

# Intermediate School Killorglin:

## Our School Self-Evaluation Report 2022-2023



### “Using Feedback effectively to promote reflection and motivate interest in learning”

#### Introduction / Rationale

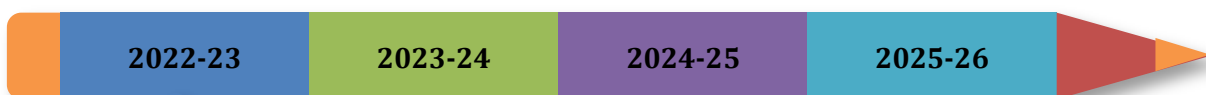
School self-evaluation (SSE) is a collaborative, inclusive, reflective process of internal school review. The school:

- Reflects on its aims,
- Considers criteria for success within the
- School’s context and ethos.
- Determines methods for judging the quality of educational provision in the school.

School self-evaluation is about ensuring an improvement in the teaching and learning processes.

Using DES guidelines and “Looking at Our Schools” (LAOS) 2022 document, Schools:

1. Identify a focus:
2. Gather evidence
3. Analyse and make judgements
4. Write and share improvement plan
5. Put plan in action
6. Monitor and evaluate:



Take Stock  
Review (incl. COVID-19-19-19)  
Initiate Wellbeing plan

Context-specific school priorities related to teaching,  
learning, equity and inclusion  
National wellbeing goals  
National curriculum goals  
Other national strategies

## **FOCUS:**

We undertook self-evaluation of teaching and learning during the period *September 2022 to May 2022*. We evaluated the following aspect(s) of teaching and learning: specifically with a view of promoting student motivation and ownership of learning which had fallen during COVID-19-19.

**“Using Feedback effectively to promote reflection and motivate interest in learning”**

## **EVIDENCE:**

**How well are we doing** (September -October2022)

It was noted among staff that many students were less motivated during and since COVID-19.

Although teachers give regular feedback and motivate students, it was noted a greater effort and reinforcement of various strategies could be explored and implemented.

This aligns with “Looking at Our School 2022: A Quality Framework for Post-Primary Schools Domain 3”

*In our school, there is effective / very effective practice with regard to teacher-student relationships*

- Interactions and relationships between students and teachers are very respectful and positive.
- Teachers have high expectations of students' work and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
- Teachers regularly provide students with constructive, developmental oral and written feedback on their learning.
- Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.

## **ANALYSE AND MAKE JUDGEMENTS:**

**This is how we know**

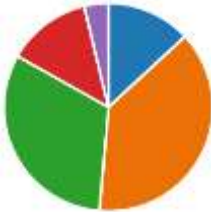
- Feedback and discussion with staff
- Meeting with principal
- Feedback from students, parent and teacher surveys. Survey data shared with staff in November 2022.
- General class discussions with students.
- General observations in class.
- Academic tracking.

## Key Survey Responses:

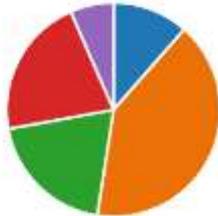
**Q:** Since COVID-19, student's confidence and ability to organise their own learning has increased.

**Finding:** More than 50% claim that COVID-19 has not helped increase their confidence in learning.

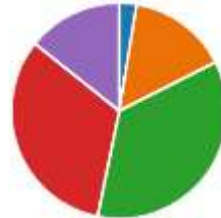
2/3 Years



5/6 years



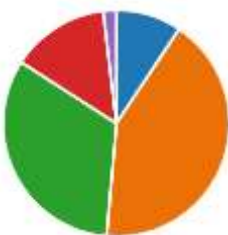
Parents



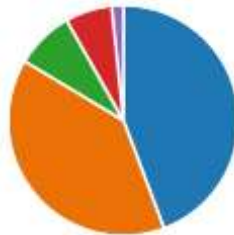
**Q:** Oral or written feedback from teachers helps me (my child) reflect, monitor and set goals for my learning.

**Finding:** Younger 50% of younger student do not reflect, monitor or set goals for their learning.

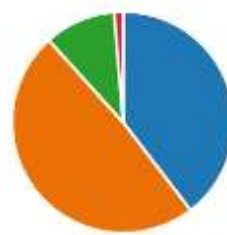
2/3 Years



5/6 years



Parents



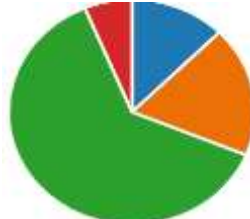
**Q:** Since COVID-19, Interest and motivation to learn has increased.

