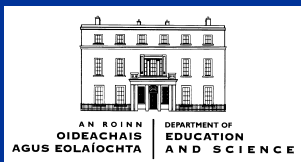


# Evaluating JCSP – What to Expect from a Whole School Evaluation

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...there is research evidence to show that children living in disadvantaged communities have nearly three times the rate of severe literacy difficulties to children nationally.

Educational Research Centre,  
*Reading Literacy in Disadvantaged  
Primary Schools, 2004*

Children who do not learn to read, write and communicate effectively at primary level are more likely to leave school early, be unemployed or in low-skilled jobs, have poorer emotional and physical health and are more likely to end up in poverty and in our prisons.

Barnardos, *Written Out, Written Off*, 2009 KPMG Foundation, *The Long-Term Costs of Literacy Difficulties*, 2006

# Outline

- Evaluation of JCSP in a WSE?
- The JCSP school report
- Some issues in evaluations

# Teaching and Co-ordinating JCSP

- Current national context – hope and confidence
- Dedication, commitment, skills, expertise and personal qualities
- Role of co-ordinator - complex
- Importance of critical approach in JCSP
- JCSP has a key role in education system
- Student learning central in JCSP

# WSE - Structure

- Two parts to a WSE
  - whole-school evaluation
  - associated subject and programme inspections

JCSP may be included in either

# Evaluation of JCSP - three contexts

1. JCSP being evaluated on its own
2. JCSP being evaluated as a programme in a WSE
3. JCSP being evaluated in a WSE as part of the whole-school aspect (-DEIS school)

# Evaluation of JCSP as a programme in a WSE

- School is notified at same time as WSE notification
- The same information is sought from the school prior to the evaluation as from a stand-alone JCSP evaluation
- The evaluation itself takes place over two days during the WSE in-school week

# Evaluation of JCSP as a programme in a WSE

- The feedback for the JCSP evaluation may take place immediately following the evaluation or some days later.
- A separate JCSP report will issue and there may be some reference to JCSP in the main WSE report
- Some of the WSE meetings may be combined with the meetings that are part of JCSP

# Evaluation of JCSP as part of the whole- school aspect of a WSE

# Evaluation of JCSP as part of the whole-school aspect of a WSE

- Whole-school aspect of WSE
  - School management
  - Planning
  - Curriculum
  - Teaching and learning
  - Student support

JCSP may be included in any of these sections

# Evaluation of JCSP as part of the whole-school aspect of a WSE

## ■ School management

- How are students selected for JCSP?
- How are JCSP students organised in class groups?
- How does the school evaluate its JCSP?

## ■ Planning

- May examine school's JCSP plan

# Evaluation of JCSP as part of the whole-school aspect of a WSE

## ■ Curriculum

- What is in the JCSP curriculum?
- How is that curriculum decided?
- How is that curriculum reviewed?

## ■ Learning and teaching

- Some JCSP classes may be visited
- How involved are JCSP students in their learning?
  - Statements, learning targets, celebrating achievement

# Evaluation of JCSP as part of the whole-school aspect of a WSE

- Support for students
  - How are the needs of JCSP students met
    - Care
    - Additional educational needs
    - Linkage between school and home

# Evaluation of JCSP

- On its own

or

- As a programme in a WSE

# Stages in the evaluation of JCSP

## ■ Pre-evaluation

- The school completes a questionnaire on its JCSP
- The school sends timetables to the Department

# What is asked in the Questionnaire ?

- How is the programme co-ordinated?
- How is JCSP planned?
- How are students selected?
- How is the JCSP organised?
- What role to the specialist teachers play within JCSP?
- Guidance and counselling in JCSP

# What is asked in the Questionnaire ?

- Students with additional educational needs in JCSP
- Curriculum of JCSP
- Cross-curricular aspects, including literacy and numeracy
- Profiling of JCSP students
- Resources for the JCSP
- In-career development of JCSP teachers

# What is asked in the Questionnaire ?

- Home-school links and attendance
- JCSP initiatives in the school
- Impact of JCSP
- Factors that influence implementation
- The JCSP student – folders, managing their work, progression
- Review and evaluation of the school's JCSP

# In-school evaluation

- Over two days:
  - Meet principal, co-ordinator, students, group of specialist teachers
  - May meet others: HSCL, GC, SCP, VTT, EWO ...
  - Examine school documentation and programme documentation
  - Visit classes, meet teachers, view students' work, including statements

# Following evaluation

- Prepare draft report
- May visit school to provide feedback
- Complete report
- Report issued

# What is in the JCSP school report?

## Organisation of the programme

- Whole school support
- Resources
- Student selection and support
- Home-school links

# What is in the JCSP school report?

- **Planning and coordination of the programme**
  - **Planning**
  - **Co-ordination**
  - **Curriculum**

# What is in the JCSP school report?

- **Learning and teaching**
  - Planning and preparation for teaching
  - Learning and Teaching
  - Assessment
- **Strengths and recommendations for future development**

# Preparing for evaluation of JCSP

- Aim of evaluation is to gain an understanding of each aspect of the school's programme
- The school will be asked to provide:
  - Completed programme questionnaire (by e-mail)
  - Coordinator's timetable and duties
  - Timetable(s) for all class groups following the programme

# Preparing for JCSP

- Programme documents:
  - A JCSP plan
  - JCSP records
  - A description of the JCSP curriculum
  - A JCSP schedule for the year
  - Records of meetings of the JCSP group
  - Examples of students' work
  - Examples of statements
  - Examples of students' folders

