

Learner Voice St. Brogan's college 2020-2021

Team:

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Guided by: NCCA/ IL/ JCT

Timeline of Project to Date

- ▶ January 2020
 - ▶ Discussed and piloted possible options including Students becoming experts and teaching the class.
 - ▶ Decided to focus on Success Criteria
 - ▶ Decided to look at students becoming experts again after the work on Success Criteria.

Timeline of Project to Date

- ▶ April/May 2020
 - ▶ Online meetings to develop ideas as a team and to prepare a presentation for staff.
 - ▶ Planned to do presentation at the first staff meeting but Covid Plan took priority.
- ▶ September 28th
 - ▶ At an online staff meeting the team gave a presentation on Success criteria and getting students to co-develop success criteria with students.
 - ▶ Three videos shown of the team developing success criteria with students.
 - ▶ Team continued to experiment and refine techniques

Timeline of Project to Date

- ▶ Completed a Webinar on Success Criteria
- ▶ October 21st
 - ▶ At a staff meeting the learner voice team informed the staff that they were working on WAGOLL and WABOLL.
 - ▶ The staff were shown three videos of the group co-creating success criteria using WAGOLL and WABOLL.
- ▶ November Assessments
 - ▶ Staff were asked to co-create success criteria with their students when giving feedback on the November assessments
- ▶ December
 - ▶ Questionnaires sent out to staff and students to evaluate the use of Success Criteria to date.
 - ▶ Prepared for this presentation

Looking At Our Schools

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the page, creating a modern, layered effect. The rest of the page is a plain white background.

Domain 2

Learner Experiences

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE	St. Brogan's College Ongoing Work
<p>Students reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning</p>	<p>Students assess their progress and are aware of their strengths and areas for development as learners.</p> <p>They take pride in their work and follow the guidance they receive to improve it.</p> <p>They reflect on their behaviour and attitude to learning, and are able to contribute to setting meaningful goals for themselves.</p> <p>Where the school curriculum provides opportunities to do so, students are able to negotiate their learning thereby increasing their autonomy as learners.</p> <p>Students take responsibility for their own learning, and use the learning resources provided to them to develop their skills and extend their knowledge.</p>	<p>Students assess their progress realistically and can describe their strengths and areas for development as learners.</p> <p>They have a sense of ownership of their work, take pride in it, and take responsibility for improving it.</p> <p>They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of their reflection.</p> <p>Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners.</p> <p>Students take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.</p>	<p>LEARNER VOICE Self Assessment</p> <p>Success Criteria</p> <p>Co-create success criteria Reflection numberline</p> <p>Use of teams and IT</p> <p>Moving up levels of Blooms</p> <p>CBAs</p>

Area of focus for 2020-2021

Success Criteria

- Learner voice team will pilot “Success Criteria” with their classes and then collaborate with the Teaching and Learning team to foster a whole school roll-out.

Why Choose Success Criteria

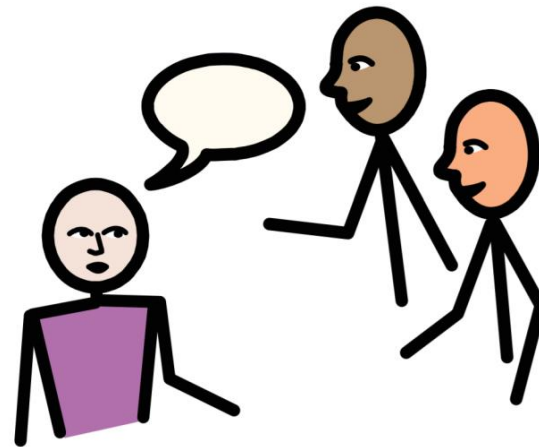
- ▶ Whole school has been working on Junior Cycle Units of Learning so it ties well into that work.
- ▶ We wanted the project to make a difference in the classroom to teaching and learning. Bringing learner voice into the classroom is the most difficult area. It is learner voice as opposed to student voice.
- ▶ Learner voice linked with many of the domains and standards in the LAOS document.

Some of The Theory Presented to Staff

Article 12 UNCRC -

“ parties shall assure to the child who is capable of forming his or her own views **the right to express those views freely in in all matters affecting the child**, the views of the child being given due weight in accordance with the age and maturity of the child.”

