

How do Year Five Children's Responses to Peer Assessment and Feedback Impact their Literacy Progression?

Florence Pullon
North Essex Teacher Training - Primary

Introduction

I am conducting my own action research to understand the effect of children's peer assessment; how they respond to feedback and how this impacts their progression within literacy. This became of particular interest whilst teaching a series of literacy lessons in a year two class. Whilst I could see their progression, and I gave them feedback to respond to in order to take a responsible and conscientious attitude to their work, I did not give children opportunities to peer-assess. As a result of this, I decided that in my twin placement year, it would benefit me to research how year five children's peer assessment impacts children's opportunities to move one another's learning on. Being in a class of 32 children, could this be a more effective way of assessment for learning, which enables *all* children to benefit, than when I have marked a number children's books *after* a lesson? I would therefore like to find out whether peer assessment *during* a literacy lesson is a more effective way to allow children to progress in literacy over a four week period.

Methods & Materials

During this action research, I will be collecting a mixture of qualitative and quantitative data, addressing: assessment for learning (AfL), impact of feedback, social constructivism (Vygotsky, Bruner etc.), literacy progression.

Sample size = whole class with a chosen group of 4-9 children from lower, core and higher bands so I can focus in on and analyse specific examples.

Collecting initial data:

- Informal interview with mentor and class observation: Peer assessment is already used within the class- 'hands-up-stand-up' and success criteria check list are two of the most used forms of peer assessment.
- Quantitative data- Children's current literacy levels (Target Tracker)
- Data from a select group of lower, core and higher ability- in order to track their learning over the course of 4 weeks.
- Photo copies of these children's work.

Methods:

- Informal interview with my mentor prior to main research, to gain an insight into the peer-assessment techniques and their effectiveness.
- Questionnaire for children prior to main research- asking them about their knowledge of peer assessment and whether or not they find it beneficial.
- Observations during literacy lessons to understand how children are approaching the peer assessment and how they are responding to it.
- Qualitative (open-ended) questionnaire at the end of the research period- Children's perceptions on peer assessment- Did they benefit?

Interventions:

During all interventions, children will use WALT and success criteria during peer assessment so they can refer to this to decide whether their work needs improving and what went well. Changes will be made using a different coloured pen so I can assess what has been modified according to peer feedback.

- Different peer assessment strategies will be used each week, to test the effectiveness on children's progress;
- Week one: Two stars and a wish;
- Week two: A small form/ slip - what went well and even better if.
- Week three: Hands-up-stand-up.
- Week four: Thought bubble.

After each lesson: Take photos of the focus group's work, before and after they had responded to their peer feedback- this will allow me to recognise whether this made any significant impact on their progression in literacy.

End of the study- Look for patterns in focus group's work - were following through with their next steps they had been given by their peers in succeeding lessons? This will allow me to recognise whether peer assessment has been effective enough for a child to take responsibility for making changes over a longer period of time rather than just the one-off.

Qualitative questionnaire - Taking into account the children's voice: Ask children questions relating to what they think of peer assessment now, whether they think it has helped them progress and why/why not?

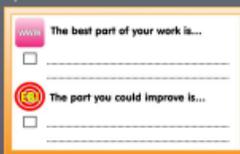
Expected results:

This piece of action research is ongoing, so there are no results to share. However, using peer assessment over a four week period during literacy lessons, I believe that this will impact children's progress to some extent.

It will be interesting to understand whether or not a particular form of peer assessment has more or less of an impact on children's literacy progress. In my opinion, the peer assessment strategy which requires the children to give a more in-depth type of feedback may have the more significant impact on children's progress. This is because they would have more to reflect on.



(Downing, 2018)

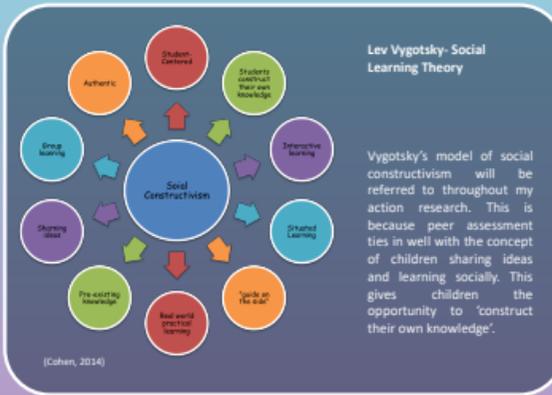


(Massue, 2018)



(Pinterest, 2017)

I feel you did well with.... I feel you could improve...



Lev Vygotsky- Social Learning Theory

Vygotsky's model of social constructivism will be referred to throughout my action research. This is because peer assessment ties in well with the concept of children sharing ideas and learning socially. This gives children the opportunity to 'construct their own knowledge'.

References

- Cohen, H. (2014) *social Constructivist Learning.* [Online]. Available from: <http://cohenh.com/2014/05/24/social-constructivist-learning-work/> [Accessed 15 January 2018].
- Downing, E. (2018) *Classroom Resources.* [Online]. Available from: <http://www.classroomresources.co.uk/2018/08/two-stars-and-a-wish-worksheets.html> [Accessed 15 January 2018].
- Massue, F. (2018) *Peer Assessment.* [Online]. Available from: http://francinemassue.weebly.com/www_what_went_well_what_better_if.html [Accessed 15 January 2018].
- Pinterest, (2018) *Hands up Stand Up* [Online]. Available from: <https://www.pinterest.co.uk/pin/616782111483220782/?q=trac> [Accessed 15 January 2018].