

My Year 10 Class

My aim was to observe and analyse the grades for my Year 10 class. They were a mixed ability class. Initially, they presented with:

- Low confidence.
- The majority of the class wanted to do the Foundation Paper if given a choice.
- They didn't like putting their hand up to answer questions.

My Vision

I wanted the students in the class to WANT to do the higher paper in Science, even if they were not achieving high percentages.

I wanted the students to answer all the questions in the exam, even if they weren't confident about their responses.

I wanted the students to put their hands up and see their class as a community that they could contribute towards rather than being quiet.

What Did I Do

*I wanted students to feel important in my class*

I engaged in one-to-one personalised discussion - students were given an opportunity to talk about their feelings and insecurities about their learning.

I marked the students books regularly and wrote personalised messages to each student so they could engage with their books.

*I wanted them to have control over their learning environment*

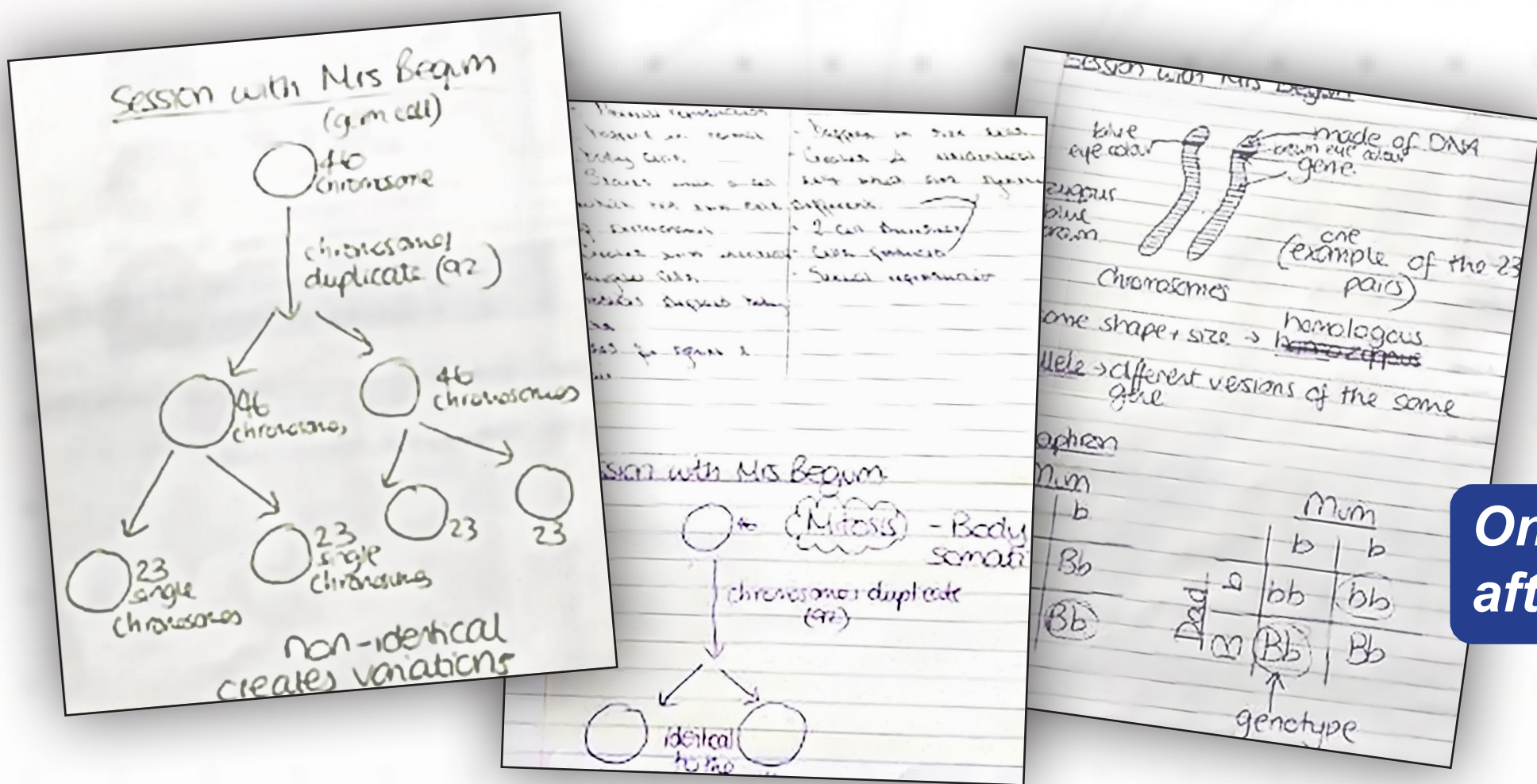
Initially, the students did not have choice about their seating plan. After this, the students had a choice about their seating plan.

