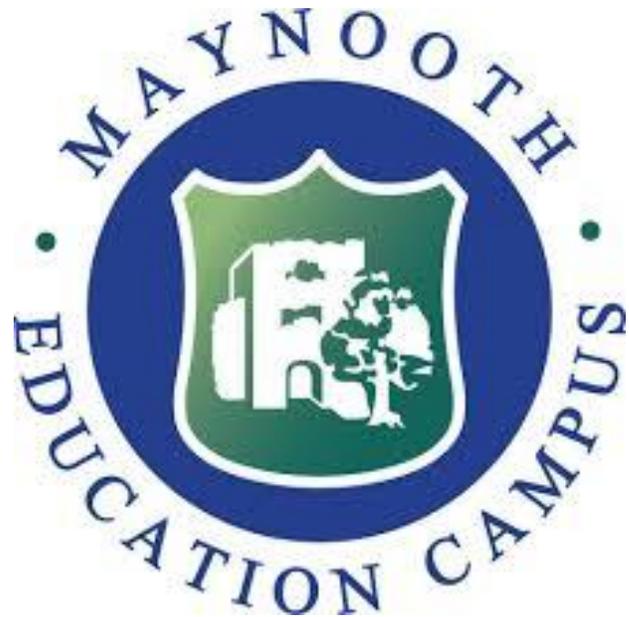


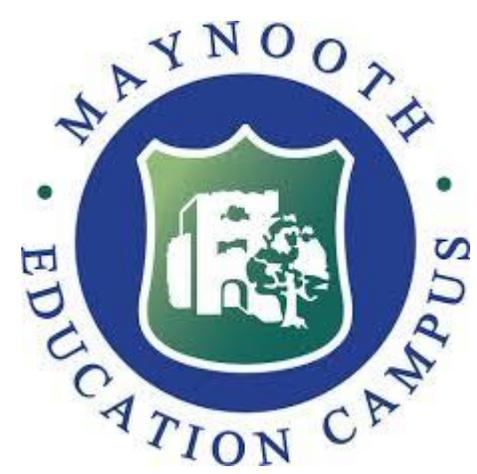
Maynooth Education Campus

Student Voice Project



Priority

To activate Learner Voice in Teaching, Learning and Assessment at Junior Cycle.



Target

To activate student voice in reporting and formative feedback at Junior Cycle through the formation of the Student Learning Team.





1. Overview of Engagement

Student Learning Team

- Student Learning Team was formed in September.
- Mr Keane and Mr Dunne visited classes to explain the role of the SLT and hand out application forms to interested students.



Student Learning Team, 2019-20

The function of the Student Learning Team is to create new lines of communication between teacher and student learners in Maynooth Education Campus. Participating students will be asked to voice the attitudes and experiences of the general student cohort. They will take part in frequent discussions on specific areas of student learning such as: questioning; student engagement; class activities; teaching methodologies; homework; exam preparation etc... They will be involved in initiatives in literacy, numeracy and other areas of teaching and learning.

The profile of a prospective Student Learning Team member is someone who:

- Has a positive attitude
- Has an ability to express themselves clearly - being good at English is not a requirement. Being able to explain what you mean is important.
- Is proactive in her/his approach to life
- Possesses an ability to follow up on things
- Is able to see the bigger picture, to see what is important about learning
- Is able to use a forum appropriately - can voice his/her opinion but can also listen to others' viewpoints and reflect on new information.
- Is available to meet after school - notice will be given prior to meetings
- Is able to collaborate and work as part of a team
- Does not make global statements, doesn't exaggerate or make accusations - is fair, confidential and discrete

Students' opinions and recommendations will be discussed with Mr Keane. This information will be collated and given to teachers. The process of working together in a positive way will allow both to mutually benefit in their own learning.

We hope to form links with NUI post graduate teaching programme. The Student Learning Team to meet with the people who train future teachers.

Membership of the Student Learning Team will not involve meetings. Meetings will occur outside of class time.

If you would like to apply to be a member of this team, please complete the form overleaf. Mr Keane will collect completed forms on Thursday. The next step in the selection process will consist of an informal meeting with Mr Keane and Mr Dunne.

Application Form

Name: _____ Tutor: _____

Class: _____

.....

1. What qualities do you have which would make you a good candidate for the Student Learning Team? Can you give an example of when you have demonstrated this quality?

