

## Case Study 2 - Learners LR and HF (Dunstable)

### Context

This project aimed to empower students by rewriting the familiar system of failure. Students were encouraged to take a more active role in their learning, specifically through developing an understanding of what is being assessed and how. Teachers removed the traditional grading system and focused on explicit and targeted feedback that students were encouraged to reflect and focus on, shifting the focus from attainment to skills development. With this refocus, students were expected to take greater responsibility for their own learning and develop an improved relationship between students and teachers as well as improved attendance. Develop Dunstable specifically looked at student/teacher report and the progress made in skills and objectives.

Students LR and HF were selected as case studies as both students had excellent attendance, however LR had lower attendance than HF. Both students were able to increase their grades, although HF was more engaged in the process than LR.

### Evidence of Learner A and Bs learning journey as below:

1. A brief description of learners
2. Tutor's notes on students including student reflections

### 1. A brief description of learners

#### Student LR

LR has not had 100% attendance. He completed the work he is set, when JPR is in the session he is easily distracted by him. When it is just him and other learners, he is more focussed. He is on his third attempt having achieved a grade three and passed his spoken language assessment last year. He takes on board the feedback he is given and tries to work on this, but he struggles with writing in enough detail.

#### Student HF

HF has had 100% attendance since the beginning of the year. He is taking his GCSE English for the first time. When he started the sessions, he expressed that he was not confident about the subject and didn't think he had the ability, despite this he has applied himself to every lesson, takes on feedback and completes all of the work that he is set.

## 2. Tutor notes on students including student reflections

*Observations from report writer*

### **HF - Tutor notes and observations**

1. HF came into the session and undertook the first task which involved sharing how he felt on a piece of paper. Engaged well in tasks set, in spite of feeling tired. He worked well with his peers bouncing off of ideas offered.

*Good rapport with peers and teacher.*

2. HF felt that English was hard and he wasn't going to achieve. He lacked confidence and struggled with his understanding of paper 1 question 4.

*Teacher noticing student's struggles and responding accordingly.*

3. HF worked well although found the mock paper hard and struggled with adapting answers based on my feedback because the paper was trickier for him (Carrie's War) He will finish question 3 on Thursday (extra writing time).

*HF sharing how he feels well with teacher. Struggling with developing skills associated with individual questions.*

4. HF again arrived on time ready to learn. He engaged in class discussions and was not afraid to share his opinions. He undertook his spoken language assessment, despite having previously practiced and written notes he expressed 'this is a lot harder than I thought it would be.' He made two attempts and I have now assessed him as passing on the second attempt.

*Teacher managed to keep student positive in spite of struggles. Subsequent Pass evident of skills development.*

5. HF was in the session. he engaged well with the tasks set. Worked well with his peer (only one other learner was present), he arrived on time to session, ready to work. He produced the homework he carried out in his additional study session.

*Student beginning to invest in his own learning and produce work outside of class.*

6. HF arrived to the session on time ready to learn, he was less keen to recap what he was taught in the previous session, but when asked he gave input. He engaged in the discussions and gave solid and extended input. He was keen to make improvements to the work once feedback was given. He completed the homework. Arrived back on time from break, ready to learn.

*Although experiencing a degree of frustration, student engaged in the process.*

## LR - Tutor notes and observations

1. LR came into the session and expressed he felt 'depressed' but after the first task he 'felt a bit better' He engaged in the tasks set, but wasn't always clear on why he had made specific selections. He was encouraged to think before offering responses. It was clear from the recap task that he is either not retaining information or he is not revising. LR - struggled with paper 1 q4 and made only a limited attempt to answering the question.

*LR appeared to be demotivated, but became more engaged with support from the tutor.*

2. LR was the only learner in the class for a short period of time so it was decided we spent the session deconstructing a mock paper and going through that as a class - which then ended up 2 other learners. LR worked well on responses 1 and 2 but struggled with 4.

*LR seems to have a mental block with regards to Q4 (appendix 4)*

3. LR - Arrived a little late to session and became distracted by others. He took part in the discussions and was not afraid to share a different opinion to the rest of the class. Luke did not need to undertake his spoken language assessment this time, but did participate by asking questions.

*LR seems to struggle to engage fully and take ownership for his learning.*

4. LR - absent
5. LR - missed previous session, but arrived on time ready to learn. He took an active role in the session and was able to reflect on the work he had carried out. He was keen to undertake the tasks set. He didn't complete any homework as he was ill the previous week. He was late back from break, although was able to settle back into the work set.

*LR seems to be becoming increasingly engaged in his learning.*