

CLEVELAND ROAD PRIMARY SCHOOL: LESSON STUDY RESEARCH EVALUATION REPORT

Research Question:	How does a more personalised approach to formative assessment impact upon pupil progress?
Who was involved? (Include job roles)	L. Riches (Assistant Head) K. Sangaran (Year 5 teacher) P. Kaur (Year 3 lead)

ABSTRACT

This is a crucial time for children's learning. We need to ensure that our children can compete among the best in the world by securing world-class standards for all. The key to meeting this challenge in the next phase of educational reform is to personalise learning so that every individual can reach his or her full potential.

AIMS

(a) The reasons for undertaking this lesson study project

It is clear that the effectiveness of formative assessment is crucial to pupils' learning. Teachers feel that they are constantly trying to 'catch up' with marking and rarely find time for pupils to actually feedback on this in order for them to address misconceptions. Crucially, any feedback should enhance pupils' learning.

(b) The identified target learners

We selected three pupils from each class/set in English: one pupil working at greater depth within the end-of-year expectation, one pupil working at end-of-year expectation, and one pupil working towards end-of-year expectation.

(c) How we intended to improve children's learning

During the lessons, the three pupils from each class/set were observed as to how each type of feedback impacts on their learning. As well as this, conversations with the pupils after the delivery of the lessons provided critical research as to how they felt about the feedback given and how this impacted on their learning.

(d) The success criteria for the research lessons

- Feedback to pupils in different ways
- Note impact of feedback given
- Adapt feedback to the needs of the child

METHODOLOGY

(a) The teaching approaches we tried

- Break writing tasks into stages, providing feedback at each stage
- Answer, Prove, Explain (APE) strategy in Guided Reading, providing on-the-spot feedback
- Talk for Writing strategies to accelerate progress of EAL learners

(b) Specific resources we tried

- Writing steps broken down into achievable targets from Interim Framework for Year 6 pupils
- 'APE' steps for pupils to refer to; sentence starters alongside these steps
- Story mapping for pupils to retell story

OUTCOMES AND IMPACT
(a) The Impact on pupil learning
• Break writing tasks into stages, providing feedback at each stage: Scaffolding provided a very clear structure; able to follow checklist and make decisions; as a result, Writing was much more cohesive with punctuation and vocabulary used for effect and cohesive devices used appropriately • Answer, Prove, Explain (APE) strategy in Guided Reading, providing on-the-spot feedback: Sentence starters provided personalized scaffolding to support the needs of each pupil at each stage of the APE strategy • Talk for Writing strategies to accelerate progress of EAL learners: Use of symbols and story mapping supported all pupils when retelling the story read, which led to a better understanding of the story, with pupils actively engaged in all aspects of learning
(b) Evidence of impact on pupil learning
<u>Break writing tasks into stages, providing feedback at each stage</u> Pupils became more confident, as the lessons went on, at using more complex structures in their writing. They worked well with the checklists, especially when paired. They were able to follow the criteria and make decisions in their writing. <u>Answer, Prove, Explain (APE) strategy in Guided Reading, providing on-the-spot feedback</u> Pupils used the APE steps in discussions around the text being read. The sentence starters given for each step were particularly beneficial in supporting pupils to focus on questions being asked about what they had read. <u>Talk for Writing strategies to accelerate progress of EAL learners</u> All pupils could retell the story, and were actively engaged in their learning. Talk was purposeful and discussions between children led into their Writing at all levels.
(c) Impact on teaching
Teaching is more personalized to the needs of individual pupils. Teaching accommodates pupils' pace and requirements, as well as challenging all pupils throughout the learning process.
(d) Evidence of impact on teaching
Pupils feel much more like writers. They have a greater understanding of decisions they have made and their writing, therefore, is much more cohesive and purposeful. Pupils are more engaged with their Reading and feel supported; they take part in discussions more readily and use examples from the text to back up their opinions.
(e) Impact upon school culture and leadership
Teachers have a better understanding of how to personalize lessons in order to include all children in the learning process. The school ethos centers more around 'differentiation through personalization'.
(d) Evidence of impact upon school culture and leadership
Through conversations with teachers, they now have a better understanding of personalized learning and what it looks like.

CONCLUSIONS AND RECOMMENDATIONS

(a) Our conclusions

Overall, children learn if they are encouraged and supported to take more ownership of the assessment and feedback process. Traditionally, feedback is in written form. From our research, we have found that children respond equally to structured verbal responses, both by teachers and peers, leading to immediate impact. The evidence suggests that when conversation around assessment and feedback is extended and the students are more active participants in the whole process, then feedback is likely to be most useful to students' learning.

BIBLIOGRAPHY

- *Feedback to Promote Student Learning (Dorothy Spiller Teaching Development | Wāhanga Whakapakari Ako)*
- *Focus on Formative Feedback (Valerie J. Shute)*
- *Perspectives on Pupil Assessment (GTC)*
- *THE HIGH COST OF 'EFFECTIVE FEEDBACK' (Jack Marwood)*
- *Formative Assessment Techniques to Support Student Motivation and Achievement (Kathleen M. Cauley & James H. McMillan)*