2. In terms of learning, can you mention things teachers do really well in this school?

3. Can you identify aspects of learning in which we could do better? Can you suggest how this/these improvement(s) could happen?

4. Can you identify ways in which students could learn more effectively?

Student Learning Team



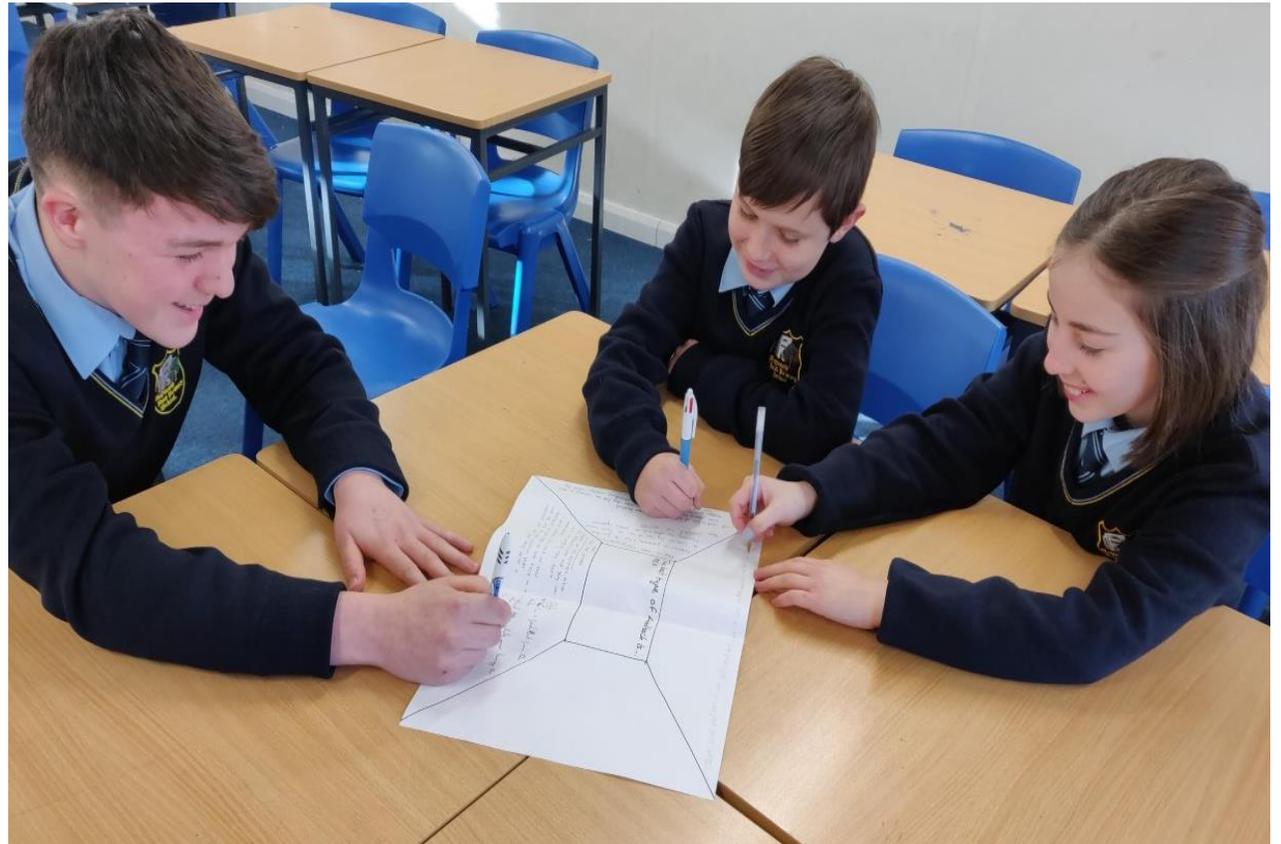
- Interviews were held and a team was formed.
- The SLT is made up of 16 students: 2-4 students from each year group.
- No sixth years involved.