**Finding:** Teachers comment that participation is worse.

Students



Teachers



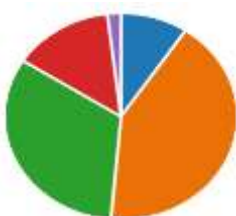
Parents



**Q:** When possible, I (my child) reflect on learning

**Finding:** Over 50% of students, either don't know or do not reflect on their learning.

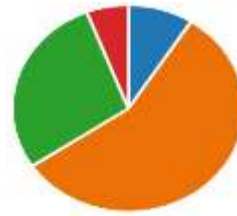
2/3 Years



5/6 Years



Parents



## Some comments made by 2<sup>nd</sup> year students when asked how can teachers give 'better' feedback?:

- "Be honest about it"
- "Speak to the student directly"
- "Suggesting parts of our work we can improve on, and suggesting what we're doing well with"
- "Tell you where you went wrong and what you should do next time"
- "Take time with it"
- "Going into a bit more detail and what you need to do better on"
- "don't be mean about it"
- "They should be direct in the way they say it "

## WRITE AND SHARE IMPROVEMENT PLAN

### This is what we are going to focus on to improve our practice further

Following survey of parents and teachers, meeting with principal and SSE team of teachers, it was decided to focus and prioritise strategies on providing students with feedback on their work. Noting that more than 50% of younger student do not reflect, monitor or set goals for their learning, It was agreed to implement these strategies with 2nd years during the CBA windows Jan to April 2023. CBAs were targeted as in the wellbeing review, May 2022, Concerns were raised by students and staff on the completion of CBAs and in particular with regard oral presentations.

### Overall Aim:

- To allow students a chance to understand what **feedback** is and how to use it effectively.
- To **encourage and motivate** students to take ownership and to improve learning
- To encourage students to **reflect** on their learning and motivate them to find where there are gaps in their learning and what they can do to fill these gaps.
- Afford participating teachers the opportunity to think about and reflect on their methods of giving effective feedback.

## **Our improvement plan:**

Utilising the experiences of a core group of teachers, an agreed set of strategies was developed and shared initially with a larger group of teachers who shared a common interest in developing and utilizing the core improvements.

Those who also taught 2<sup>nd</sup> years agreed to implement a set of strategies and specifically during the CBA as means of monitoring.

It was noted that some of these strategies may already be used effectively by some teachers and that other teachers may already use similar strategies.

It was also noted that it was important that these strategies were manageable and teachers would be able to implement these in the context of a 2<sup>nd</sup> year class.

Listening to and using some comments made by 2<sup>nd</sup> year students it was decided to include the points on taking time over feedback and being direct and specific to the student.

## **PUT PLAN IN ACTION**

### **GENERAL STRATEGIES:**

- 1: Highlight to students what the purpose of feedback is:  
**“To help encourage and motivate students to take ownership of and improve their learning”.**  
It is to help them compete against their own personal bests rather than each other.
2. Do not over emphasise the concept of feedback so as not to ‘switch students off’ (prevent overkill)
3. Provide regular and timely feedback throughout the CBA timeframe: (during and after).
4. Give a variety of methods written/ oral (including audio if appropriate) / peer.
5. Use the success criteria for the CBA to base feedback.
6. Be honest and direct.
7. Be specific and as detailed required.

## SPECIFIC STRATEGIES:

### 1: Use feedback sandwich:

- a. A positive comment
- b. Followed by constructive criticism with explanation of how to improve:  
**Begin by choosing an area that has most scope for an immediate and attainable improvement.**(not necessarily the worst area).
- c. If possible and if situation allows, follow by another positive.

### 2: Use scaffolds/ prompts, Be realistic to the individual student / class.

Depending on students ability give feedback that they can **realistically act on**.

- a. Stronger students: saying 'explain why' or 'give more detail here'.
- b. Average students: can you explain why? Or describe some of the advantages or I know this because to guide students.
- c. Weaker students: give examples of possible answers and ask students to complete or come up with similar now that they can have some concrete examples.

### 3. Be as specific as you can to make it clear how acting on the feedback will help them progress.

If you do X.....then you achieve Y.....and your grade may improve to Z.....

### 4. Allow time for students to engage and act on feedback

### 5. When appropriate allow students to review other student's work and suggest feedback on same.

This could be between members of the same working group but be mindful of who give feedback to whom in terms of friendships and that their feedback should be constructive.

## Suggested resources:

<https://pdst.ie/DistanceLearning/AssessmentandFeedback>

Teams <https://www.youtube.com/watch?v=IPZ4UuDCTp4&t=152s>

onenote audio: [https://www.youtube.com/watch?v=bW\\_4Ed3P4rc&t=216s](https://www.youtube.com/watch?v=bW_4Ed3P4rc&t=216s)

Word: <https://www.youtube.com/watch?v=vp1AHe9PffY>

## MONITOR AND EVALUATE:

91% of students reported that for feedback to be effective, it needs to be received regularly and throughout a project or topic. It can be received both orally or written (depending on subject / topic/ individual student).

All students that received detailed feedback, specific to their work, including examples of how work could be improved, reported this to be helpful or very helpful and motivating.