I have the right to be listened to and taken seriously



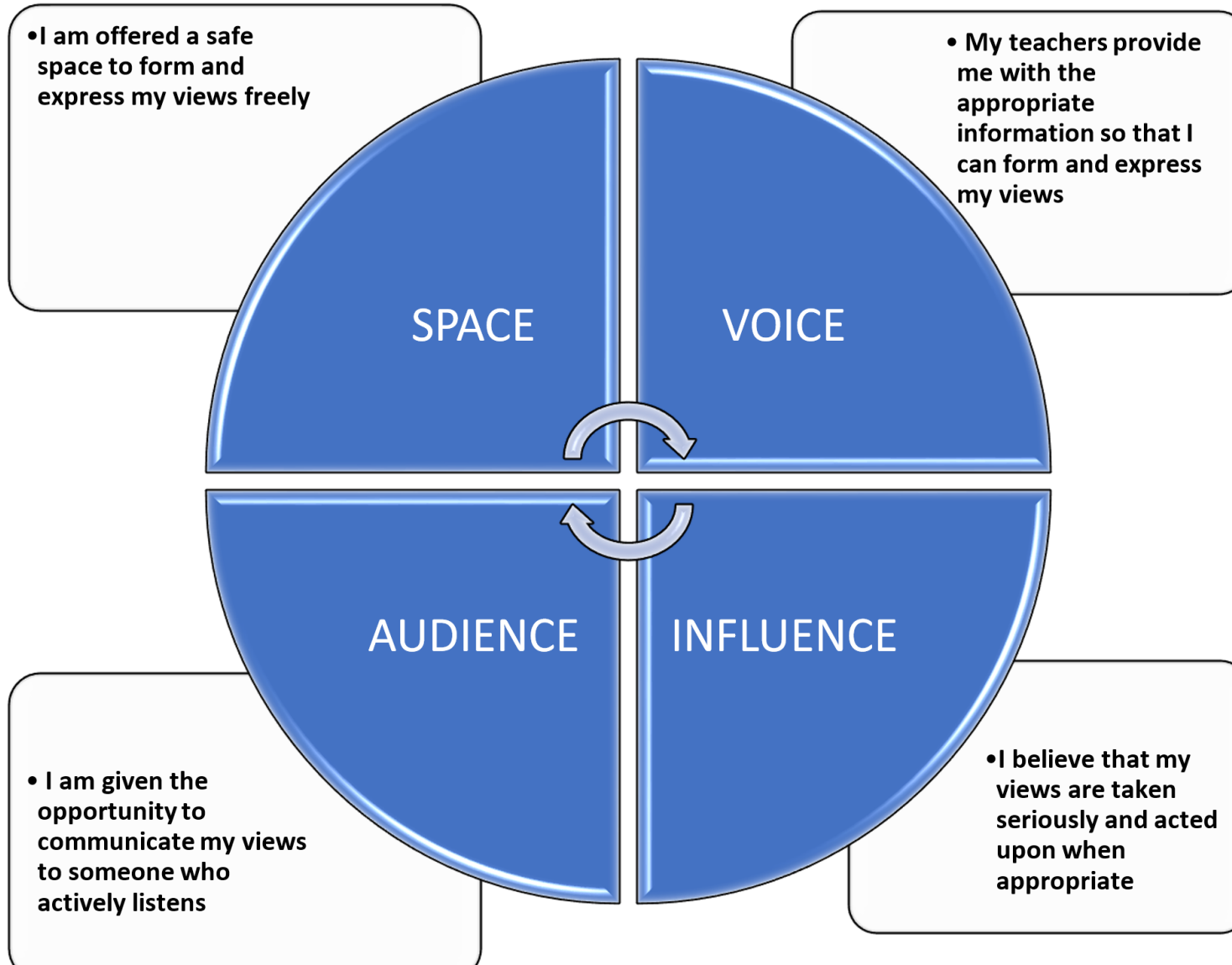
Laura Lundy

- ▶ **Laura Lundy** is Co-Director of the Centre for Children's Rights and a Professor in the School of Social Sciences, Education and Social Work at Queen's University, Belfast.

Expertise: children's right to participate in decision-making and education rights.



