

Postgraduate Certificate in Professional Practice: Workplace Learning Development

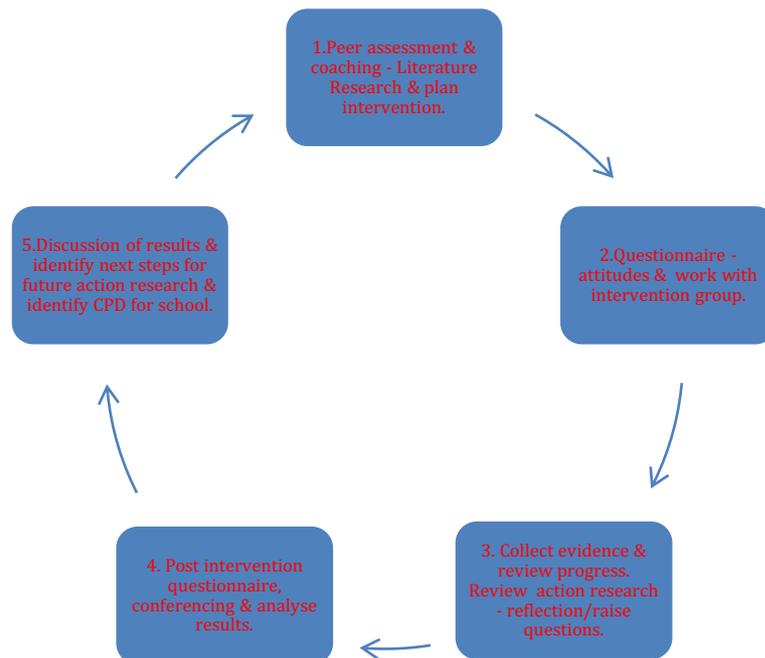
Research Enquiry Question: How does peer coaching affect pupil progress and attitudes for higher attaining children?

Context: The research took place at Highbury Primary, Nursery and Daycare, located in the Cosham area of Portsmouth.

Summary of the project:

This area of research was selected as I had previously explored some aspects of peer coaching and noticed the positive impact of peer assessment to include: pupil engagement, development of speaking and listening skills, pupil progress and some improvement in the development of independent learning.

To support the planning of this research, I read a full range of research literature on the subject of peer assessment from a range of sources. The research refers to the positive benefits of involving pupils in their own assessment and taking responsibility for their learning and progress. The peer coaching will focus on the effective use of peer assessment to enhance their writing progress. Peer coaching skills will be explicitly taught to a group of pupils. The diagram below provides a visual image of my study and how it follows the cycle of action research



Methodology

Progress was measured by attainment progress and assessing any changes in pupil attitudes towards peer coaching using questionnaires prior to and post intervention.

This action research used a mixed method approach; using both quantitative and qualitative methods. The research involved a sequential study; completing quantitative and qualitative data on a continuous cycle throughout the year, using the qualitative data to collaborate and triangulate the data for writing assessments to monitor and analyse progress.

Timeline for Action Research

Date	Planned Action
Sept 13	Collecting base-line data on writing attainment and profile of the intervention group. (6 girls and 6 boys – Yr 6 - More able group) Pupil questionnaire on attitudes and start intervention.
Sept 13	Establish the Golden rules for peer assessment
Sept 13	Model effective peer assessment: such as model to the whole group an example from a piece of writing and working with pairs to model the process and help them develop effective peer assessment skills.
Sept – on-going	Plan opportunities for peer assessment
Sept – on-going	Review progress and set individual writing targets – for each unit of work
June 14	Pupil conferencing on attitudes to peer assessment & questionnaire Pupil conferencing defined as discussing with each child their attitudes using questions to guide the discussion.
June 14	Pupil questionnaire on attitudes. Analysis of results and discuss outcomes

Key Findings

The results and analysis have been organised into attitudes and pupil progress.

How can peer coaching affect ATTITUDES for higher attaining children

Results of Peer assessment questionnaire June 2014

- Significant increase in a positive response towards getting help with their writing and getting help from a partner
- 43% increase in a positive response to peer assessment question number 3.
- 25% decrease in children explaining they would like more time – this suggests they fe

- This evidence suggests that the peer coaching experience has been a positive experience for the children in their learning. el they have been given more time

The intervention group identified peer assessment and working in a small group as the key strategies that they felt had helped them make improvements. The results of the questionnaire for the intervention group indicated a positive shift in attitudes toward peer assessment. This indicates that peer coaching for the group had been a positive experience for the children and they have good attitudes to peer assessment. The pupil conferencing clearly showed their ability to enhance their skill set of peer coaching to coach themselves and others.

How can peer coaching affect PROGRESS for higher attaining children

A summary of the APS progress for the group are shown in the table. Average point score (APS) is used to measure progress of attainment, each level in writing is divided into three sub-levels (c, b, a). Each sub level of progress equates to +2 APS points. Therefore, +3 APS throughout the year is measured as expected progress and +4APS is measured as good progress. Above +4APS indicates excellent and accelerated progress. Key Stage 2 – Yr6 national expectation is a level 4b

	Yr 6 APS progress	Review of writing progress
Yr 6 cohort – all children	4.4	Excellent progress
Yr 6 intervention group	5.6	Accelerated progress

It can be concluded that the intervention group made accelerated progress in writing, which is judged as excellent progress. They achieved a higher Average Points Score (APS) measure of progress compared to the rest of the Year 6 cohort.

The group had explicit coaching on peer assessment compared to the rest of the cohort; the data confirms that peer coaching has been a significant influence on facilitating their accelerated progress.

Summary

It can be concluded that the explicit teaching of peer coaching with the intervention group has resulted in excellent writing progress for the children. As part of this process the children have become increasingly more active and responsible for their own learning; this supports research by O'Neill and McMahon (1999) on student centred learning. Throughout the year as the skill set of the intervention group became more developed and skilled; they naturally took more responsibility for their learning and progress.

Reflection

I used some of my action research practice to support intervention work in Year 2; where I have supported newly qualified teachers in writing moderation and identified personal writing targets. I have also worked with higher attaining pupils in Year 2 to help them achieve a level 3 in writing. I have used the technique of reading aloud their writing to help them self-assess their writing and conferencing to edit their work. I shared my research with staff and will use aspects in my coaching role in school.

Further questions for consideration:

Would this approach have had the same impact with children of all ability ranges?

Would this approach be as effective with children in a much larger group?

Would this approach work with younger children and how would it need adapting?

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