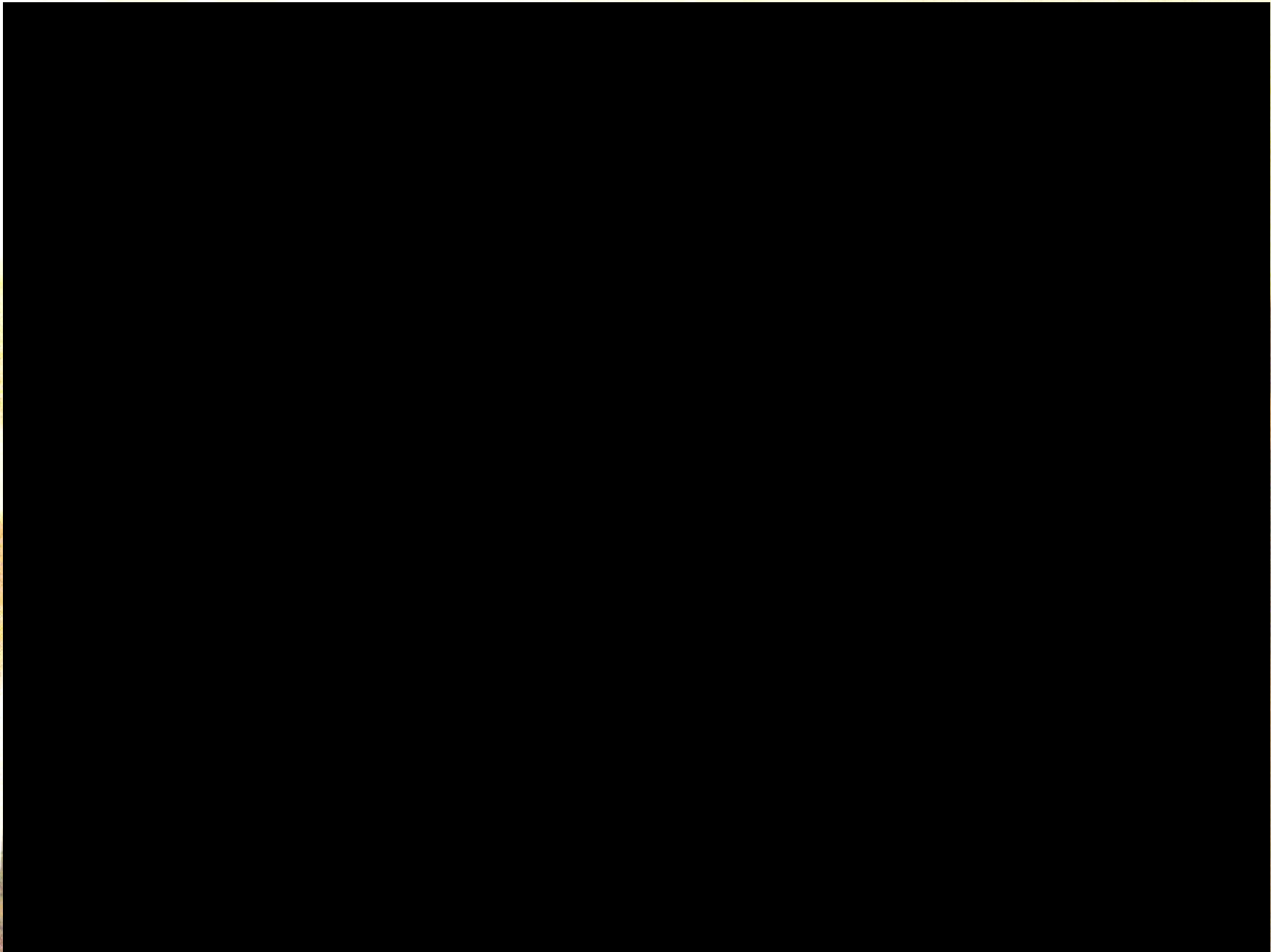


*Thomas Hardy School
and St Ives School
on AfL for*



confident
Guernsey



Academic Tutorials at THS:

- are central to students' learning
- are a timetabled activity
- review past performance, set targets and avoid 'the cosy chat'
- have set agendas
- are managed by Y.C's using the Performance Management model.