LEARNER VOICE AT ST. BROGAN'S



Effective Success Criteria

- ▶ are linked to the learning intention
- ▶ are specific to an activity
- ▶ are discussed and agreed with pupils prior to undertaking the activity
- ▶ provide a scaffold and focus for pupils while engaged in the activity
- ▶ are used as the basis for feedback and peer- /self-assessment.

Learning intentions: Remember:

▶ What do I want students to **know**?

- ▶ **Know** that enzymes are proteins
- ▶ **Know** that regular verbs in French have er, ir or re endings.

▶ What do I want students to be able to **do**?

- ▶ e.g. **to be able** to solve a simultaneous equation
- ▶ **to be able** to identify persuasive strategies used by the author or an argument

▶ What do I want students to **understand**?

- ▶ **understand** that enzymes being proteins are synthesised in cells using the processes of transcription and translation.
- ▶ **understand** that thermal equilibrium is the flow of heat from a region of higher temperature to region of lower temperature until both reach a common temperature.

LEARNING INTENTIONS/ SUCCESS CRITERIA

LEARNING INTENTIONS:

To understand the role of:

- Marketing
- Market Research
- The Marketing Mix
- Product Research and Development

in the activities of an organisation

SUCCESS CRITERIA:

- I can describe and give examples of a market.
- I can explain the role and importance of marketing in an organisation
- I can describe the methods of market research and give their advantages and disadvantages
- I can describe the 4 elements of the marketing mix
- I can describe the steps to be taken in product research and development.

▶ **Examples of Success Criteria discussed previously:**

▶ Rubrics

▶ WAGOLL

▶ BUMP IT UP Wall: (ice cream, burger).

▶ Model good work (anonymous if desired or pupils permission) with the caption

“This is good because...”

Generate success criteria with your students

- ▶ One- minute brainstorm:
- ▶ “How will we know if we have achieved this?”
- ▶ “What will I need to look for to see if you have achieved this?”
- ▶ What makes a good essay?, diagram? Experiment? etc.

Focus on the process and be specific:

<p>Don't just refer to the right answer:</p> <p>"I am looking to see if your work is correct"</p>	<p>Do give reminders about how to get there:</p> <p>"I am looking for sentences that begin with capitals and end with full stops".</p>
<p>Don't just name an end product:</p> <p>"I want to see that everyone has made a bowl"</p>	<p>Do be specific about what the bowl should be like:</p> <p>"I want to see that you were able to make a bowl that holds water and sits stable on the desk".</p>
<p>Don't just make success criteria out of a number of completed or correct answers:</p> <p>"I am looking for at least four out of five answers correct with working shown".</p>	<p>Do be clear you want working that shows their strategy:</p> <p>"I am looking for working that clearly shows me what strategy you have been using to work out the area of 2D shapes".</p>

Learning intention: “To know how to calculate the area of different triangles”

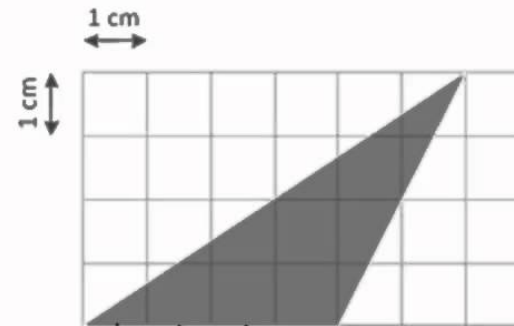
► **Success Criteria:**

“Remember to:

- Identify and measure base and height
- Multiply the base by the height and divide by two
- Record the units in squares.

- “Devise a checklist of the steps”

Find the Area of a Triangle - Grid



$$\frac{1}{2} b \times h$$
$$\frac{1}{2} \times 4 \times 3$$

Success Criteria for open skills in writing

- ▶ Success criteria for writing a report might be:
 - ▶ “Use headings and sub-headings”
 - ▶ “A clear opening”
 - ▶ “Facts to describe the main ideas”
 - ▶ “Facts are in clear logical order”
 - ▶ “Use suitable words and phrases”
 - ▶ “Have an appropriate conclusion”
- ▶ We should go beyond providing checklists of success criteria and coaching learners to use them.
- ▶ Show examples of work that meet the learning intention and discuss and analyse them with pupils to discover why they are successful.

