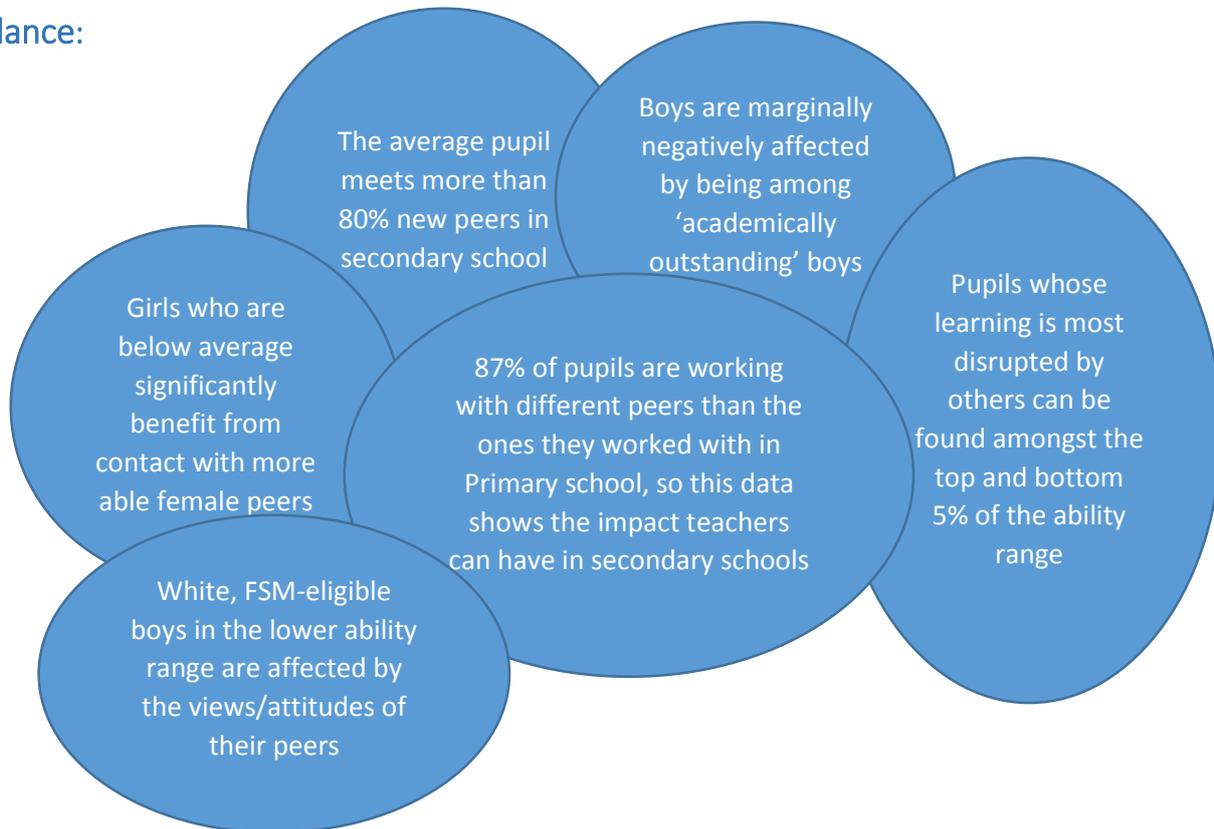


WHAT EFFECT DO A PUPILS' PEERS HAVE ON THEIR PROGRESS?

Lavy, Victor, Silva, Olmo and Weinhardt, F. (2012) 'The Good, the Bad, and the Average: Evidence on Ability Peer Effects in Schools' *Journal of Labor Economics* 30(2), pp.367-414.

At a glance:



Ways that you can use this in your classroom today:

- 1) Sit average ability girls next to more able girls to encourage peer support
- 2) Do not assume the same will work for boys, whilst boys and competition has been cited as a motivational tool in much of the educational literature, sitting an underachieving boy next to a more able boy may not have the same effect
- 3) Understand the impact of sitting pupils with their friends. As nice as it is to have pupils working with their friends and enjoying our lessons, there are wider, negative implications for their progress. This is especially true for top and lower sets where the research suggests peers have the biggest impact

Key Information:

- i. This study does not take into account the quality of teaching and so therefore has its limitations
- ii. This research concludes that having mixed ability classes may have a positive impact on the progress of middle ability pupils

Further Reading:

- Angrist, Joshua D., and Lang, K. (2004) 'Does school integration generate peer effects? Evidence from Boston's Metco Program' *American Economic Review* 94(5), pp. 1613-34
- DfEs (2006) 'Grouping pupils for success' in *Primary and Secondary National Strategies* Department for Education and Skills, London
- Zimmerman, D.J, (2003) 'Peer effects in academic outcomes: Evidence from a natural experiment' *Review of Economics and Statistics* 85(1), pp.9-23