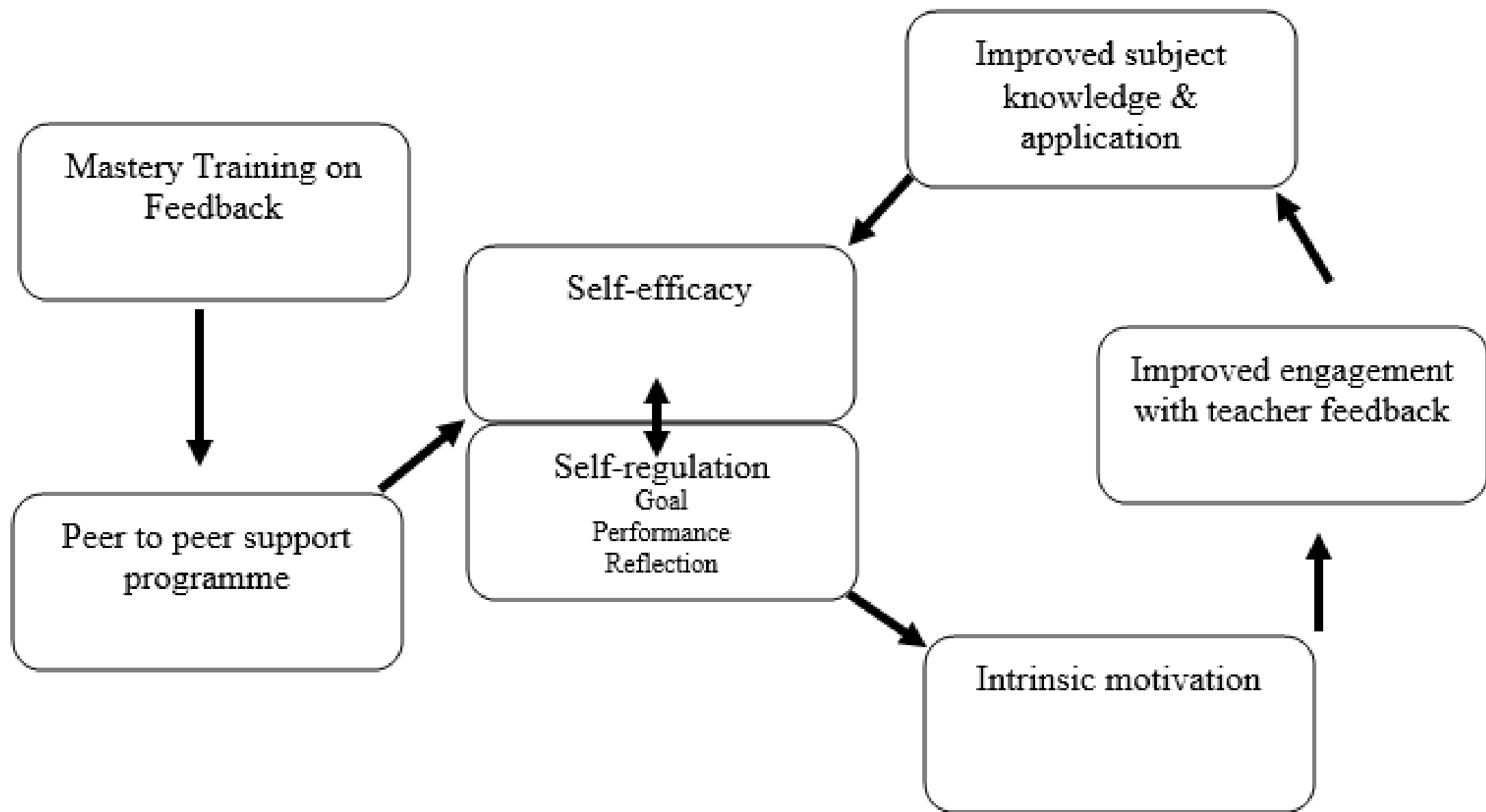


# The impact of a peer to peer support programme on responses to teacher feedback for low socioeconomic status white British pupils

Sean Masterson

# Background

- Low socioeconomic (SES) white British (WB) are behind their wealthier peers (Andrews et al. 2017)
- Low SES ahead in terms of exclusions (Gov.uk, 2018)
- Does school realise the vision of social mobility or does it aid the internalisation of the meritocratic society?



