

Collaborative Learning Partners Project

Oaksey and Sutton Benger
C.E. Primary Schools



Our project – what is it about?

- Developing the use of learning partners to enhance oracy skills, self and peer assessment skills and raise self-esteem.
- Investigate the impact of mixed ability and ability grouped learning partners.
- Develop life skills of cooperation, collaboration and resilience.

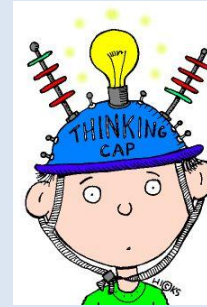
Background information

- Last summer Mrs Scott, Mrs Pitman-Jones and Mrs Bray attended an assessment course which looked at how assessment is changing and evolving.
- One of the areas discussed was the effectiveness of mixed ability learning partners.

Background information

- Research has shown that mixed ability learning partners has had a large impact on the vulnerable learners in particular – helping them to achieve their potential.
- We agreed that this was an area that both schools could develop further in order to maximise the impact all children have on each others' learning, confidence, oracy and social skills.

Austin's Butterfly – we would like you to think about:



- The types of questions the teacher asks the children.
- How the children are encouraged to give specific feedback/critique.

<https://www.youtube.com/watch?v=hqh1MRWZjms>

Austin's Butterfly – discussion time.

Discuss what you liked about the feedback the children were giving.

Has the quality of the children's feedback surprised you? If so, why?

<https://www.youtube.com/watch?v=hqh1MRWZjms>



What we have done so far

So far ...

- ❖ September 2016 - joint teacher training day for all teaching staff .
- ❖ September 2016 - all classes watched and discussed the Austin's Butterfly clip and then created their own class learning partner rules.
- ❖ September 2016 - joint observations, led by LPJ and DB, across both schools observing mixed ability learning partners.
- ❖ October 2016 – ability learning partner observations.
- ❖ October 2016 - feedback given to each class – positives and areas to develop.

What we have done so far

So far ...

- ❖ March 2017 – pupil interviews and staff feedback forms collated.
- ❖ Feedback given to all classes.
- ❖ April 2017 - Learning partners display in both schools.
- ❖ May 2017 - Tonight! Parent information session.

Impact – what the children at both schools told us



Positives:

- Children enjoy learning with a partner.
- Children's confidence in asking for help from a partner has increased.
- Many children felt a good learning partner should not be a friend.
- The majority preferred working with a mixed ability learning partner.

Impact – what the children at both schools told us



Positives:

- All children felt that learning partners helped them with their learning in different ways.
- Lots of children said they had learnt how to cooperate.
- Children are now confident talking to and working with different children.

Impact – what the children at both schools told us



Positives:

- Children have learnt new things about each other, some of which surprised them.
- Children enjoy exploring ideas together.
- Children support each other in selecting resources.

Impact – what the children at both schools told us



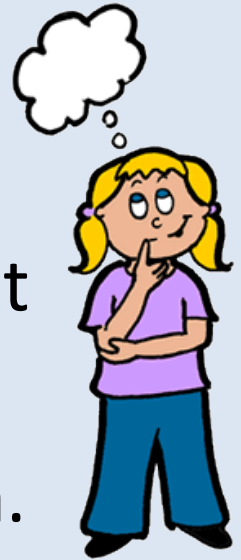
Positives:

- Quieter children are more confident communicating with others.
- Children are more confident in giving positive and supportive feedback.
- Children learn to work with children who have different ideas and opinions to them.

Impact – what the children at both schools told us

Challenges:

- When children have different ideas and cannot agree.
- If their partner does not listen or look at them.
- When the partner is shy and finds it difficult to share ideas.
- When learning partners are swapped frequently then children do not get to know their partner well.
- Spending too long with the same learning partner.



Summary

In general, staff and children have found that mixed ability partners are more effective in many areas because of:

- Sharing of different skills.
- Greater impact on confidence and self-esteem.
- Improved oracy skills from all abilities.
- Greater self and peer assessment skills in Literacy and Numeracy.

Next steps

- Explore how learning partners can be effective in Science and Computing.
- Investigate the use of learning partners during intervention sessions and focussed class activities.
- Triangulate evidence – find examples of self and peer assessment through book scrutiny.
- Further develop the children's skills in giving precise and constructive feedback.



How can you help at home?

Discuss how you could help
your children at home to
become better learning
partners.

Our ideas – supporting your child at home

- Talking to your children about their learning partner.
- If they are having difficulties with their learning partner, encourage resilience and discuss strategies to support.
- Modelling precise and constructive feedback.

Final thought ...

‘It is the long history of humankind (and animal kind too) that those who learned to collaborate and improvise most effectively have prevailed’.

Charles Darwin.

Thank you for coming - we hope you have found the session informative.

Please fill in the feedback form provided 😊