Collaborative Classroom feedback prepared October 2016

There are 42 Year 2 children in the cohort with an age range spanning 13 months.

There are 20 girls and 22 boys.

At the time of preparing this feedback 31% of the students (13 children) are yet to turn 7 and therefore complete 2 years at school. Some of these will not have 2 years at school until Jan – April 2017.

For the purpose of collecting data we are using the National Standards for after 2 years at school even though as previously stated many have not yet had 2 years at school.

While being mindful that it is a different cohort of students in red you will find National Standards data for after 2 years at school from the 2015 school year, taken from Julia's reporting to the BOT at the end of 2015.

Data for the 2015 after 1 year at school (same cohort as 2016 after 2 years at school) presented in blue

Currently there are 86% at or above the National Standard in Reading. All of the children have made significant progress throughout the school year to date.

2015 data in Reading after 2 years at school :

77.3% at or above

2015 data in Reading after 1 year at school:

63% at or above

While formal testing is yet to be completed classroom activity indicates there are currently there are 76% at or above the National Standard in Maths. As with Reading all students have made progress in their learning.

2015 data in Maths after 2 years at school :

72.7% at or above,

2015 data in Maths after 1 year at school:

95.7% at or above

Currently in class writing samples indicate that 72% are working at or above national standard.

2015 data in Writing after 2 years at school :

71.4% at or above,

2015 data in Writing after 1 year at school:

76.6% at or above, 23.4%

This is clearly aligned to and meeting our school targets for 2016.

The students have shown skill development and new learning in all other curriculum learning areas.

Alongside academic learning are the Key Competencies of Thinking, Relating to Others, Understanding Language, Symbols and Texts, Managing Self and Participating and Contributing which are important aspects of life learning delivered in a school context.

The collaborative classroom has given all the students many opportunities to grow and develop in these competencies.

While protecting the identity of students it is easy to bring to mind students who are adept self managers and who are skilful at relating to others as well as students who have grown hugely in these areas.

There are parents who were doubtful at the beginning of the year, who are now celebrating the successes and growth they have seen in their children.

No system is right for every child. However I am confident this has been a mostly positive, successful and happy year of learning for the Year 2 students.

Student voice has been collected through a simple written/oral survey, asking the students:

Student responses in purple.Have you had a good year of learning in the shared learning spaces of Rooms 2, 3 and 4? Yes/No/Why/why not?   42 students said "Yes"

A selection of their reasons why:

Because the teachers are nice, kind and friendly (x2) /teaching us right and wrong/ we all work together

It is fun learning (x2)

Because we share the classes (x2)

I like going to different classrooms/teachers (x5)

I have way more friends (x3) / I work with my friends at different times / more kids

I like we have more space to work/it's not so crowded

Because I get more learning (x2) /learn lots of things (x2) /I have my favourite subjects (x6) /learn new things (x4) move on stages (Phonics and Maths)

Because we get more quiet / I like praying / it's calm, not loud

I'm more focused

We have 2 teachers every day

It's nice and big/ don't have squish up in one class

What has been the best thing about being in Room 3?

We can eat outside and we can learn lots of stuff so we can teach others so everyone can teach others

Specific subjects mentioned: Reading, Discovery, Maths, Praying, RE, Art, Writing

Rewards for everyone blogging

I learn something new every day/ you get to learn about interesting stuff

I have been making new friends (x2)

Everybody's ideas always get shown to people and they pop out

Sharing learning as a big group

We have 4 teachers (x8) and 3 classrooms

More than 1 teacher

Doing RE with 2 teachers

Having fun doing the classwork and activities

Answering questions

I get friends to play with and learn new things (x10)

Writing time calms me down

Having all my friends

Praying to God and working with other people

What has been the worst thing about being in Room 3?

26 students had nothing to share here

Reading when I can't read the words/ writing because it's hard

Swapping when I am not with my friends

Raining on book character day

When people don't blog

When people are mean or hurt others

Having to pray and do the sign of the cross

There's too much people/ it's crowded with people

Sometimes people talk when the bell rings

We can get in trouble/ get told off

I don't like the blog / learning at home, we learn at school / getting 4 certificates

I don't like swapping classes

This type of information gathering was challenged earlier in the year as being led by the teachers, however I am not sure how else to ascertain what the students think. With this in mind I asked a colleague to administer the survey so as to be a step removed. Some children demonstrate a little confusion about what they were being asked for. This is where they are at and all responses have been considered and included. Some of the responses have little or no bearing on the collaborative

class and would occur in a single cell room while others clearly reflect aspects of the collaborative learning classroom.

We have reflected on the year and as the primary teachers in this learning space make the following observations.

Although there have been challenges during implementation of a new system, the benefits we have experienced as teachers are:

- ✓ The students benefit from having multiple teachers preparing the learning programme. This collective wisdom contributes to rich and robust learning opportunities for all students across all curriculum learning areas.
- ✓ Effective collaborative planning sessions and shared programme implementation where personal and professional skills and expertise have contributed to a great learning programme for the students
- ✓ Discussions during planning leading to deeper and richer learning tasks
- ✓ Responsibilities are shared
- ✓ Collective wisdom to resolve issues and challenges has been very effective
- ✓ Working alongside colleagues who are committed to the success of the learning programme
- ✓ Cohesiveness of personnel, the joy of working with like-minded teachers and teacher's aide
- ✓ Teachers learning from each other alongside students
- ✓ 2 or 4 heads definitely are better than 1 slogging along alone
- ✓ Sharing and seeing the enjoyment, growth and development of students actively involved in their learning

We appreciate the feedback provided through the BOT survey and have a couple of recommendations going forward:

1. Students are placed in a home room that would be mostly administrative in purpose, giving parents a "go to" teacher and a smaller group start to the school day.
2. Teachers continue to plan collaboratively and deliver learning in flexible needs based groupings.
3. Teachers continue to closely monitor the impact of delivering learning in this way on individuals and groups.
4. Teachers are given opportunities to see best practice in action.
5. Thought is given to the development of the physical environment that best suits the delivery of collaborative and modern learning.

In conclusion we believe this has been a positive and successful year of learning for the Year 2 students and we would like to see Reignier continue to develop collaborative modern learning environments for students.

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