Student Learning Team Interview Marking Scheme			
Name of Student: _____		Class: _____	Total Marks: _____
	Question	Suitable Answers	Mark (10)
Q.1	How can teachers cater for a wide range of abilities in any given class?	Differentiation/pairing able with less able/ active learning - learn by doing/different homework or a choice in homework/able teaching less able/re-enforcement/checking for learning regularly/involving all students in questioning - giving wait-time, allowing students to phone a friend/look for clues etc..	
Q.2	What types of homework do you see as most effective for students? OR Are there types of homework you would like to see introduced which have not been to date?	Choice/varied/suited to learning styles/ learning and writing/critical thinking/ independent research or deep thinking questions/outside of the box assignments/ avoiding simple Q & A/staying away from the text book/peer correction & assessment/ using rubrics/checklists/templates to self assess & correct	
Q.3	How can teachers cater for a wide variety of learning styles in any given class?	Teach to different styles/give choice in activities/assignments in class and for homework. Encourage students to explore their own learning style/providing samples of good standard work done in various learning styles, eg. <u>mindmaps</u> /concept maps	

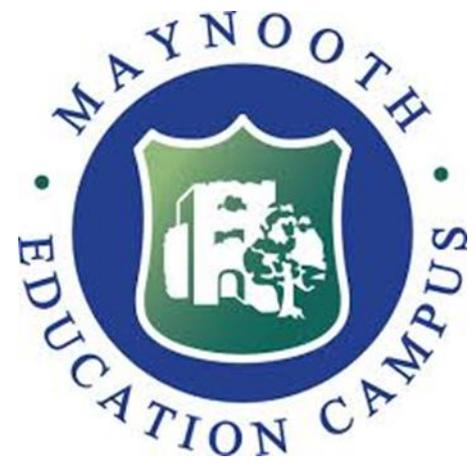


Student Learning Team

- Bi-weekly meetings with a focus on formative feedback and reporting.
- Students discussed:
 - Why feedback is important
 - What good feedback entails
 - The best types of feedback
 - What good reports involved



Student Learning Team



Think oral feedback is the best feedback because you can ask questions while looking at the text

The best type of feedback is... es.s.

Oral - in class (asking questions)
 Is written in practice, what do you need to work on? Or this on how to write some (depending on which time on similar questions)
 More concentrated than answers

Both.
 - Oral and Written.

- Students can ask teachers when oral feedback is given and they can find out anything they don't understand

- While students also need written feedback so that they can look back on it and see why the text could've been improved the next time they write it

Oral
 • 1 on 1 feedback from the teachers
 • Feedback ~~before~~ while your learning the certain thing
 • You can ask questions

→ A combination of both oral and written feedback. Oral allows the student to ask questions they feel are relevant to them and look back on. Written provides the student with a permanent reference which they can look back on.

Reporting. important because... Should...

→ identify how a student can improve their grade and the areas they should work on in order to facilitate this.
 → provide a student with positive reinforcement

It is important because
 16 tells your parents who you are doing and so they really should know what you should improve on.
 Reporting should tell the child they did well they can improve, whether or not the person can help them. It tells them they have worked as hard as giving the report. It tells them they can or if they need to work harder or if they should be motivated.

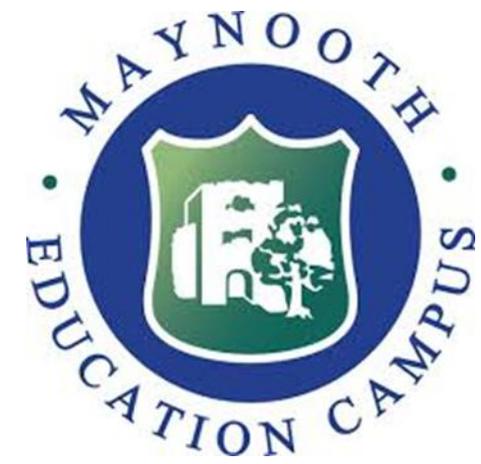
→ help improve grades.
 → it can identify a specific area that a student can work on and how they can improve their answer.
 → it allows a student to know where they are at and what area they could focus on.
 → allows parents to know where they are doing well and where they could need some help.

