**Lesson evaluation 17.3.14**

Primary 6/7 St Bernadette’s RC PS 10am-11.15

**General Observations**

The pace required by pupils meant that we reached slide 5 and decided that this was a natural split. Slides 6 – 10 will be a follow up lesson on ?

**What went well?**

Pupils were all able to identify something they understood really well.

Almost all were able to identify and record individual answers to the 2 questions

Stopping part of the way through sharing section (slide 5) to enable a group who were working well to share (model) the task for those who needed more support.

Suggesting the “display” of the “post it” notes with the finished sentences to the group who were furthest on – they were then able to suggest this to the rest of the class.

Plenary with quick consideration of success criteria we were able to consider. Pupils showed thumbs up and level as their progress in SC 2 “Say how you know you understand these things” - even with the partially complete learning experience.

Children all recognised that understanding is the result of lots of practising, that it took time and repetition.

They applied simple measurements or summative statements and judgements to measure how they knew they understood “I get the answer right” “Beat that” (scores) and also judged by how easy they found the activity they chose.

**What could be better?**

The art cards for pairing were fine, but next time I would take more care to select obvious similarities between the pairs for forming the groups of 4, or use existing groupings to save time.

Plenary and review of sharing activity needed more in depth questioning to examine pupil thinking. One child had expressed the idea that to understand something well you have to be able to teach it to someone else. I shared an example of understanding to reinforce the need for flexible application

Use questioning or find a resource or activity which enables pupils to see that deep understanding is demonstrated by the ability to apply understanding in a creative and flexible way – even in response to changing conditions.

**Lesson evaluation 27.3.14**

Primary 6/7 St Bernadette’s RC PS 9.30am-10.30am

**General Observations**

The pace required by pupils meant that we reached slide 7 in a meaningful way without rushing them or their learning. As a result, I switched the focus of the bullet points to increase the relevance and coherence of the experience back to their understanding and give them another opportunity to consider how their accumulated understandings so far might link with the curriculum.

**What went well?**

Using the questions to gather a baseline of pupil understanding of the curriculum and curriculum for excellence. The results are very varied and should enable us to measure impact or value added in the learning at the end.

Tighter organisation and clearer instructions worked well. Awarding points to groups who demonstrated good organisation skills motivated pupils and may have helped them settle more with me as an unfamiliar adult. Likewise using Miss McNally’s attention strategies. I also mixed hands up and random questioning depending on what was being asked (hands up for the higher order personal opinion questions where pupils needed to feel comfortable in volunteering their thoughts, random for the plenary questions at the end, my choice at other stages, one from each group also).

Success criteria slips were obviously very familiar to the pupils and they used them with little or no necessity for explanation

Pupils are obviously well-used to presenting their thinking in creative ways and offered a range of suggestions and ideas – I had to explain that we were limited by time, but that we could explore this further another day.

Body language became more positive and engagement levels grew as the clarity of the task emerged and pupils began to record more and more information about their understanding.

**What could be better?**

I need to support a few learners who I suspect may be recording the things that they like rather than the things they understand really well.

I need to ensure that all pupils are motivated to engage fully with the task.

Find time to revisit the success criteria with the pupils if this seems necessary next time.

Find some video or visual or model during next steps in order to promote understanding of where potential gaps in our knowledge might be. Also plan some good questions to help lead pupils from this visual to making the connection with the term curriculum and then onto CfE.

**Lesson 3 evaluation 2.4.14 1.45 – 3pm**

Primary 6/7 St Bernadette’s RC PS 1.45pm-3pm

**General Observations**

Pupils worked well. Differentiating by pace allowed a group to begin to pull together their thinking across the tasks and present this to the class.

**What went well?**

Pupils remained on task and the majority of them were engaged by the task.

All were able to identify and record a wide range of things they felt they understood, and showed developing awareness of how these things might be useful to them in the future – skills for learning, life and work.

I decided that recording the things pupils didn’t understand in the same chart as the things they did would be counter-productive. Pupils would have become confused and their work would have become cluttered and unclear.

**What could be better?**

Initial feeling is that I should have spent more time with pupils whose interpretation and understanding of the task needed to be developed. However, it may be useful to have tried to keep the levels of attention and support given to pupils reasonably equal, so that proper analysis of the value of these lessons to pupils and suitability to stage becomes apparent.

