

## Salop Teaching School Alliance Impact Case Study

<b>Project Title</b>	How resilient are students when receiving assessment feedback, and how can we further promote resilience and engagement during the feedback process?
<b>Teaching School</b>	Salop Teaching School Alliance
<b>Which area is the case study focused (please tick)</b>	Professional & Leadership Development (CPLD) <input checked="" type="checkbox"/> ITT <input type="checkbox"/> School to School Support <input type="checkbox"/> Other please list below:
<b>Sub Category (please tick)</b>	<p><b><u>CPLD</u></b></p> <p>a) Evidence based CPLD <input type="checkbox"/></p> <p>b) Coaching and/or mentoring <input type="checkbox"/></p> <p>c) Programme design <input type="checkbox"/></p> <p>d) Research &amp; Development <input checked="" type="checkbox"/></p> <p>e) Innovation solutions <input type="checkbox"/></p> <p>f) Disseminating excellent practice <input type="checkbox"/></p> <p>g) Programme delivery <input type="checkbox"/></p> <p><b><u>ITT</u></b></p> <p>a) Recruitment <input type="checkbox"/></p> <p>b) Programme Delivery <input type="checkbox"/></p> <p>c) Trainee Outcomes <input type="checkbox"/></p> <p>d) Retention <input type="checkbox"/></p> <p>e) Early Career Development <input type="checkbox"/></p> <p><b><u>School to School Support</u></b></p> <p>a) Deployment of SLE <input type="checkbox"/></p> <p>b) Systems Collaboration <input type="checkbox"/></p> <p>c) Brokerage <input type="checkbox"/></p> <p>d) Addressing system level challenge <input type="checkbox"/></p> <p><b><u>Any other area please list below:</u></b></p>
<b>Case Study Sections</b>	<i>To help you answer the below sections please see the example of framework questions. These are meant to provide support and structure to your answers. You do not have to answer all of the questions if they are not applicable</i>
<b>Section 1</b>	<p><b>Purpose and aims</b></p> <p><b>The Lesson Study Process:</b></p> <p><i>“Lesson Study (LS) is a highly specified form of classroom action research focusing on the development of teacher practice knowledge. It has been in use in Japan since the 1870s. LS therefore pre-dates action research as we know it in the West, by some 70 years.</i></p>

LS involves groups of teachers collaboratively planning, teaching, observing and analysing learning and teaching in 'research lessons'. They record their findings. Over a cycle of research lessons they may innovate or refine a pedagogical approach which will be shared with others both through public research lessons, and through the publication of a paper outlining their work." (Dudley, 2011).

A full explanation of the process can be found in the Lesson Study Handbook link (recommended further reading below).

**Aim of research:**

*"Resilience is not the absence of distress or difficulty. Resilience is the ability to adapt and grow following adversity."* ([www.positivepsychologyprogram.com](http://www.positivepsychologyprogram.com)).

To be able to advise staff how to promote resilience in students, when receiving feedback from exams/assessments; to promote engagement in the process by students, rather than discourage further dialogue due to a lack of interest, resilience or general engagement.

This research directly links to the aims of the Priory School Development Plan.

**Intended benefits for students:**

Enhancing student progress through thorough feedback.

Encouraging engagement in the feedback process.

Promoting resilience, particularly targeting those students who become easily disengaged.

*"When a student spends time in the classroom without resilience – without that grit to pick himself up and try again – critical learning and self-development time is lost... If we leave students out of the achievement conversation, we may not only be 'fighting a losing battle' but are also not providing students with the tools to be successful in the real world, where the support of a guiding teacher or parent does not always follow them."* ([www.wholechildeducation.org](http://www.wholechildeducation.org)).

**Intended benefits for staff:**

Enhancing our marking and feedback process.

To discover how we can best provide valuable feedback, with some sort of quantifiable evidence for success (how can we measure engagement or resilience?).

**Staff involved:**

- SLE, Teacher of Geography, Head of House.
- Head of Geography, Head of House.
- Teacher of Art, Head of House.

Use of data from Resilience Survey led by the Priory School Heads of House, and Assistant Principal, Pastoral.

**Section 2**

**Implementation: innovation, evidence, risks & issues**

**Project details:**

The Priory School introduced a marking and feedback policy, involving "yellow box" feedback. Staff mark key assessment or exams (in green), and create a yellow box with guided feedback on how the student could improve their work. Students then respond to staff in red pen, improving their work and creating a dialogue between the two. Exam feedback can also be given in the form of mark schemes, class discussion, research or teacher led, and students are given the chance to correct any errors or misconceptions during this time.

Student voice feedback suggests that this process is useful, and that they are more likely to pay attention to/act upon advice from staff, than if feedback was simply read and not acted

upon. However, there is evidence (work scrutiny, lesson observation, staff feedback) to suggest that certain students lacking in resilience do not always fully engage in the process.

The Heads of House have been working to promote resilience within the whole school, and as such this process will facilitate further discussion and recommendation to engage these students in particular.

**Process:**

Triad meet. Discussion and decision on focus for study.

Decisions made as to lesson foci, dates for observation and feedback, students chosen for observation process (one MAP student, one PPI student, and one student who might be considered lacking resilience).

Each lesson observation was carried out, the observers made their notes and fed back to the member of teaching staff. Follow up interviews were carried out with the students being observed, and their commentary was recorded.

Recommendations were then discussed within the Triad.

Feedback and recommendations given to staff in a whole teaching staff CPD session.