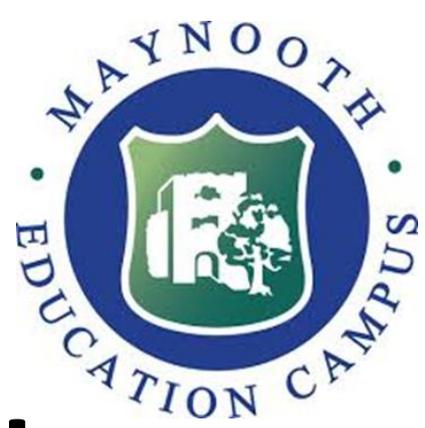
It is important because you need to improve in order to know what you need to improve on. Focus on topics that you need to study on. Keep your grades up doing well. Focus on topics that are more positive than negative. Show how you can improve. Help out the student who is struggling. Show how you can improve.

It is important because it tells your parents who you are doing and so they really should know what you should improve on.

Reporting should tell the child they did well they can improve, whether or not the person can help them. It tells them they have worked as hard as giving the report. It tells them they can or if they need to work harder or if they should be motivated.

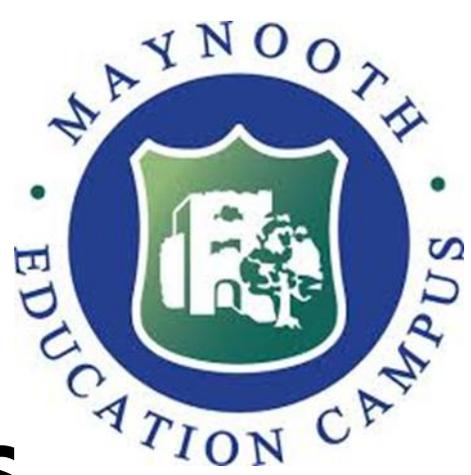
Student Learning Team Video





What Students Reported Back:

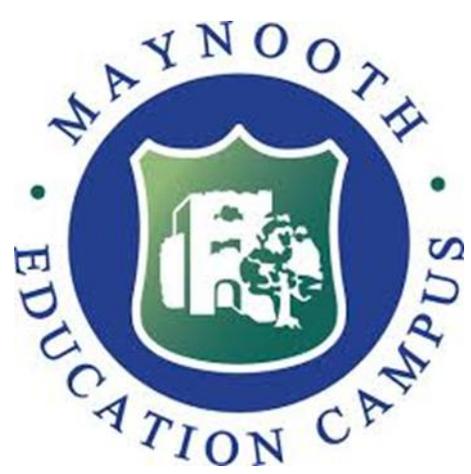
“I think that most reports are good overall but some teachers need to describe more about what we need to improve on as some just say keep up the good work and we need more information than that to help use revise and study for exams.”



What Students Reported Back:

“It would be helpful if the teachers writing reports went into detail in every aspect and topic of the piece of writing or the exam so that you know which pieces need to be improved upon.”

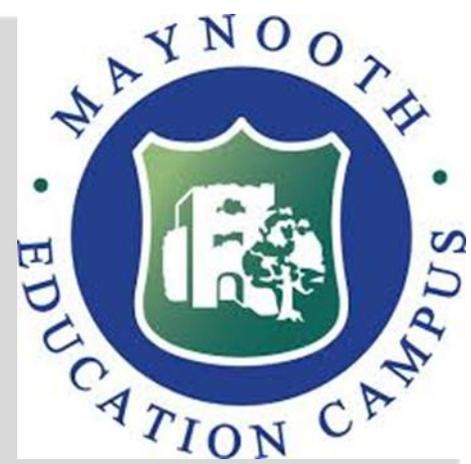
What Students Reported Back:



“I think teachers can improve reports by focusing on specific areas in each subject and giving us actions to do to further better our work in the future.”

What Students Reported Back:

- **Feedback makes students think about and reflect on what they have done.**
- **A mixture of verbal and written feedback is best because they both have value.**
- **Currently many students find school reports generic and unhelpful.**
- **Reports should be specific to the student and not based on a single assessment such as a CBA or an exam.**
- **Reports should praise aspects of the students work and provide them with information on how to better they're work in the future.**



detailed
actions
improve help
classwork confidence
encourage
specific written important
praise
feedback
report verbal
personal

Introduce Staff to JC Reporting Guidelines.