Remember it's ok to let success criteria emerge in the lesson

- ▶ Often we generate success criteria after the activity has been completed (e.g. problem solving in Maths).
- ▶ Students also need to learn by making mistakes
- ▶ **Tip:** Try to enthuse and engage the students with the activity before sharing learning intentions and generating success criteria.

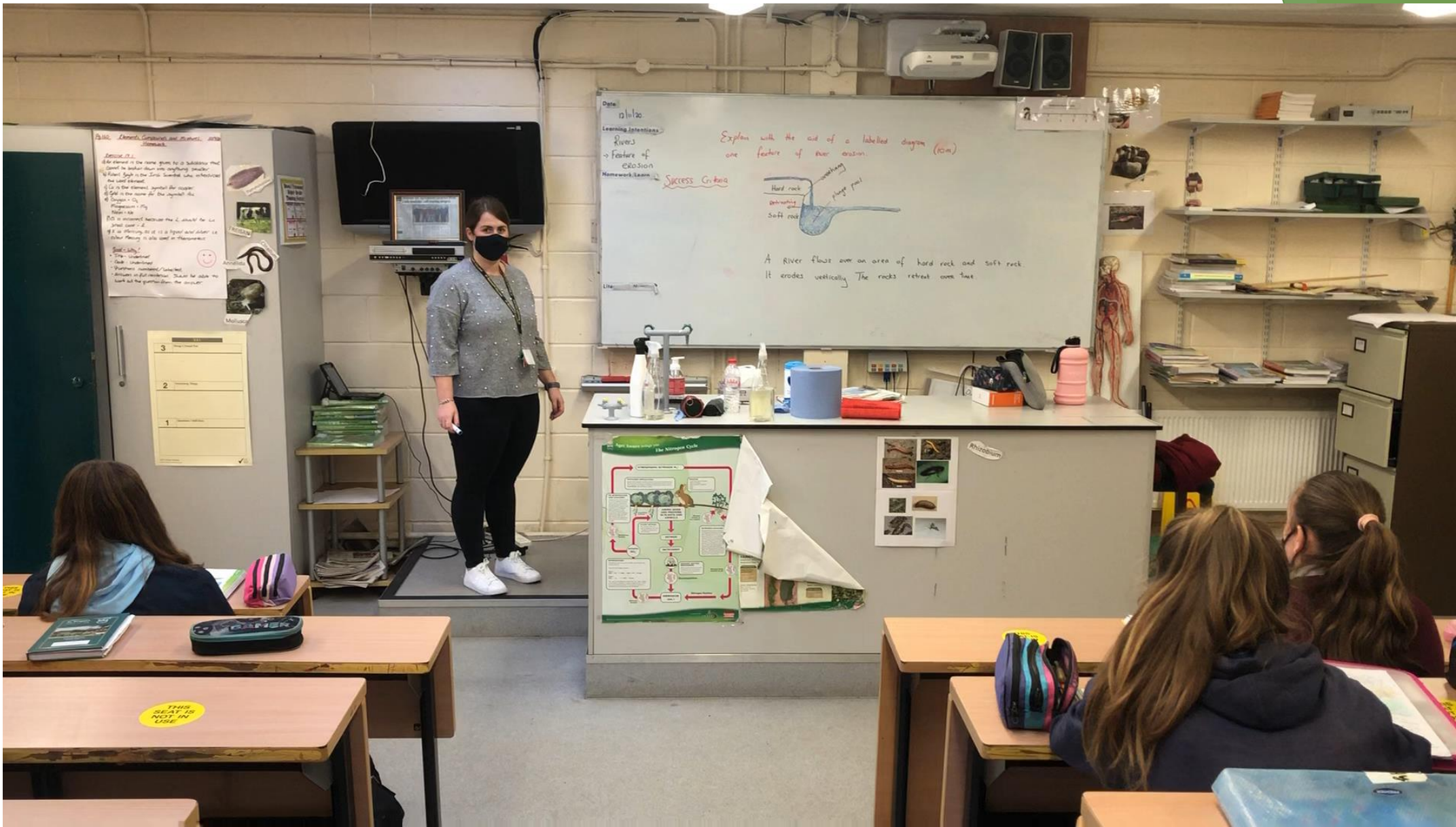
Examples presented to staff

1. Cocreation of Success Criteria based on Knowledge, Experience and Memory.

- ▶ Lessons were recorded.
- ▶ Recordings were shown to all staff and discussed at staff meeting.