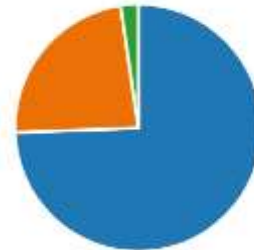
The inclusion of a positive comment (feedback sandwich) was also found helpful /very helpful.

Receiving feedback from peers is an important arm of feedback with students, with all students who did receive this from of feedback reporting that it was helpful or sometime helpful.

67% reported that they were always motivated to learn and improve their work by receiving feedback that was understandable and helpful. A further 28% reported that this sometimes motivated them to improve.

**Q: Which method of feedback did you find most helpful (effective)?**

● Orally (spoken)	32
● Written	10
● In another way	1



**Q: When did you usually receive feedback:**

● Only at the very beginning of ea...	9
● Multiple times during each CBA ...	37
● Only each CBA completed	6



**Q: Which did you find most effective?**

● Only at the very beginning of th...	2
● Multiple times during the projec...	39
● Only when project completed	2



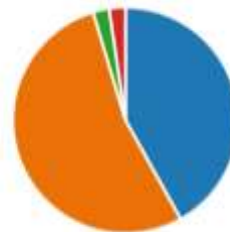
**Q: Did you find feedback that was detailed and specific to how you could improve your work, very helpful / helpful / not helpful?**

Very helpful	11
Helpful	32
Not helpful	0



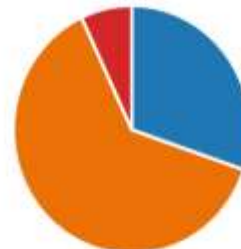
**Q: Some teacher's may have given you examples of how your work might have been improved, did you find this very helpful / helpful / not helpful / not applicable?**

Very helpful	18
Helpful	23
Not helpful	1
Not applicable to me	1



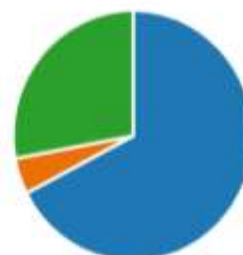
**Q: When teachers included a positive comment on your work, alongside comments suggesting areas of improvement, did you find this, very helpful / helpful / not helpful / not applicable?**

Very helpful	13
Helpful	27
Not helpful	0
Not applicable to me	3



**Q: when you did receive and understand helpful feedback. Did this motivate you to learn and improve?**

Yes	29
No	2
Sometimes	12





**Q: Did you take on board and act on the feedback you received, in order to improve your work?**

Always	27
Sometimes	15
Never	1



**Q: Did you receive feedback from your peers (classmates / group members)?**

Yes	13
No	9
Sometimes	20



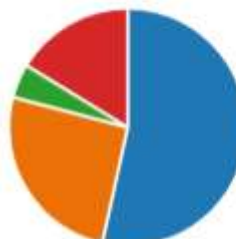
**If so, did you find this helpful?**

Yes	19
No	0
Sometimes	14
Not applicable to me	9



**Q: Were you encouraged to reflect, understand the feedback and use it you learn and improve your work?**

Always	23
Sometimes	11
Never	2
Depended on teacher	7



## Conclusion/ steps for next Year.

While there are already many good practices of effective feedback employed by teachers in the school, Sharing some of these good methodologies (feedback sandwich/ specific / direct / scaffold prompts / peers) acted as a reinforcement of good practice and refocus on student's reported requirements. Detailed feedback, specific to individual students has proved effective in helping to motivate students to take ownership of their learning, improve their work and be more reflective in their approach. Embedded in this work is that teachers were afforded the opportunity to think about and reflect on their own individual and collaborative practices of giving effective feedback.

Statement of highly effective practice LAOS (2022-2026) Domain3-4 (teacher individual and collaborative practices).

- Teachers regularly provide students with constructive, developmental oral and written feedback. **Teachers use feedback to work with students on clear strategies for improvement**
- Students' reflection and feedback on their learning are **systematically** reviewed and acted upon during teachers' individual and collaborative planning activities.
- Teachers, **in consultation with students**, have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and **is underpinned by** the collective review of students' work.

### Targets for next year:

- Feedback methodologies and strategies, which worked well in motivating and engaging 2<sup>nd</sup> year students, to be shared with staff at the beginning of 2023-2024 school year. To be employed in all classes.
- To investigate and the how we could encourage students to reflect more on their work and to set meaningful goals and targets with individual students.
- Continued monitoring of 2<sup>nd</sup> years onto 3<sup>rd</sup> year group next year through academic tracking, surveys and reflection workshops.

With the aim to progress from statement of effective practice to statement of highly effective practice LAOS (2022-2026) Domain3-4 (teacher individual and collaborative practices).

- Students have **a sense of ownership of their learning**, take pride in it, and **take responsibility for improving it**.
- Students reflect on their behaviour and attitude to learning, and **are able to set meaningful personal goals as a result of their reflection**.
- Where the school curriculum provides opportunities to do so, **students** are able to negotiate and **reflect on their learning**, thereby increasing their autonomy **and effectiveness** as learners.