AfL in Tutorials

Encouraging learning and self assessment techniques

TUTOR

Sharing learning goals/setting targets

Recognising the standards to aim for

Providing feedback

Reviewing and reflecting on past performance and progress

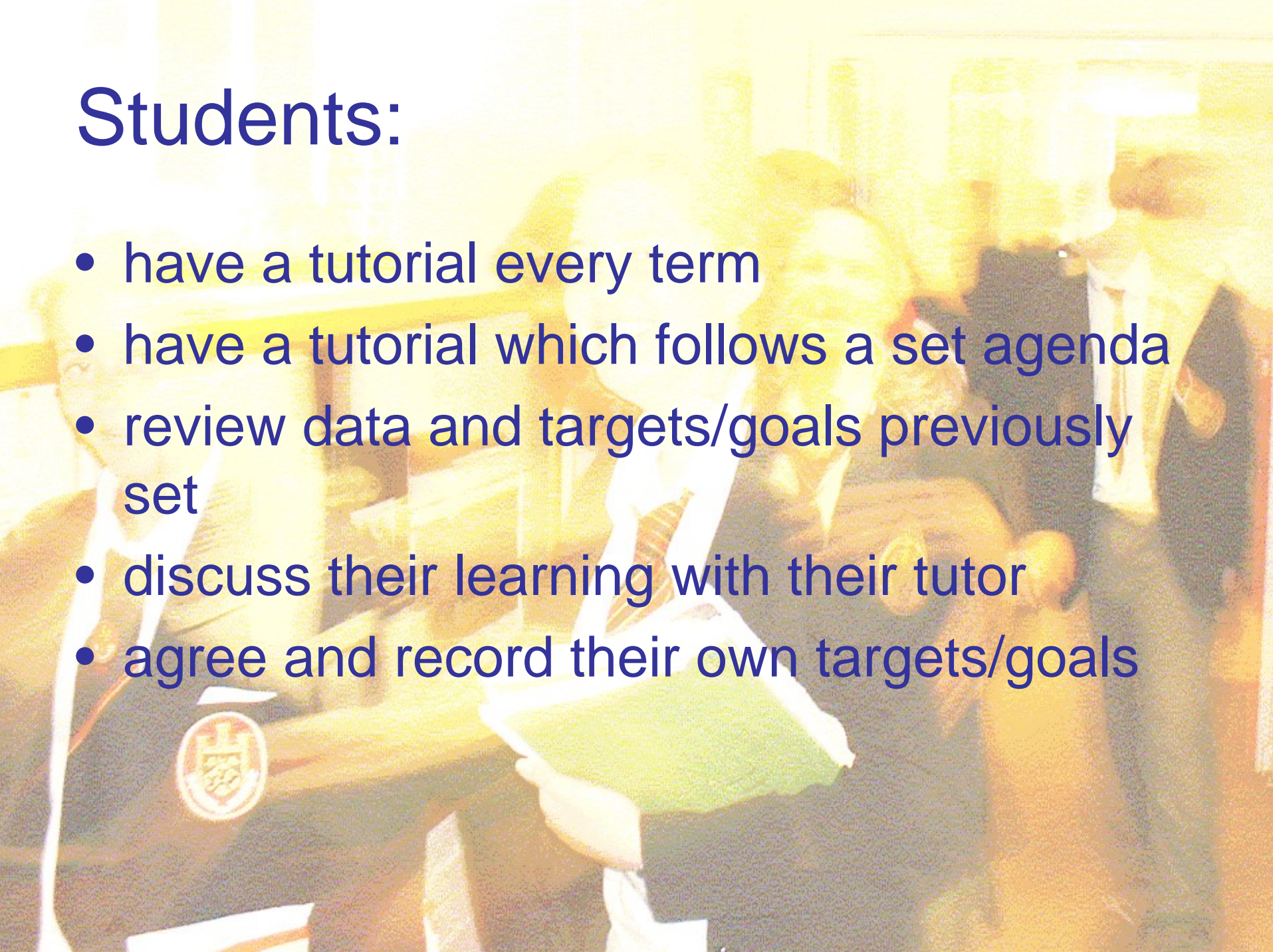
STUDENT

Fostering self belief, motivating by reviewing previous achievements

Monitored by Y.C's through observation and feedback

Students:

- have a tutorial every term
- have a tutorial which follows a set agenda
- review data and targets/goals previously set
- discuss their learning with their tutor
- agree and record their own targets/goals



Tutorial Records created using merged data

Year Nine Autumn Term Academic Tutorial for
LUKE C [REDACTED] Autumn 2003

Academic Profile

Luke has joined 9HH at the Thomas Hardy School from St Mary's. Luke was identified as having a CAT score at the end of Year 8 of 82. National statistics therefore suggest Luke should achieve a minimum of 1 GCSE's at grades A-C.

