**PUPIL INDEPENDENT LEARNING LESSON EVALUATION**

**BANKIER PS P7 Susan MacLeod Friday 13th June 2014**

**The learning intention and success criteria below were shared with pupils at relevant stages during the lesson.**

LEARNING INTENTION - We are developing our ability to use our understanding, skills, and knowledge

PUPIL RESPONSES TO:

1. **How do you know you understand something?**

When you prove that you can do it, can do it really well or will be doing it daily, can demonstrate to others – teach them, people praise your skill, find it easy, able to show our skills to everyone else.

1. **How did you get better at understanding this?**

Practising and getting help, practise lots, people helping us (follow rules), competing, being able to use your knowledge, watching others, not giving up (being ambitious, enjoying, challenging), being determined, we know we got better at understanding this by practising in our own time and our teachers/coaches have also helped us develop a better understanding of these skills, keep playing it, never give up, we play fair and follow the rules.

PUPIL UNDERSTANDING CHARTS:

Many pupils chose a sport as the thing which they understood really well. Some needed some scaffolding to identify how they came to understand this and how they knew. Many chose football and with prompting, were able to note that they knew the rules and followed them. All pupils were able to record or represent a variety of things which they felt they understood. Most enjoyed drawing the little self-portrait although some clearly would have preferred to spend more time perfecting this. Pupils recorded a wide range of things they understood – a balance of curricular skills and knowledge and sports done in their own time, plus some gaming, Boy’s Brigade and baking activities. A significant number of pupils gave reasons for their responses. These don’t always align with the eventual responses to questions 1 & 2 above. This may indicate that the plenary expository teaching used following the understanding charts was successful in consolidating pupil understanding of possible answers to these.

**PUPIL RESPONSES TO:**

1. **What is a curriculum?**

Initial answers revised following discussion and parental video viewing - We have a curriculum for excellence, how well we done, the way we have been taught, it’s about school, a future ambitions, areas of learning, a folder, something that helps you become independent in the future, the curriculum is things you do in school, a target, your knowledge, an achievement you learn to achieve future ambitions, 8 curriculum areas, active learning – using our brain, a pacific(specific) area of different stuff e.g. maths, language, BBs and cooking, the 8 curricular areas – RME, Expressive arts, maths, sciences, HWB, social subjects, technology.

1. **What is special about curriculum for excellence?**

Help your group, independent, it helps to improve, helps us get a job, the four capacities, teach us to grow up and become one of the four capacities, to help our country, 8 areas, it helps you achieve future ambitions, you learn to teach yourself, you learn new skills, teaching your skills for the future.

**MAKING CONNECTIONS ACROSS LEARNING:**

This section of the lesson was a little rushed because time was running out. Pupils were easily able to follow the modelled example, and had time to record one or two of their own examples. There was no time to properly review or check understanding of the implications of these connections and how they might be useful in the future. There was also no time to complete the last activity where pupils record how they apply their understanding in different ways. It was therefore interesting to see how they would assess their progression against the success criteria below.

**ANALYSIS OF PUPIL RATINGS FOR EACH SUCCESS CRITERIA**

|  |  |  |  |
| --- | --- | --- | --- |
| Your Name – | How well can you do these things?  Make a tick in the box – write some comments if you want to | | |
| Success Criteria  I can: | I would find it really difficult or impossible to do this | I could do this quite well | I would find it easy to do this really well |
| Describe things I understand |  |  |  |
| Say how I know I understand these things |  |  |  |
| Make a list or diagram of the curriculum |  |  |  |
| Say how tasks I have done link 2 or more areas of the curriculum |  |  |  |
| Give examples of when I have used my skills, knowledge and understanding in a new way |  |  |  |

**From a total number of 26 pupils participating, at the end of the lesson the following numbers of pupils rated themselves in each category:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Success Criteria  I can: | I would find it really difficult or impossible to do this | I could do this quite well | I would find it easy to do this really well | Total responding |
| Describe things I understand | **0** | **15 = 57.7%** | **11 = 42.3%** | **26 = 100%** |
| Say how I know I understand these things | **1 = 3.8%** | **20 = 76.9%** | **5 = 19.2%** | **26 = 100%** |
| Make a list or diagram of the curriculum | **2 = 7.7%** | **12 = 46.1%** | **8 = 30.7%** | **22 = 84.6%** |
| Say how tasks I have done link 2 or more areas of the curriculum | **0** | **18 = 69.2%** | **2 = 7.7%** | **22 = 84.6%** |
| Give examples of when I have used my skills, knowledge and understanding in a new way | **0** | **7 = 26.9%** | **4 = 15.4%** | **11 – 42.3%** |

**Leuven Scale of Active Engagement during the lesson**

Recording what we understand, how we know and how we gained this – 2-4

Creating the understanding chart 4-5

Answering questions 3 & 4 with their group – 3-5

Listening to curriculum explanation and video – 2-4

Making connections across their learning – 2-5

From these results a number of conclusions are possible:

1. Pupils feel they have a complete grasp of the things they understand
2. Almost all pupils can explain how they know they understand – they proved this in their understanding charts and during verbal exchanges during the lesson
3. Almost 76% of pupils could create a visual representation of the curriculum and its subjects – again this was evident in pupil volunteering of subject names and the types of things to be learned in each subject. Some pupils confidently named all 8 curricular areas recalled from the pupil profile creation earlier in the month.
4. Around 17% of pupils did not record how well they could describe the curriculum – a number of causes could be possible for this
5. All pupils who responded felt they could identify how their learning is linked across the curriculum - although few were very confident about their ability to do this really well
6. All pupils who responded felt they could explain how and when they have used their understanding in a new way. Just over a sixth of pupils said they could do this easily, but almost half did not respond. This may suggest that more pupils chose not to give a negative response, but could also have been because this was the last success criteria and they ran out of time.

Qualitative Observations:

1. Pupils contributed confidently at each stage in the lesson
2. Despite squeezing the whole set of experiences into one morning, pupils remained engaged. At one point we had a “Brain Break” and took a walk around. One pupil gave valuable verbal feedback at the end, saying “It was too long”. We have learned therefore that the chunking and staged delivery used at St Bernadette’s PS is more valuable for pupils.
3. Pupils volunteered lots of information about the curriculum and had good awareness of the subjects included in Curriculum for Excellence.
4. It was clear that each group of pupils experiencing this task will respond differently and interpret the tasks accordingly.
5. The lesson appears to complement any previous input and existing knowledge and provides a bigger picture which is not shared with pupils currently.
6. It worked well with this class following on from their pupil profiling and visit to the high school the day before.