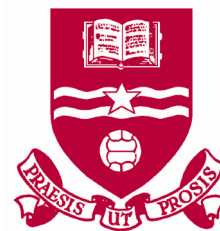


SCHOOL SELF-EVALUATION REPORT – Feedback and Peer Assessment



Mission Statement of De La Salle College, Waterford

De La Salle College Waterford is a Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life.

1. INTRODUCTION

The focus of the evaluation

A school based self-evaluation of teaching and learning was undertaken during the period September 2016 to May 2017. During the evaluation, teaching and learning in the following was evaluated:

- The quality of learning outcomes for students – Effective formative feedback supported by peer assessment.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

School context.

De La Salle College Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life. The school offers the Junior Certificate, Junior Certificate Schools Programme (JCSP), Transition Year, Leaving Certificate Applied (LCA) and Leaving Certificate programme to its students. We have an enrolment of 1140 students in 2016/2017. The schools catchment area includes Waterford City, Co. Waterford (East), South Kilkenny and South Tipperary. De La Salle College Waterford is an all-boys Catholic School under the trusteeship of Le Chéile. The college is managed by a Board of Management, is funded by the Department of Education and Skills. De La Salle College Waterford was founded in 1891 by the De La Salle Brothers and serves as a Catholic school for boys. De La Salle College Waterford seeks to promote an atmosphere of friendliness, discipline and co-operation where everyone can experience respect, encouragement and support. While every school is a community in which adults and young people live and work together, the La Sallian School is inspired by the vision of St. John Baptist De La Salle that Gospel values must permeate the life of a Catholic school in such a way that students internalise those values and reflect them in their behaviour.

2. The Findings

What do we mean by formative feedback? Feedback to any student should be about the particular qualities of his or her work. With advice on what he or she can do to improve, and should avoid comparisons with other students (Black and William.1998).

Effective feedback

- Focused on the quality of the student work
- Related to agreed success criteria
- Identifies success and achievement
- Indicates suggestions for improvement
- Prompts student thinking
- Allows time for improvement to take place

We collected information from parents, pupils, teachers, Curriculum and Assessment Facilitator, Principal and Deputy Principals in preparing this report.

The evaluation based on a survey of Teaching staff, a focus group with Junior and Senior cycle students, Subject Department meetings and regular informal discussions between teachers and senior management team indicate the importance of feedback and how learning is best supported by effective feedback.

The results of the survey carried out among the teaching staff is as follows:

Q1: I think about the kind of verbal feedback that I give my students.

Always – 57% Sometimes – 43% Never – 0%

Q2: I give feedback that relates to the learning intention and criteria for success agreed with the students.

Always – 38.4% Sometimes – 60% Never – 1.6%

Q3 : Feedback focuses on a small number of targets at a time

Always – 50.8% Sometimes – 47.6% Never – 1.6%

Q4: Feedback specifies what students have achieved and what they need to improve.

Always – 55.4% Sometimes – 44.6% Never – 0%

Q5: Students are encouraged to give feedback to each other.

Always – 10.8% Sometimes – 72.3% Never – 16.9%

Q6: Assessment techniques are used throughout the lesson to facilitate students in giving me feedback on how they are learning.

Always – 23% Sometimes – 72.4% Never – 4.6%

Q7: I allow time for students to consider feedback that they receive from me and their peers.

Always – 35.4% Sometimes – 58.4% Never – 6.2%

Q8: Students are given a chance to make improvements to their work based on feedback.

Always – 38.4% Sometimes – 58.4% Never – 3.2%

Q9: My written feedback to students can be read and understood.

Always – 61.5% Sometimes – 36.9% Never – 1.6%

Focus Group - Feedback

1. What is your understanding of the word "Feedback"?
 - Getting opinions on how things have been done
 - Identifying problems that occurred
 - Helps students to improve
 - Getting information

2. Do you feel you receive enough feedback from teachers?
 - Varies from subject to subject and teacher to teacher
 - Students get a lot of collective feedback rather than individual feedback

3. What would you consider good/effective Feedback?
 - Something that helps you to improve your work
 - Solutions given
 - Encouragement received
 - Preference for written feedback rather than oral feedback

4. Do you read feedback and reflect on what it says?
 - Yes, students reported that they have used it to improve on future tests or assignments or homework submissions.
 - Use it as a guideline on how to structure work better in the future.
 - Students tend to look at the mark rather than the comments

5. Do you take feedback into consideration for your next assignment?
 - Generally – Yes
 - But some students said that they ignore feedback if they don't agree with it. They would not seek clarification.

6. Have you ever given feedback to a classmate?
 - Yes, sometimes we help each other

- In some classes, we correct each other's homework and this allows us to learn from other peoples mistakes and help the other student.

7. Should we encourage students to give each other feedback?

- Yes
- But, students must be mature enough to receive effective feedback.
- Some students believe that their work is private and may need to open their work up to others.

8. Peer Assessment – could it be used more effectively

- Students need to understand that the purpose of feedback is to allow the students to improve and students should not take it as criticism.

9. Feedback – what needs to improve from the schools point of view?

Would the following template be beneficial?

“What has been done well?”

“What has been less successful?”

“Make one or two suggestions on how improvement can be made”.

- Students like to be praised.
- This template is very positive.
- It shows what you did well and what area needs to be improved.

The outcomes of discussions among staff at subject departmental level were shared with the whole staff, stressing the importance of formative feedback and peer assessment across all subject areas.

Summary of School Self-Evaluation findings

Our school has strengths in the following areas:

- There is awareness of the importance of formative feedback amongst staff and they see themselves as having a role to play.
- A dedicated staff that is willing to engage in programmes in order to enhance student learning and professional development in this area.
- Good support from the learning support department
- A positive rapport between staff and students as highlighted in our WSE which promotes encouragement to students to ask questions and seek feedback

The following areas are prioritised for improvement:

- To create a classroom climate in which feedback is encouraged.

- To encourage students to give feedback to each other.
- To involve Students in peer assessment.
- To provide feedback that relates to the learning intentions
- To allow students the opportunity to make improvements to their work based on feedback
- Raise the quality of effective feedback.