Widespread research has been carried out in the area of resilience, as this has significant impact upon the ability of students to meet their full potential. However, as this was based within the Priory School, it was necessary to produce a programme which would suit the needs of our cohort, along with recommendations to complement our already rigorous assessment and feedback process.

**Section 3**

**Impact of your work**

**Evidence gathered:**

- Data from Resilience Survey led by the Priory School Heads of House, and Assistant Principal, Pastoral.
- Lesson observation (of selected students) proformas completed
- Follow up interviews with students written records
- Triad planning and meeting records

Examples of observation proformas, follow up questions and planning/meeting records can be found in the Lesson Study Handbook (see recommended reading).

**Recommendations:**

For feedback session purposes, trial ability pairs to enable MAP students to extend their learning.

Ability pairings would also suit low ability students (student request/recommendation).

Ensuring relevant stretch and challenge for high achieving students. Extended knowledge tasks for those students achieving over 90% in the exam for example.

Consider use of language during feedback, particularly with those students who lack resilience (see quote below). These students tend to see low marks as a failure (fixed mindset – Dr Carol Dweck), as opposed to a chance to learn and grow/progress (growth mindset). See websites in recommended reading list for examples of language used. Some students find group discussion of results/exam answers extremely challenging and do not contribute; could the students have time to work on their own answers first from the markscheme, so they could then have more to talk about with peers?

Printed answers markschemes that could be highlighted to show progress, rather than having to write out full answers, would be suitable for lower ability/ less engaged students.

Consider the type of praise given to students that others can overhear.

*“Does this mean we can’t praise our children enthusiastically when they do something great? Should we try and restrain our admiration for their successes? Not at all. It just means that we should keep away from a certain kind of praise – praise that judges their intelligence or talent. Or praise that implies that we’re proud of them for their intelligence or talent rather than for the work they put in.*

*We can appreciate them as much as we want for the growth-oriented process – what they accomplished through practice, study, persistence, and good strategies. And we can ask*

	<p><i>them about their work in a way that recognises and shows interest in their efforts and choices.” (Dweck C, 2017).</i></p> <p><b>Intended impact:</b>  <i>“In the past education has focused on a deficit model when dealing with students who do not achieve. We looked at how we could ‘fix’ those students. A strengths based approach that identifies student abilities and positive qualities, and then works proactively to build upon these strengths, gives your students more opportunities to be successful and build a strong sense of self-worth.” (www.thehighlyeffectiveteacher.com) .</i></p> <p><b>Sustainability of impact:</b>  The recommendations made are simply to supplement the process already in place; realistically this is a change in mindset for staff as well as students. It is natural and often necessary to focus on results, however if students already feel they are failing, addressing the problem using different language and approaches may be of further benefit.  The recommendations are sustainable, and would vary based upon cohort.</p>
<p><b>Section 4</b></p>	<p><b>Disseminating impact &amp; system learning</b>  The Lesson Study process is to be thoroughly recommended by our team. It has brought forth a number of benefits, not only to answer the research question, but also simply for personal CPD regarding teaching style and student engagement. Having two peers observe the planned lesson with a focus on students, rather than the teaching, has given some surprising and enlightening results.</p> <p><b>Evaluation of the process:</b>  Challenges that may be faced when attempting a triad study could include</p> <ul style="list-style-type: none"> <li>• Absence of a staff member for the planned lesson</li> <li>• Absence of a student who had been selected for observation</li> <li>• Ability to obtain cover in order to be able to observe.</li> </ul> <p>The cohort of students may also vary in nature, in terms of the type of feedback style they may prefer. This would impact on the planning of the sessions, as would any direct school policies on marking and feedback techniques.</p> <p><b>Dissemination of outcomes:</b>  Outcomes will be shared to all teaching staff in a twilight CPD session.  As one of the triad is an SLE, there would be capacity to share this work further with other schools in the Teaching Alliance.</p> <p><b>Next steps within our School:</b>  Possibility of a working party to trial recommendations prior to whole staff use.  Round robin to staff after next set of exams/assessments, to assess impact upon progress/resilience.  Displays/signage for classrooms promoting resilience and growth mindset.</p> <p><b>Recommended further reading:</b>  <a href="http://www.sec-ed.co.uk/best-practice/lesson-study-the-power-of-three">http://www.sec-ed.co.uk/best-practice/lesson-study-the-power-of-three</a>  <a href="http://lessonstudy.co.uk/wp-content/uploads/2012/03/Lesson_Study_Handbook_-_011011-1.pdf">http://lessonstudy.co.uk/wp-content/uploads/2012/03/Lesson_Study_Handbook_-_011011-1.pdf</a>  <a href="http://www.thehighlyeffectiveteacher.com">http://www.thehighlyeffectiveteacher.com</a>  <a href="http://www.wholechildeducation.org">http://www.wholechildeducation.org</a>  <a href="http://www.edutopia.org">http://www.edutopia.org</a>  Duckworth A (2017) <b>Grit: Why passion and resilience are the secrets to success.</b> Vermilion.  Ericsson A, Pool R (2017) <b>Peak: How all of us can achieve extraordinary things.</b> Vintage.  Dweck C (2017) <b>Mindset - Updated edition: Changing the way you think to fulfil your potential.</b> Robinson 6<sup>th</sup> ed.  Brown B (2015) <b>Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent and Lead.</b> Penguin Life.</p>
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<p><b>Date:</b></p>	<p><b>September 2018</b></p>