2. Cocreation of Success Criteria using WAGOLL AND WABOLL

- ▶ Learner voice team piloted WAGOLL and WABOLL in their classrooms.
- ▶ Lessons were recorded.
- ▶ Recordings were shown to all staff and discussed at staff meeting.



All Things Sweet

Condensed Milk

Perfect for
Home Baking

375g e BEST BEFORE 09/09/21

NUTRITIONAL INFO		
Typical values	Per 100g	Per serving (20g)
Energy (kJ)	1565 kJ / 374 kcal	765 kJ / 182 kcal
Carbohydrates (of which sugars)	56g (56g)	31g (31g)
Fat (of which saturates)	8.0g (5.9g)	4.5g (3.3g)
Fibre	< 0.5g	< 0.5g
Protein	7.4g	4.1g
Salt	0.23g	0.13g

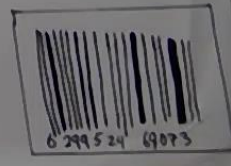
This can contains approx. 7 servings.

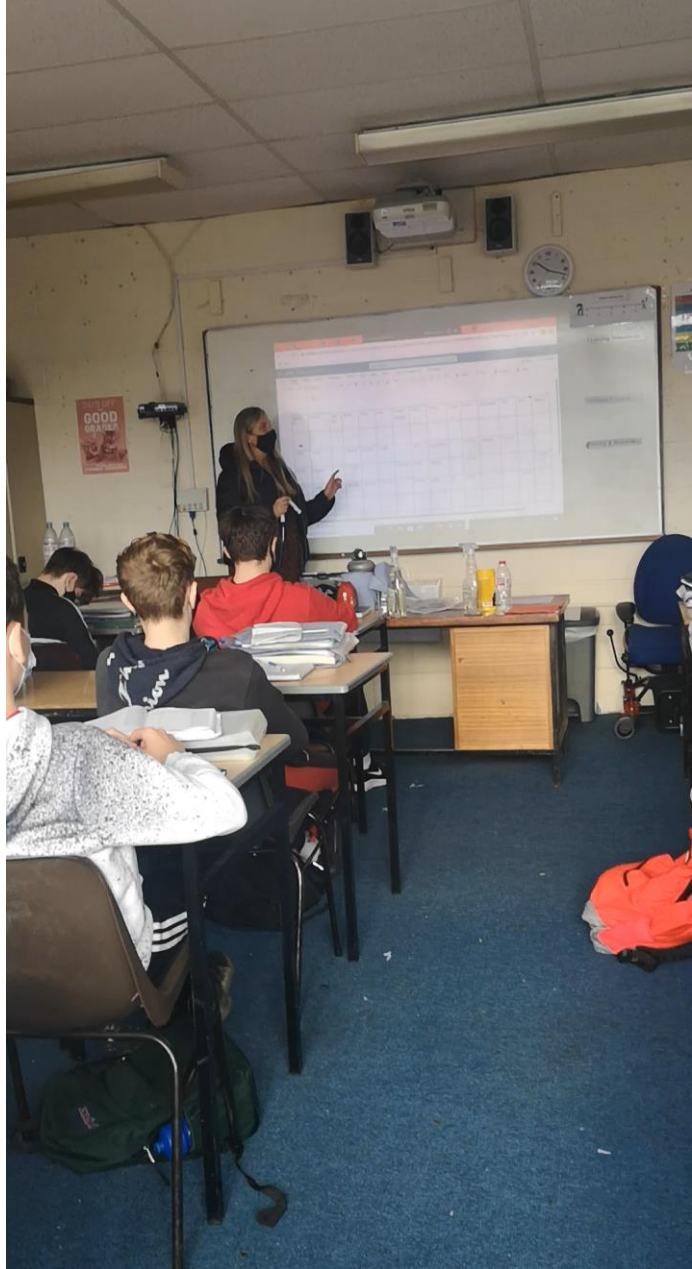
INGREDIENTS

Whole Milk, Sugar, Firming Agent: Calcium Chloride
Minimum 8% Milk Fat, 20% Milk Solids Non-Fat

STORAGE:

Store in a cool, dry place.
Once opened, transfer contents to an airtight non-metallic container, refrigerate and use within 3 days.