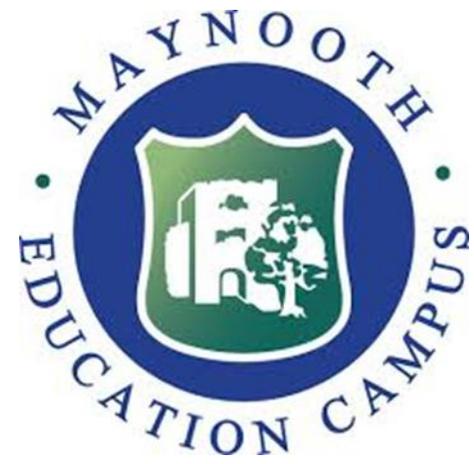
Staff Meeting on 23/09/2019



We must stress that these detailed comments must focus on strengths and targets for improvement.

- Comments/Reporting should support student progress.**
- There should be statements that focus on quality.**
- Comments should be learning focused not ego driven.**
- Considerations should be made for the impact on student wellbeing.**
- Feedback should be focused on criteria and learning.**

2. Win/Success Indicators



- **Our Termly Reports**

Have reports changed to reflect the students concerns and points regarding feedback and reporting?

- **Ask Students:**
(focus groups and surveys)

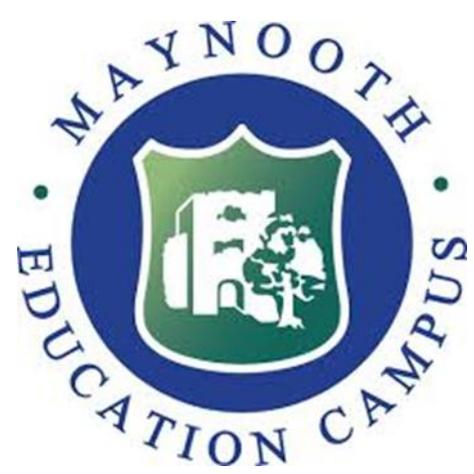


Third Year Focus Group and SLT Feedback to Staff



- **Changes noticed:** No grade for subjects engaged in new JCT, % - clearer, exam focus.
- **Reports should have:**
- **CBA information – separate.**
- **Not only CBA or exam focus but should also refer to topics such as homework, classwork, behaviour, exam topics (to focus on), target areas in exam.**
- **“In recent times I’ve seen a lot of changes in the reports, they’re getting bigger and more detailed. I think that’s good. They also contain CBAs and classwork in them.”**
- **Mixed results**

Third Year Pre-Mock Reports Oct. 2019



Sample A

‘Continuous self-directed learning at home using the resources and websites recommended in class will ensure a steady linguistic progression. Regular diligent self-reflection on completed written, oral and aural work and tests in *** copy will enhance her learning and steadily move her forward with the language. Well done on a good term’s work and participation’ (October 2019).**

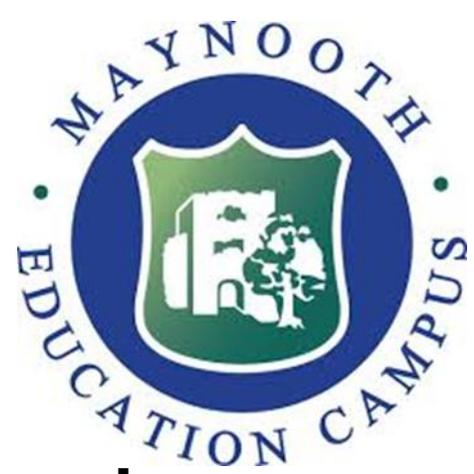
Third Year Pre-Mock Reports

Sample B

‘** is working well and has great ability but he must challenge himself to achieve his full potential - set a target grade for your mock exam, devise a realistic study plan and begin consistent revision of each topic. Active participation in class may help keep him more focused and on task in class. In January **** must complete the second CBA which is a Science in Society Investigation (SSI).**

Students will have three weeks to research a scientific issue and its impact on society. They will have to analyse and evaluate the information collected and draw conclusions based on the evidence. ** should have his topic chosen at this stage. It is very important that he gives the SSI his best effort as it will be reported on his Junior Cycle Profile of Achievements. Put in the time and effort now and it will pay off in June!’ (October 2019)**

Third Year Pre-Mock Reports



Sample C

********* is a diligent student who works well with others in class. ********* is always prepared for class and her homework and classwork are always completed to a very high standard.