Presenting the learning in a more engaging way, and managing the working atmosphere in the class would encourage some pupils to maintain their concentration better and avoid distractions.

The power point slides after 8 were not needed in this lesson and do not now seem the most relevant way for these pupils to progress.

**Next Steps:**

**I was able to briefly share progress so far with Maria and Cathy. We agreed that the time lapse over the holidays might be useful to help us gauge the amount of recall pupils have when we return to the task. I said I would take some time to analyse what we have so far and identify the best next steps. Cathy and Maria were happy with this and agreed that a display of pupil work done throughout this process would be valuable for pupils to see and to share with staff. I also think a video interpretation of the work alongside the analysis below might prove useful.**

**1.5.14 Analysis of work so far**

**Pupil responses to “We know we really understand something when…”**

1. Summative assessment activities and simple statements about experiential evidence tended to be prioritised by pupils. For example, “we get most of the maths questions right” “we practice and get better each time” “we continuously get it right” “we move up to a higher group or if you are confident to answer in class”
2. One group noted “we get good feedback/marks/teaching others” indicating that some of the pupils knew that the ability to pass on to others was a strong indication of true understanding.
3. Another wrote “when we think about it and write it down and revise it” indicating that they appreciated the need for real though and for high levels of practise. The latter came through strongly in the individual responses also.
4. Most pupils chose a curricular “thing” as the thing they understood really well. This could indicate their high levels of confidence in the quality and value of the teaching they are experiencing, or that they value academic learning more than extra-curricular or “outside school” learning. This would need to be explored further to be able to say for certain.

**Pupil responses to “We think we got better at understanding by…?” confirmed point 3 above:**

1. 4 out of 6 groups said by practising.
2. Another group broke the practising down into “writing it out and watching facts on the internet.”
3. The last group recognised the value in connecting learning to what you already know and applying it in other ways “by using cross curricular. Also letting you see the connections.”

**Observations about the group curricular learning task (this was designed as a baseline to gather existing levels of pupil understanding of the curriculum and Curriculum for Excellence). Generally these responses show a reasonable awareness of the curriculum as a group of subjects:**

**Responses to “What is a curriculum?”**

1. 4 out of 6 groups defined the curriculum as subjects
2. 1 group offered no answer and 1 group offered an incorrect answer
3. 2 groups gave multiple and quite sophisticated responses

**Responses to “What is special about Curriculum for Excellence?”**

1. 2 groups gave no answer
2. 1 group knew that it (the curriculum) has changed recently and that it allowed teachers to be more creative with work, another said “It helps you get a better education”
3. 1 group offered “Feedback” as their response, another linked to their previous response by saying “You are learning different subjects and learning them and trying to do them”

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| Success Criteria  I can: | My Name –  How well can I do these things?  Colour the circle and add a comment if you want to.  Red=not well at all, Orange/Yellow= quite well Green = really well |
| Describe things I understand | 18 green, 1 comment presumed green  4 amber  1 red/amber |
| Explain how I use these things in everyday life | 10 green  13 amber  1 nil response |
| Say or show how these things could be organised into a “curriculum” | Pupils told this one was not addressed during our learning, but:  6 amber  12 red and 6 left blank |

**Observations about the pupil interim self-assessment task:**

**LESSON 2 - We are developing understanding of how and what we learn**

**Observations about the pupil understanding charts:**

1. The pace at which pupils created these was varied, but not remarkably. Most pupils needed around an hour, split over 2 lessons. Some pupils would have continued to add to and develop these given more time. Around 6 pupils needed less time and relished the extension task/opportunity to link their completion of these back to the curricular question task and share this with the class.
2. 17 pupils depicted a balance range of school and out of school activities in their chart
3. 7 pupils favoured out of school activities in their chart and made little reference to school based understanding.
4. 21 out of 24 pupils were able to write or symbolise how the things they understood would be useful to them in later life. Many were able to cite specific skills and their application, others recognised the value of the knowledge they were accumulating and connected this to specific jobs.

**As can be seen from the photos below, the collaborative plenary extension task delivered by a small group of pupils showed that these pupils at least were developing a richer understanding of how the elements of their school based and home-based learning fit together to equip them for life.**