At KS2 SATS Luke achieved Levels 3 for English, Level 3 for Mathematics and Level 3 for Science.

At the end of Year 8 Luke was assessed to be working at Level 3a for English, Level 3 for Mathematics and Level 6.6 for Science.

Using above and other data available and introducing the value added status of being educated within the Dorchester Partnership of schools we believe that Luke would be expected to achieve a minimum of 1 GCSE's at grades A-C / 10 at grades A-G.

| | | | |
|------------------------|--|---------|-----------------|
| AVE CAT: 82 | NON VER: 82 | VER: 76 | NUM: 87 |
| SEN: | Alert | | |
| Agenda for Discussion: | <ul style="list-style-type: none"> Review of Academic Profile above Settling in (lessons and socially) RCA (from previous school) Extra Curricular Activities Target/Action | | |
| Area of Discussion: | <p>Luke has made some new friends. He has enjoyed the greater variety of lessons. Favourite lessons are Spanish, Maths and Science. English has been the most difficult. Support that Luke could attend after school clubs.</p> <p>20th Oct. Luke's main concern is keeping up with English. We also discussed why mobile phones are not allowed in school.</p> | | |
| Target/ Action Agreed: | <p>To join Football Club Ask TA or teacher to check homework is recorded accurately. Go to Homework Club for help with English work.</p> | | |
| Tutor: | HH | Date: | 30th September: |

Year Ten Autumn Term Academic Tutorial for
JOANNA : 10NG Autumn 2003

Cognitive Ability

National Test Results

Academic Profile

At KS3 SATS Joanna achieved Levels 5 for English, Level 6 for Mathematics and Level 5 for Science. On leaving St Osmund's was assessed to be working at Level 4 for English, Level 6 for Mathematics and Level 4 for Science.

Joanna was identified as having a CAT score at the end of Year 9 of 109 (in year 8 it was recorded at 98).

Using above and other data available and introducing the value added status of being educated within the Dorchester Partnership of schools we believe that would be expected to achieve a minimum of 8 GCSE's at grades A-C/10 at grades A-G

Academic achievement is directly linked to attendance to school, last year Joanna had an attendance record of 97% last year.

Value Added or Distance Travelled

Attendance

AVERAGE CAT:109 NON VER:117 VER:97 NUM:112

SEN: None

Agenda for Discussion:

- Review of Academic Profile above
- Discuss last set of reports
- Discuss 3 Selected Subjects
- Predicted and Potential Grades (subject specific)
- Extra Curricular Activities
- Target/Action

Targets Set

'Corridor of achievement'

Academic Tutorial Records created using merged data

Advantages:

- All data required is on screen.
- Outline of discussion recorded on screen.
- Data is understandable (in text, not spread sheet).
- Agenda is also present on screen.
- Students engage with it as it is IT and about them.
- In a 'Word' format, compatible with Sims/Assessment Manager.
- Mutually agreed targets support the 'student voice'.
- Y.C.s can monitor Academic Tutorials.
- Y.C.s and individual teachers can access information.
- Previous records can be viewed alongside each other.
- The system is paper free though records are printable.

‘ Fundamentally, student ownership depends on meaningful engagement with the data. The data training crucially feeds into this along with ensuring easy-access formats....At Thomas Hardye, sharing data is facilitated simply by putting it into a Microsoft Word document, from a more complex excel sheet.

It was suggested by one headteacher that the best test of whether the data program is working is if any pupil can tell you at what level they are working according to the data.’

“Tackling underperformance through joint data analysis in schools”
DEMOS report for Leading Edge Partnership July 2005

Tutorial Survey Results

- 68% knew what level or grade they were working at for the majority of their subjects.
- 62% knew how to achieve the next level or grade.
- 68% know the targets which they and their tutor set at their last tutorial
- 65% believed that tutorials with their tutor helped learning.
- 81% enjoyed their tutorials.
- 42% knew the targets set by their subject teachers at their last review.

