

A buddy system to support assessment

Hainsworth Primary School

The project developed at Hainsworth gave small learning groups of different ages the opportunity for very individualised attention from older students.

Through careful instruction and modelling, the older students were empowered to encourage, under supervision, the younger students to 'have a go'.

By focusing on their own knowledge, skills, behaviours and understandings, year 7 students assisted their younger peers in developing the planned outcomes.

The link between the youngest and oldest within the school situation and the responsibilities associated with such a link were beneficial for all concerned.

Evaluation sheets were developed for use by the year 7s.

Before the session, the senior students were instructed in the outcome in focus.

They then wrote a summary of the activity and made preparations for their work.

The preparation could be in the form of an activity sheet or the gathering of equipment.

The opportunity to instruct others helped to reinforce their knowledge and skills, develop healthy attitudes and foster positive behaviours.

At the conclusion of the session, the year 7s made a note of their own and group members' attitudes, behaviour, strengths and weaknesses.

EVALUATION SHEET		
STUDENT OUTCOME STATEMENTS		
Date: _____	Summary of the activity:	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Figure 33: Hainsworth Primary School evaluation sheet

It was from this information that the intervention plans were completed.

The intervention plan was based on the First Steps module with modifications made for student use and friendliness.

Once the students had analysed their lessons, the results were tabulated on spreadsheets.

Where a weakness was perceived, the older students assisted the particular students during recess and lunch times to try to develop the required skill.

The year 7 students also presented merit certificates and rewards on a weekly basis.

Since the year 7 students were the group leaders and provided the activities/experiences designed to help the younger students address desired outcomes, teachers and support staff were free to record anecdotal information on each child from a range of objectives.

This information was collected on the anecdotal intervention forms that were established for each class.

Each week the teachers targeted a specific objective or particular students.

As observers, the staff were able to take note of individual areas and levels of success and of areas that needed development.

The information gathered assisted the staff to cater for individual needs and, in some cases, to form the basis for changes in teaching direction.

STUDENT OUTCOME STATEMENTS	
Intervention Plan	
Strand: Human Development and Relations	
Group Leader (Year 7) _____	D.O.B. _____
Child/ren _____	D.O.B. _____
Outcome to be encouraged:	
Skill/s which need further development:	
What I can do to help:	
When I will try to help:	

Figure 34a: Hainsworth Primary School Student Outcome Statements intervention plan

ANECDOTAL INTERVENTION FORM					
STUDENT OUTCOME STATEMENTS					
Specific Objective and Results			Performance		
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Figure 34b: Hainsworth Primary School anecdotal intervention form