection from accidental disclosure and are fully GDPR compliant. The data and

information will be retained and used only for the purposes of this research. Information and data will only be retained for sufficient time to comply with University requirements. (225)

DATA and ANALYSIS (800 words)

My initial review of practice around use of peer and self-assessment confirmed that its use was at best patchy in police command training and that the ideas in “The Black Box” (Black & Wiliam 1998) have not become embedded. Only 35% of my students rated self-assessment as very effective (8-10) prior to the course. I have regularly encountered the Knowles (1980) view that even driven, well-motivated staff adopt a "teach me" attitude in class. To analyse my interventions and ideas I used Leahy and Wiliam’s 5 key strategies for formative assessment (2004, see diagram below) to see if I could develop feedback literacy by deliberate and effective use of peer and self-assessment as part of formative assessment practice.

Figure 1 - 5 Key Strategies for Effective Formative Assessment - Leahy, Lyon, Thompson & Wiliam (2005)

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

1. Learning Intentions

Assessment criteria are defined by the College of Policing and are based upon the end of course summative assessment. They can be hard to interpret into specific action. For assessing I use a range of experience commanders and despite these criteria, what Sadler (1989) refers to “guild knowledge” is an influencing factor. The use of the 7 point feedback sheets (Smith 2008) was a way of trying to distil that guild knowledge into key practical

actions the students could assess against. These proved to be effective with all but one student rating 7-10 on a 10 point scale.

2. Evidence of learning

Too often in my observations I see police teachers asking bland questions. An “all the time assessing culture” is linked to enabling students to effectively peer and self-assess.

Numerous techniques are presented in Wiliam (2018), Clarke (2005) and Lemov (2015) and the use of exemplar threat assessments and strategies led to managed classroom discussion with effective learning rated 8-10 by 94% of students.

3. Feedforward

I found student comments in self-reflection can often not be linked to specific actions. Examples include: “I need to be more confident with tactics” and “I need to get better, quickly”. My surveying identified that students found daily logs the least effective intervention. I will aim to ensure that targets are an “implicit or explicit recipe for future action” Wiliam & Thompson (2017)

4. Peer resource

The view of students was they find the giving and receiving of feedback a very positive and effective way to learn. One student stated:

“my peers can also come up with ideas which sometimes I may not have considered.”

Confirming Black et al (2004)

It appears, however, that from observation and some of the selected survey comments that confidence in giving feedback is clearly linked to a concept of skill and becoming expert in the role:

“giving feedback to other people in a similar stage of learning can be challenging because you are not an expert yourself. However it can open your eyes to things you may have missed”

“As a novice at times it felt awkward to give feedback on something that I myself had not 'mastered'”

Lack of firearms experience was the most significant factor impacting on delivery of assessment. The survey showed that the issue of the students own self-confidence was

potentially a significant factor, there being a 50:50 split between the halves of the 10 point spectrum. Laying the foundations will give the students chance to develop this concept of expertise and confidence in both the practical knowledge and delivery of effective feedback. I found no evidence in class, survey or interviews to support (Rogers & Feller 2016) discouragement by peer excellence. One Inspector summed this up during interviews saying “There is not a significant difference between the levels of performance, you know some people are better or more experienced.”

I had expected differing ranks to be an issue, when giving feedback, but 75% of students said this was not a factor.

My sample size was a gender split of 5 female 11 male; 2:2 for non-responders. Of the 5 female, 2 were Inspectors and the others of higher ranks. From discussions outside of this research I am aware gender can impact on confidence and there is a massive underrepresentation of female officers within police firearms units. This may be an issue I study further.

5. Self resource

My surveying found that all the responding students found both the giving and receiving of feedback as a positive learning experience. My main change to support self-assessment was the use of exemplars at all stages of the training. Students found these to be universally effective. These gave structure and allowed scaffolding of the learning whilst giving a concept of quality (Sadler 2009). This is in contrast to the use of daily self-reflection logs which only 52% found to be at the top range of effective. During interview and one student said: “There isn’t always something to say” another said “It’s a good discipline because even in the car home you have a think.