Tutorial Survey Results

- Do you prefer to see your data/previous results presented in the document your tutor currently uses (in text), in a spreadsheet or both?

28% Text (Current)

68% Both

3% Spreadsheet

AfL in Academic Tutorials

- our challenge....

- That students constantly need to know how to achieve the next level or grade.
- To cross reference students data (achievements) with other subjects.
- To encourage students to self-assess their achievements at a subject level.
- To set SMART(er) more memorable targets with students.
- That C.C's need to know the targets set by their teachers for students and their classes.

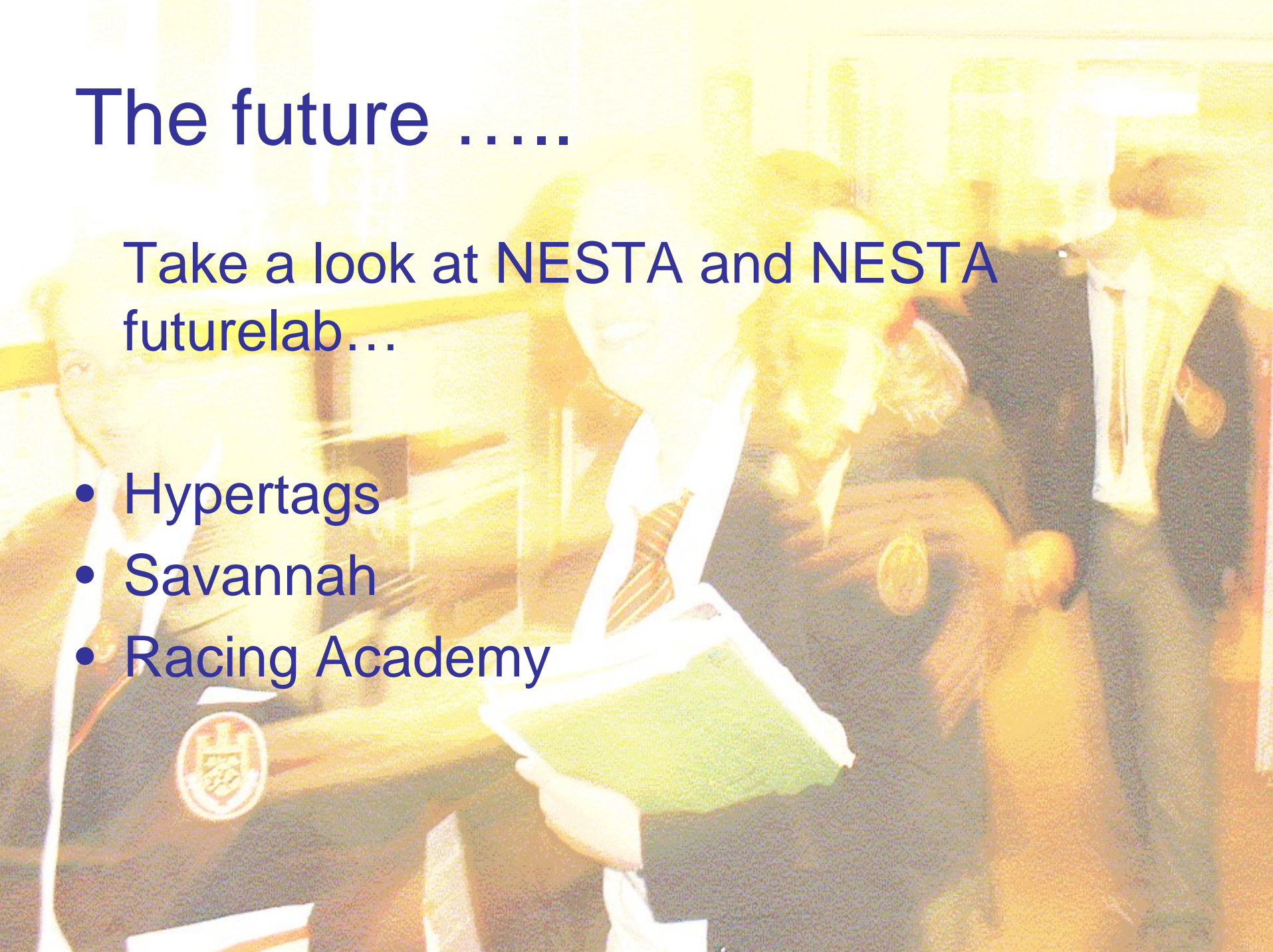
Does ICT make students learn better?