# Preparing for JCSP – a JCSP plan

- Describes the school's JCSP and may include:
  - The JCSP curriculum
  - Selection of students
  - Assessment in JCSP
  - Specific JCSP policies that may have been developed
  - JCSP initiatives in which the school is participating
  - JCSP meeting records

# Preparing for JCSP - School documents

- School documents relevant to JCSP
  - Policies on homework, assessment, special educational needs and learning support, student care.
  - Attendance records
  - Subject planning folders
  - School completion programme data
  - School literacy and numeracy policies

# Findings and issues from evaluations

# Whole school support

- Induction of teachers new to JCSP is provided by SS or else very brief and focused on profiling
- Extent to which provision of JCSP in school is publicised
- Extent to which school staff as a whole is aware of JCSP and understands JCSP
- Sharing information on students by JCSP teachers
- Use of IEPs where appropriate

# Resources

- Material resources generally not an issue
- JCSP benefits from DEIS and SCP
- Size of teaching teams are generally quite large
- Classes in maths and English in morning
- Need more use of ICT in organising programme
- Need for systematic approach to teachers' CPD
- Need for CPD in many areas e.g. SEN, mixed ability, ICT

# Student selection and support I

- Linkage with primary schools
- Documentation of selection criteria
- Clarity in school selection criteria
- Selection of students as individuals
- Review of selection
- Mobility in and out of JCSP
- School tests/assessments: nature and impact on students

# Student selection and support II

- Support from: Guidance, SCP, HSCL, Lang Sup, Learning Support
- Automatic inclusion of “newcomer” students
- Traveller students – links with VTT
- Absenteeism – problem in JCSP
- Importance of a dedicated guidance programme
- Need for school-level co-ordination of SCP supports

# Home-school links

- Information to parents
- Supporting parents especially HSCL
- Empowering parents
- Parents and students' attendance

# Programme planning I

- Need for JCSP plan/policy document (ICT)
- JCSP plan:
  - Aims and objectives
  - Student selection
  - Curriculum
  - Assessment within JCSP
  - Monitoring of learning targets
  - Review and evaluation ...
- Learning support in JCSP: model used and links between LS teacher and base teacher

# Programme evaluation

- Informal evaluation within schools leading to changes
- Formal evaluation involving:
  - *parents of students*
  - *teachers and other JCSP staff*
  - *former students of the programme*
  - *other school staff*
  - *an analysis of destinations of students*
- Review of school's JCSP to include :
  - *aims of the JCSP*
  - *curriculum*
  - *student assessment*
  - *record keeping*
  - *ICT in JCSP*
  - *teaching and learning methodologies*
  - *CPD for JCSP staff*
  - *collaboration among JCSP staff*

# Programme co-ordination I

- Role description for co-ordinator:
  - Day-to-day delivery
  - Developing links among JCSP staff
  - Sharing of methodologies and teaching approaches
  - Liaising on staff CPD ...
  - Working through JCSP support team
- Development of sharing of practice and collaboration among teachers
- Impact of mixed ability vs. dedicated class

# Programme co-ordination II

- Need for schools to review how programme being co-ordinated
- Co-ordination: overall and of a class/year-group
- Overall co-ordinator: links with DES/JCSPSS
- Class/ group co-ordinator: links with teachers, co-ordinating t & l
- Resource/storage area for JCSP

# Programme co-ordination III

- Support team: JCSP co-ord., GC, HSCL, LS, SCP, SNA... -Small size
- School pastoral care and JCSP support teams often overlap
- JCSP subject teachers to share knowledge about students, teaching strategies and methodologies

# Curriculum I

- Need for clear rationale for a school's JCSP curriculum
- Matching of curriculum to students' learning needs
- Ring-fenced or part of JC curriculum
- Subject plans for JCSP: part of school's subject-planning process

# Curriculum II

- Where students not taking full curriculum:  
criteria for decision should be documented
- Numeracy, literacy, psd within all subjects
- Curriculum document as part of JCSP plan  
(ICT)

# Quality of learning and teaching I

- Need for teachers to plan in terms of learning objectives
- Level of use of profiling statements varies within schools and between schools
- Seeing increasing use of dedicated JCSP teaching resources
- Need for greater emphasis on student activity in many lessons
- Balance between students' and teachers' inputs
- Keyword charts frequently but not always used
- Limited use of differentiated teaching and learning

# Quality of learning and teaching II

- Limited use of *assessment for learning* principles and methodologies
- Use of student folders to record students' achievements
- Planning for T&L mainly at an individual subject-teacher level
- Need for subject departments to develop teaching methodologies for use in JCSP
- More use of ICT
- More systematic approach to student assessment
- Homework policy for JCSP students

# Quality of learning and teaching III

- Students' response to profiling:

*“Students reported that through the profiling system they could form a picture of what they had done.”*

- Possible additional teaching methodologies:

*...group work, role-play, discussion, use of ICT, greater variety of question types*

- Co-ordination of teaching and learning:

*... increase the level of co-ordination within each class group of teaching methodologies, planning, and assessment of students ...*

# Is JCSP attaining its objectives in the schools?

- Students provide best evidence here:
  - Sense of ownership
  - Aware of progress
  - Sense of achievement
  - Raising of expectations
  - Reading central
  - JCSP folder a concrete expression of what they have achieved
  - Ambitions for future education and careers

# Is JCSP attaining its objectives in the schools?

- School
  - Impact on students' attainment
  - Student participation
  - Student retention
- One negative ... possible stigma
  - Inclusion and visibility
- Attendance often an issue

# JCSP– the key issues

- There is a need for strong linkage between JCSP and the whole school
- A strong focus on learning and teaching
- The operation of profiling needs to be continually and explicitly addressed

*Thank you!*