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2.0 Introduction and Context

5.0 Discussion

5.1 Enjoyment

I found that the SEN pupils in my lessons really enjoyed using peer assessment during the lessons because one learner said:

"I really enjoyed the lessons, I had lots of fun and think I got much better each week"

This shows high levels of confidence in the learners during the lesson. Sebba et al., (2008) suggests that the reason for this is because peer assessment is a strong method within teaching, used to improve the self-esteem of learners, as well as improving their attainment in the process.

5.2 Learning

My literature review identified, that through designing a unit of work that includes many forms of formative assessment, such as peer assessment, it would lead to student centred teaching, which often leads to success (Sadler, 1989). This approach of formative assessment also can promote student attainment of knowledge throughout a lesson, rather than just obtaining knowledge at the end of unit. My results would suggest this to be true, because I found that a number of pupils gained good subject knowledge through using peer assessment during the unit of work.

Research from Marchesi, Echeita and Martin (1991), emphasises this point further, by suggesting that integrating SEN and other pupils together has positive effects and provides an optimum learning context.

When the learners were using the peer assessment sheets, it further enhanced the learning that was taking place, because they could see what they needed to do in order to improve during the lesson. My findings were similar to those of Broadfoot (2007), who indicates that an advantage to the pupil, when using peer assessment, is that they can receive feedback almost immediately. This then allows the learner to reflect on what they have done, and go back and improve upon it straight away.

5.3 Motivation

My literature review identified Capel and Whitehead (2010) and Mawer (2005), as believing that pupils not only enjoy peer assessment, but work well during it. This is because they feel motivated when working with their friends. My findings would

Finally, in terms of continuous professional development the researcher aims to attend a workshop on peer assessment, and SEN learners to further enhance knowledge in this area, and find a relationship between these two important issues.

7.0 Bibliography

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