(812 words)

KEY FINDINGS (300 words)

Peer and self-assessment are effective ways to support police commanders in their learning. The role for the teacher in engineering the right environment to allow the assessment to be effective is crucial.

My research confirmed to me that the 5 key strategies of Leahy & William (2005) put peer and self-assessment as part of this process but that all parts are linked to deliver effective formative assessment as first identified in the “Black Box” paper (Black & William 1998) Crucial to peer assessment is student confidence in the subject matter as well as in the assessment process and that is why, to be effective, assessment must be incorporated into teaching of the whole programme and not confined to an end of course “early warning summatives”. Issues around rank, gender and experience, and their impact upon assessing confidence, should all be considered when teachers reflect on assessment practices and the make-up of any groups selected. Police officers like people are all different so these factors should be respected.

Self-assessment is considered less useful by police officers in training. The majority using it still like to compare with teacher’s assessments for reassurance. My daily reflection tasks are generally not prescriptive enough to be specific about moving learning forward, and lead into bland statements or a diary listing. To be effective I want to make self-reflection about a specific points or, issues the student will improve on next time.

The role of the teacher is key even in peer and self-assessment. How small changes can engineer the teaching process from the start to engage effective assessment and using formative assessment to inform and evolve the teaching rather than just the individual student has been the most significant finding for me.

288 words

RECOMMENDATIONS (500 words)

My recommendations are focused upon what I can realistically develop in my role. My research is small scale and focussed on firearms commanders but the issues raised are likely to be similar across police courses. I have also explored using this research as a springboard to develop a wider impact and look for other opportunities to explore change and impact beyond the firearms department at least within my police force area. I do sit on some national working groups and this research will empower me to support development of the national curriculum and practice but would need more research before significantly influencing national policy.

Individual

- Refine course self-reflection to focus on specific questions and deliver actionable targets for students going forward.
- Be confident in using, and developing, a range of exemplars.
- Develop my use of whole class feedback to move away from “any questions?”
- Ensure formative assessment is a deliberate practice and planned into all lessons going forward.
- Develop a briefing guide to ensure that commanders supporting training are managing the simulated exercise in accordance with practice, and consistently.
- Ensure all courses I am involved with are planned with flexibility to allow teaching to respond and adapt to the formative assessment.
- Explore opportunities to teach or support the Police Sector Assessor Standard (PSAS) training.
- Take a formal Assessing qualification
- Consider further research areas linked to this potentially including use of eliciting evidence across police training, not just exclusively firearms. Also explore in more detail the impact of gender on commander’s confidence in assessing and role.

Local

- Use departmental and force wide training options to present research and practice around the key strategies for formative assessment. Encourage fellow Police trainers to focus on the “elicit evidence of learning” phase to subsequently support effective peer and self-assessment.
- Review and develop the firearms commanders accreditation portfolios to include elements of peer and self-assessment into these.
- Develop a coaching role for staff within the department completing a training qualification from AET through to Cert Ed.
- Take the lead on the delivery of our internal Award in Education and Training (AET) Courses to deliver training on formative assessment and focus on this during observations to embed amongst the planned 20 candidates.

- Using my formative assessment research to look to develop a form of policing teachers CPD network. Based on examples like #JoyFE, attempt to develop a community of likeminded people to share good practice around teaching within policing. This is likely to be locally first across Surrey & Sussex.
- Work with my former college tutors to explore opportunities to present and teach as part of the assessment phase of the College/University programme for Cert Ed and PGCE.

National

- Present issues from research at National Working Groups around Firearms Command and Post Incident Manager training. Looking to open debate around learning intentions and the use of peer and self-assessment. Acknowledging the scale of my project but also offering a degree of knowledge and appetite to influence change.

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