Her Christmas test result is reflective of her hard work this year. As ********* is at the top end of this descriptor she should aim to push herself into the next descriptor 'Distinction'. Rounding numbers, ICL and FCA require further practice. Keep up the great work. (October 2019)

Third Year Pre-Mock Reports

Sample D

‘*** is a great student who works well in class. She is a very polite and kind pupil. Showed a very good understanding of the art elements and object drawing. Consider texture and blending value/tones a little more in your pepper drawing and try to complete within time-frame. You had a good sense a scale and space on the A3 page. Your sketchbook is Above Expectations – high standard drawings, be mindful of the layout of the sketchbook, you are on the cusp of Exceptional. There was a good application of shape, line, value/colour, form, space and texture. Great effort in exploring different media in some areas, but needs to continue throughout sketchbook. Some artists research pages are creative, while others are not as creative. With more practice on analytical drawing/object drawing, the skills and techniques can be developed further in particular areas. Keep up the good work.’**
(October 2019)

Third Year Pre-Mock Reports



Sample A

'With more focus on the short questions ***, you will improve on this result' (October 2019).**

Sample B

'Attendance and in-class behaviour are excellent. Continued practice of exam questions will improve your grade.' (October 2019).

Sample C

'Very good work done this term. Keep it up in the new year.' (October 2019)

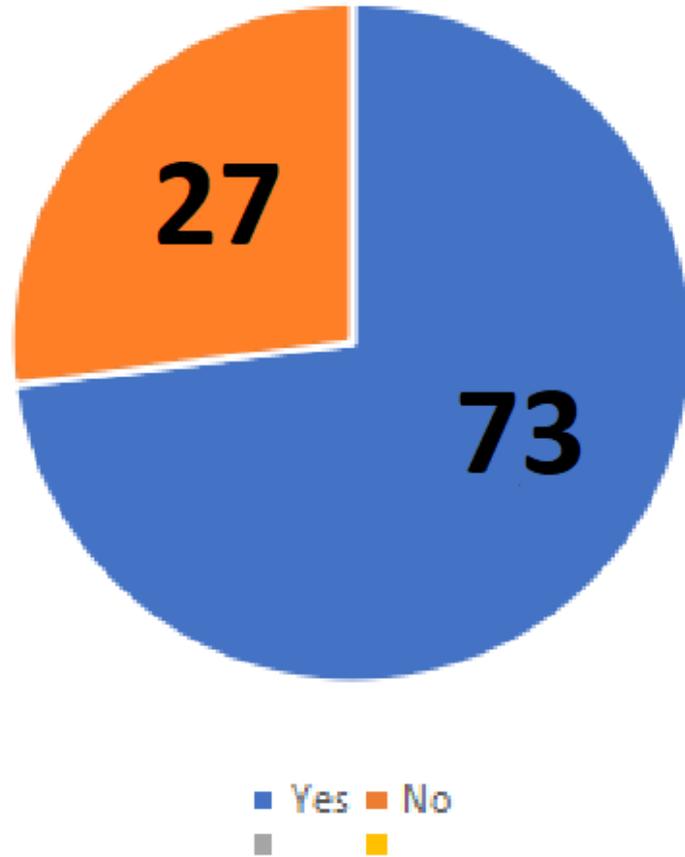
Sample D

'A good terms work from ** both at the theory & the practical. With a little more focus on key points on certain topics, you will improve on this result.' (October 2019)**

Third Year Pre-Mock Reports



Use of Formative Assessment
2nd Year Christmas Reports 19/20

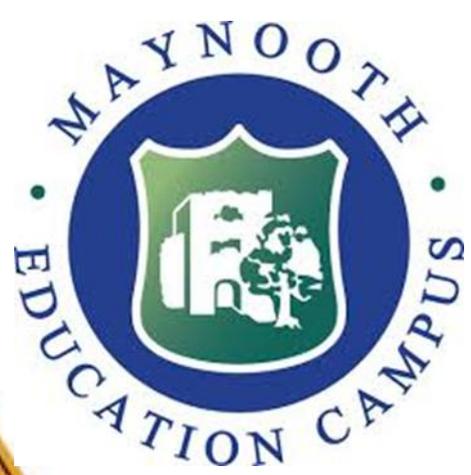


The pie chart is an analysis of the use of formative assessment by teachers in our recent 2nd year reports after their Christmas exams.