- ICT will certainly transform Learning and so AfL...
- Can ICT, AfL and the teacher accommodate individual learning styles?
....Visual, Auditory and Kinaesthetic

The future

Take a look at NESTA and NESTA futurelab...

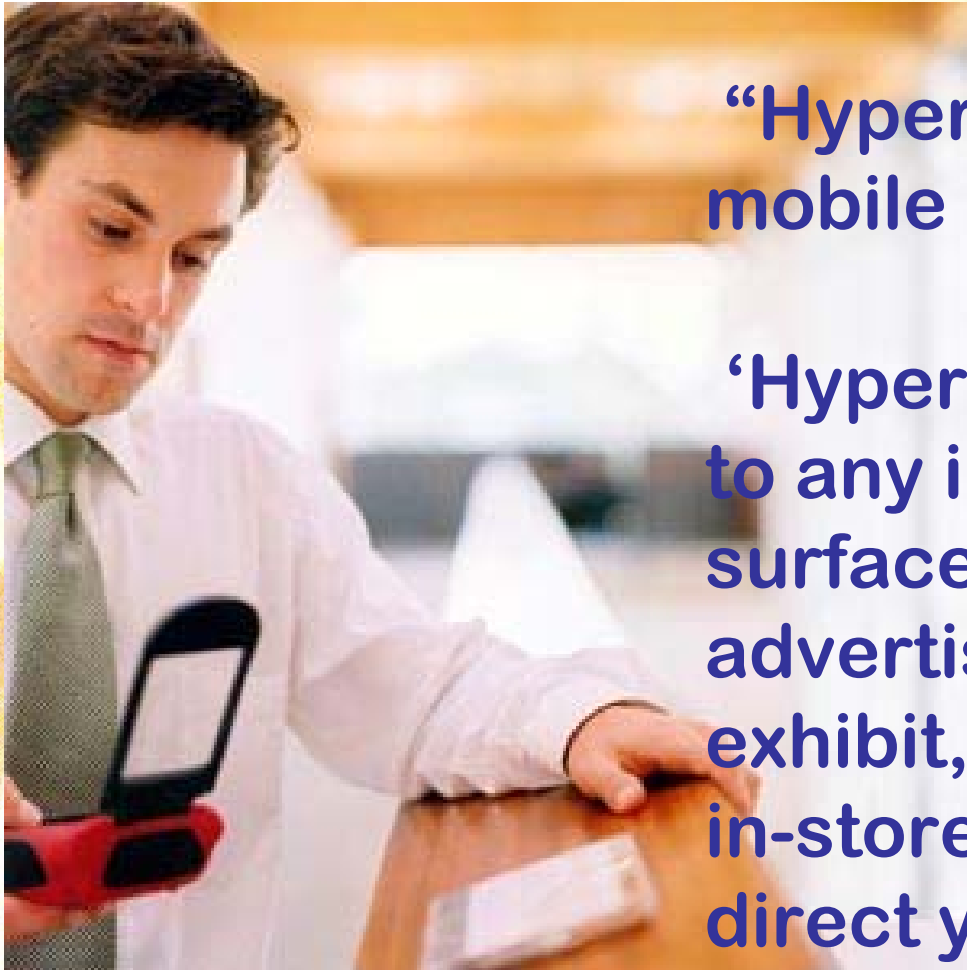
- Hypertags
- Savannah
- Racing Academy



Hypertag Ltd

“Hypertag will turn the mobile Internet on its head”

‘Hypertag’ can be attached to any information display surface, such as an advertising panel, museum exhibit, trade show stand or in-store promotion and direct your phone or PDA directly to a specific web page



Savannah

Savannah is a strategy-based adventure game where a virtual space is mapped directly onto a real space. Students are given GPS-linked PDAs through which they 'see', 'hear' and 'smell' the world of the savannah as they navigate the real space outdoors as a pride of lions.



Racing Academy

Racing Academy is a massively multiplayer car racing and vehicle engineering simulation which allows students to engineer and race realistic virtual models of cars. Online facilities allow teams and communities to collaborate and compete on the web.