# Literature

- Feedback is important in the classroom (Hattie & Timperley, 2007)
- A reduction in feedback impacts low SES boys the most (Coats, 2019)
- Environment important for neural adaptations in the pre-frontal cortex (Hanson et al. 2012)

# Methodology

- 15 Year 7 low SES pupils
- Adapted Motivated Strategies for Learning Questionnaire Manual (Pintrich, 1991) pre and post questionnaire
- Training for feedback to peers
- Peer to peer programme
- Paired Semi-structured interviews with low middle and upper ability

# Findings & Discussion

- Mastery programme improved engagement
- All students interviewed valued teacher feedback
- Low ability improved in attentional control strategies
- Middle and upper ability improved in organisation and application strategies
- Inconsistency of quality and quantity of feedback negatively impacts self-efficacy of lower ability which reduces motivation.
- Middle and upper ability have a negative emotional reaction but find solutions to the issue.

# References

- Andrews, J., Robinson, D. and Hutchinson, J. (2017). Closing the Gap? Trends in Educational Attainment and Disadvantage. Available: [https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap\\_EPI-.pdf](https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf). Last accessed 4th Jan 2019.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review*, 84 pp.191-215.
- Strand, S. (2014a). School effects and ethnic, gender and socio-economic gaps in educational achievement at age 11. *Oxford Review of Education*, 40(2) pp.223-245.
- Coats, J. (2019). No More Marking. An evaluation of an online comparative judgement platform on teacher workload and pupils' English outcomes in Years 7, 8 and 9 . Available: <https://the-ieee.org.uk/wp-content/uploads/2019/02/Comparative-Judgement-Report.pdf>. Last accessed 28th May 2019.
- Gov.uk. (2018). *Permanent and fixed-period exclusions in England: 2016 to 2017*. Available: <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2016-to-2017>. Last accessed 24th October 2018.
- Hattie, J. and Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1) pp.81-112.
- Hanson, J. L., Chung, M. K., Avants, B. B., Rudolph, K. D., Shirtcliff, E. A., Gee, J. C., Davidson, R. J. & Pollak S. D. (2012). Structural variations in prefrontal cortex mediate the relationship between early childhood stress and spatial working memory. *The Journal of Neuroscience*, 32(23) pp.7919-7925.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26 pp.207-231.
- Schunk, D. H., & Swartz, C. W. (1993). Goals and progress feedback: Effects on self-efficacy and writing achievement. *Contemporary Educational Psychology*, 18 (3) pp.337-354.



- Vancouver, J.B., Thompson, C. M., Tischner, E. E. and Putka, D. J. (2002). Two studies examining the negative effect of self-efficacy on performance. *Journal of applied psychology*, 87(3) p.506.
- Vancouver, J. B. (2018). Self-Efficacy's role in unifying self-regulation theories. *Advances in Motivation Science*, 5 pp.203-230.
- Vancouver, J. B. (2006). When self-efficacy negatively relates to motivation and performance in a learning context. *Journal of Applied Psychology*, 91 pp.1146-1153.

Wolters, C. A. (2003). Understanding procrastination from a self-regulated learning perspective. *Journal of Educational Psychology*, 95(1) pp.179-187.

Zigmond, H. R. (2012). Students perceptions on their writing. *Journal of Teaching & Writing*, 27(1) pp.111-138.

Zimmerman, B. J. (2000). Attaining self-regulation. A social cognitive perspective. In: M. Boekaerts, P. R. Pintrich & M. Zeidner *Handbook of Self-Regulation*. San Diego: Academic Press. pp.13–39.

Zimmerman, B. J. (2011). Motivational sources and outcomes of self-regulated learning and performance. In: B. J. Zimmerman & D. H. Schunk *Handbook of self-regulation of learning and performance* . New York: Routledge. pp.49-64.