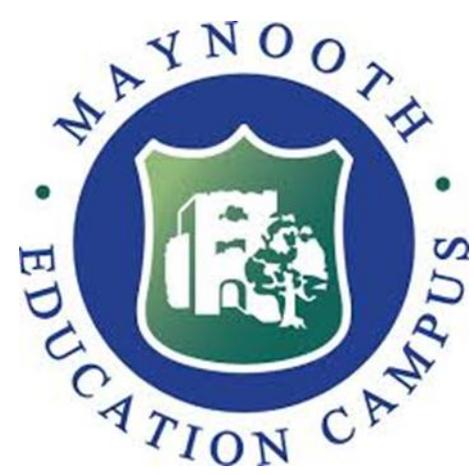
- Yes= Use of language of formative assessment in feedback. Telling students what they did well and how they can improve their grade.
- No= Absence of language of formative assessment in feedback. Students not being told how they can improve their grade.

Next Steps...

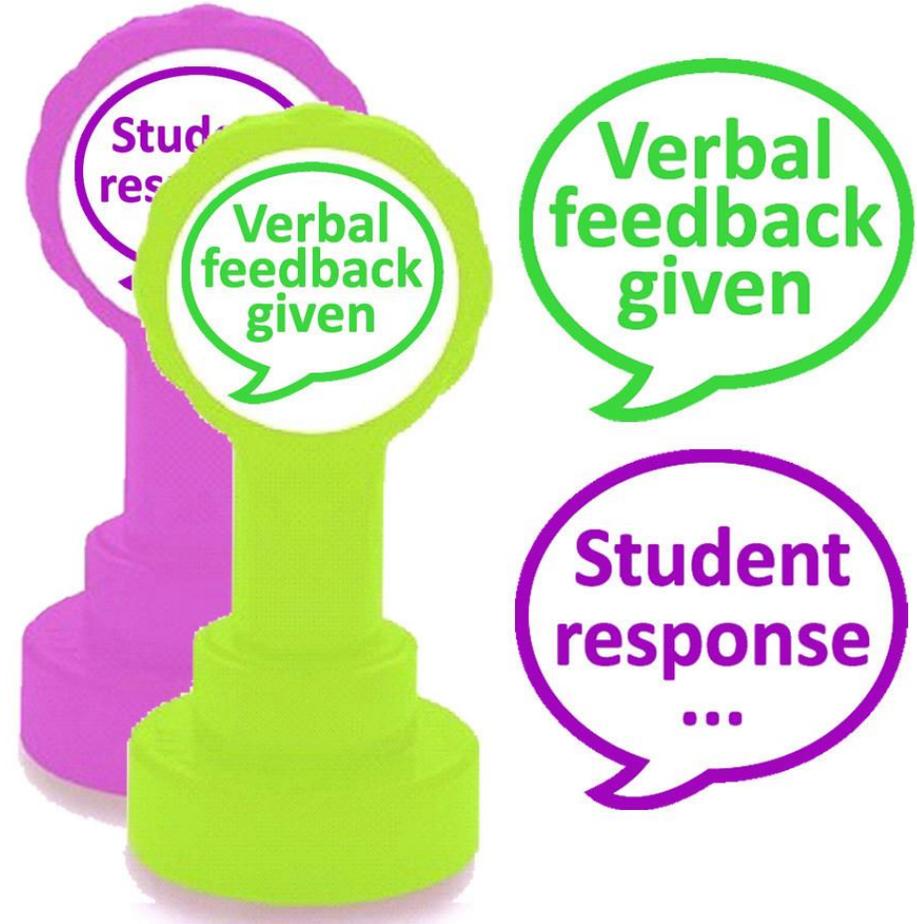
- Survey Third year students following the mock exam reports March 2020 to ascertain improvement.
- Verbal feedback stamps.



Verbal Feedback Stamp

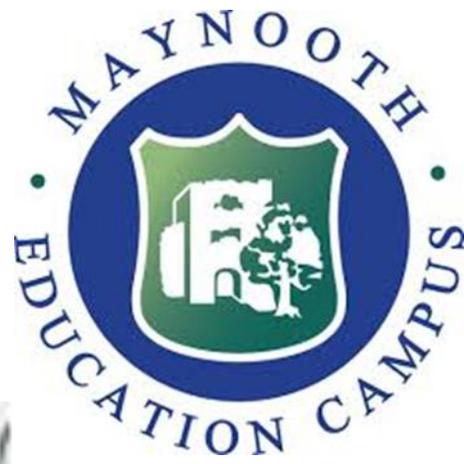


- In response to the emphasis and importance students placed on **verbal feedback** and teacher concerns about students responses to this feedback, or lack thereof, it was decided by the SSE committee to introduce a **feedback stamp**.
- Students will receive a stamp in their copies with feedback. The student will then then write a **self-reflection** on the feedback including next step actions. This will encourage students to take **responsibility** for **own learning**.