November Exams

- ▶ All teachers asked to cocreate Success Criteria with students when handing back results and going through the exam with the class.
- ▶ **Evaluation:**
- ▶ All Teachers and students given a Microsoft Forms questionnaire on their experience of Cocreating Success Criteria with the class.
- ▶ Analysis of Questionnaire responses.



Findings From November Assessment Questionnaires

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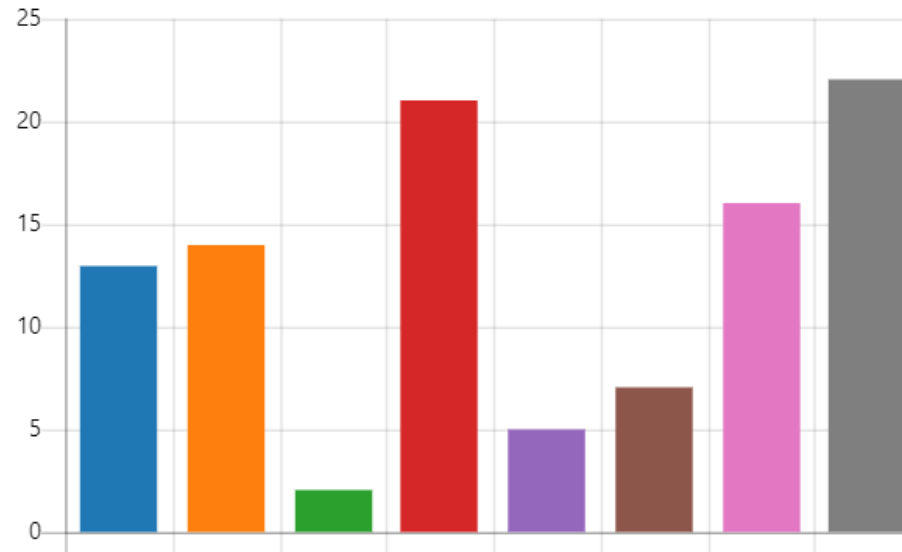
Staff Wins

(staff were asked to rank from 1-5, with 5 being that they totally agree)

- ▶ Staff are engaged with the process.
- ▶ Staff have agreed that cocreating success criteria have improved
 - ▶ Student engagement (Average = 4)
 - ▶ Student communication (Average = 3.73)
 - ▶ Student confidence (Average = 3.69)
 - ▶ Teacher/Student relationships (Average = 3.81)

- ▶ Staff agreed that it helped develop all the key skills of the new junior cycle with particular benefits in the area of Managing Information and Thinking and Communication.

Being literate	13
Managing myself	14
Staying well	2
Managing information and thi...	21
Being numerate	5
Being creative	7
Working with others	16
Communicating	22



- ▶ Staff have stated that they will continue to co-create success criteria in their classrooms. (Average = 4.24)
- ▶ Learner Voice is now at the forefront of teacher's minds in the school and being rolled out in other school initiatives.

Staff Challenges

- ▶ Time in Class. Covid and catching up from lockdown.
- ▶ The school is involved in lots of teaching and learning initiatives and this is challenging for teachers.
- ▶ We need to embed the Lundy model more into teacher practice.
- ▶ Teachers need to realise that co-creating success criteria won't work in every situation and there is a difficulty in realising where it is useful and where it is not.

Student wins


- ▶ Half of those students surveyed have heard of success criteria in the classroom.
- ▶ Of those students familiar with success criteria, 80% felt it allowed their views to be taken into consideration.
- ▶ 2/3 of students said they would like to see more of the co-creation of success criteria in class.

Student Challenges

- ▶ Students are used to being handed the Success Criteria, and therefore this can be a challenge to change the way they view learning.
- ▶ 60% of students surveyed could see how their results could improve using the co-creation of success criteria. We are still quite early in our process and as a result we hope this proportion of students will increase over the coming year.
- ▶ Those students who are lacking in confidence, or who are shy, may find this type of interaction daunting.

The Next Steps

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- ▶ The Teaching and Learning Group in the school are working on a template to help students with planning exam questions. The Learner Voice Team will work in conjunction with the Teaching and Learning Group to help imbed the use of co-creating success criteria with exam years.
 - ▶ The next step will be to introduce this initiative into subject departments. The departments will help to identify areas in which co-creation of Success Criteria can take place and establish which methods will be appropriate to achieve this.