

School Improvement Plan – Formative feedback and Peer Assessment

Our school has strengths in the following areas:

- There is an awareness of the importance of formative feedback amongst staff and they see themselves as having a role to play.
- There is 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 exists in the school 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.

IMPROVEMENT TARGET 1:

Theme: 'Reflection on feedback'

Target: Allow sufficient time for students to consider/reflect on feedback they receive

Required actions: At least three times during the academic year provide time for students to consider feedback, reflect on the advice provided and allow students the opportunity to make improvements to their work based on feedback.

Persons responsible: All teachers

Timeframe for action: September 2017-June 2018

Success criteria/measurable outcomes:

- 6.2% of teachers currently never allow time for students to consider feedback. All teachers should allow time at least three times during the academic year ,provide time for students to consider feedback, reflect on the advice provided and allow students the opportunity to make improvements to their work based on feedback.

Review date: May 2018

IMPROVEMENT TARGET 2:

Theme: Peer Assessment

Target: Encourage students to give feedback to each other using an agreed structured approach

Required actions: Use a structured plan for peer assessment with very clear and concise guidelines for students. Students learn to identify the success criteria that are present or absent in a piece of work. Students become more skilled in assessing their own work. It builds collaborative learning. Students often pay more attention to peer feedback.

Persons responsible: All teachers.

Timeframe for action: September 2017 – June 2018.

Success criteria/measurable outcomes:

- Currently 16.9% of teachers never encourage students to give feedback to each other. The aim is that all teachers will at some stage during the academic year use peer assessment. The desired outcome is to increase the use of the students voice in the classroom.

Review date: May 2018

IMPROVEMENT TARGET 3:

Theme: Effective feedback

Target: All teachers will be encouraged to use an agreed template when providing feedback. The focus group of students felt the template was very positive, they said students liked to be praised but as well as knowing what they did well, they wish to know what areas require improvement.

Required actions: Teachers to use an agreed template when providing feedback. It should be used at least once per term

Persons responsible: All Teachers.

Timeframe for action: September 2017-June 2018.

Success criteria/measurable outcomes:

Creating a classroom in which feedback and discussion is encouraged. This means encouraging student questioning and creating a space where it's okay to offer divergent responses. Then all answers, right or wrong, can be used to develop understanding. 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

Review date: May 2018.