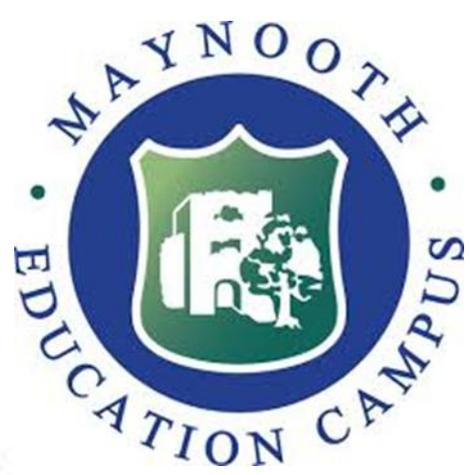
3. Challenge

Time:



Time: To survey 3rd Years After Pre-Mocks

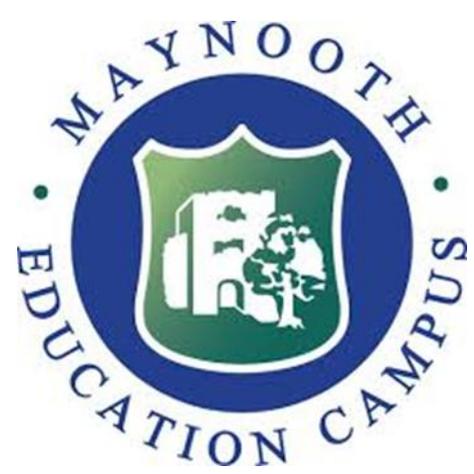
- There wasn't any.
- Busy term.
- Staff meeting and 3 Parent Teacher meetings, Christmas exams and reports.



Time – To Present at Staff Meetings

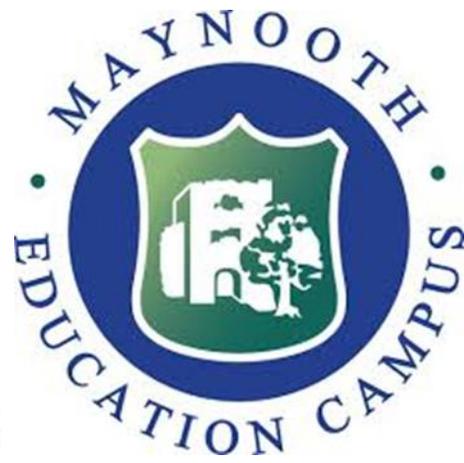
We were unable to play the SLT video for staff at the staff meeting on the 03/12/2019 due to technical difficulties with sound.

It has not been possible to fit it into subsequent staff meetings due to full agendas e.g. invited speakers and the review of posts which is mandatory.



Time

To Reshoot Video Content



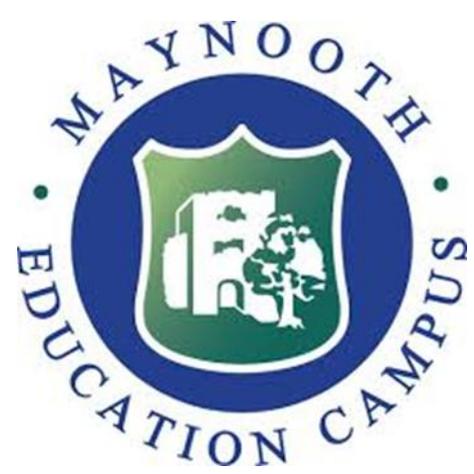
Video may have to be reshot which is time consuming for both teachers and students.



Time:

To Present to the BOM

- Time to present to Board of Management has not proven possible yet as a new board only formed before Christmas.
- Meetings to date have had full agendas e.g. enrolment/applications.



Time:

Waiting on Feedback Stamps