*I wanted them to aspire higher for themselves*

I gave students a choice about what tier paper to do for the end of term mock assessment.

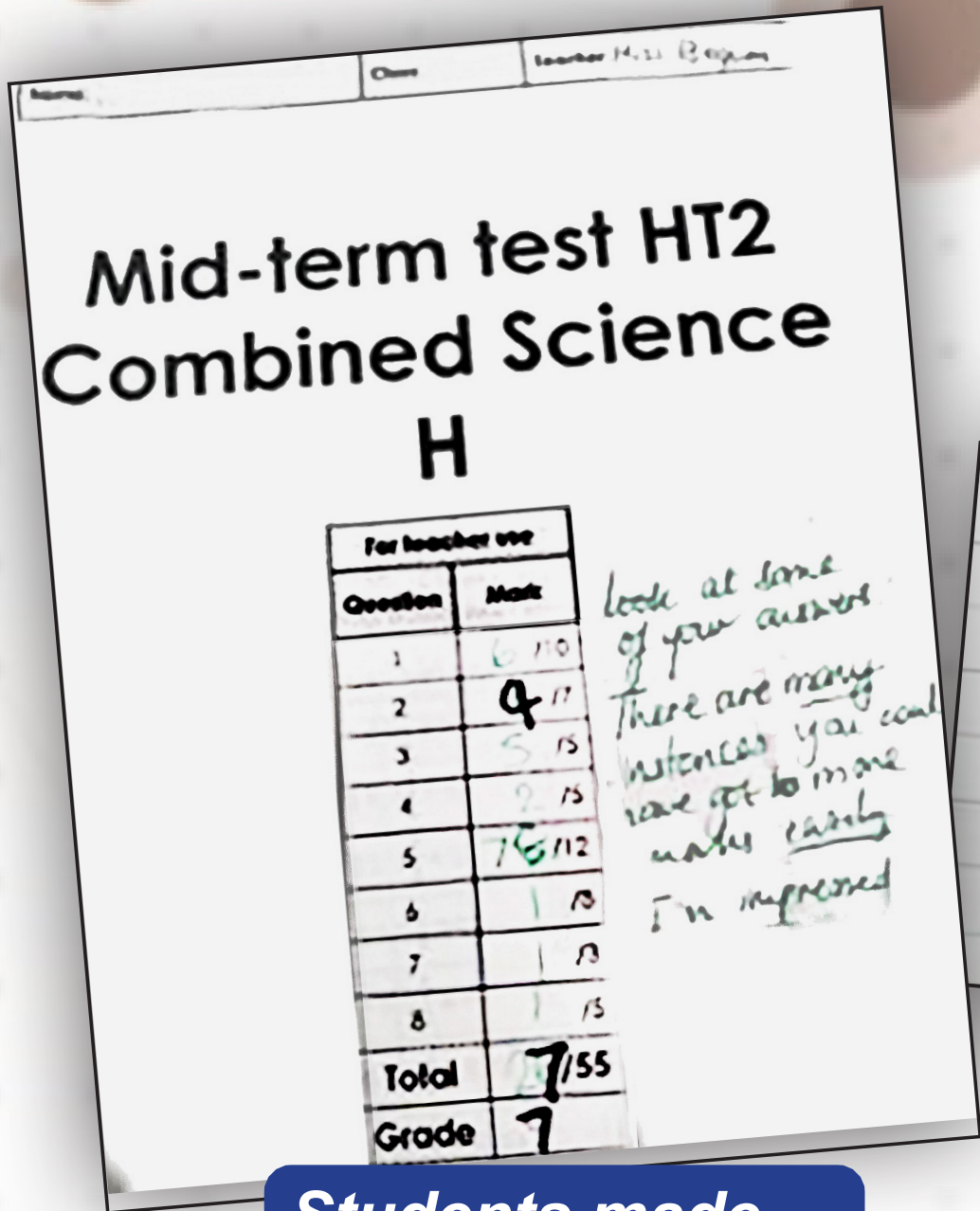
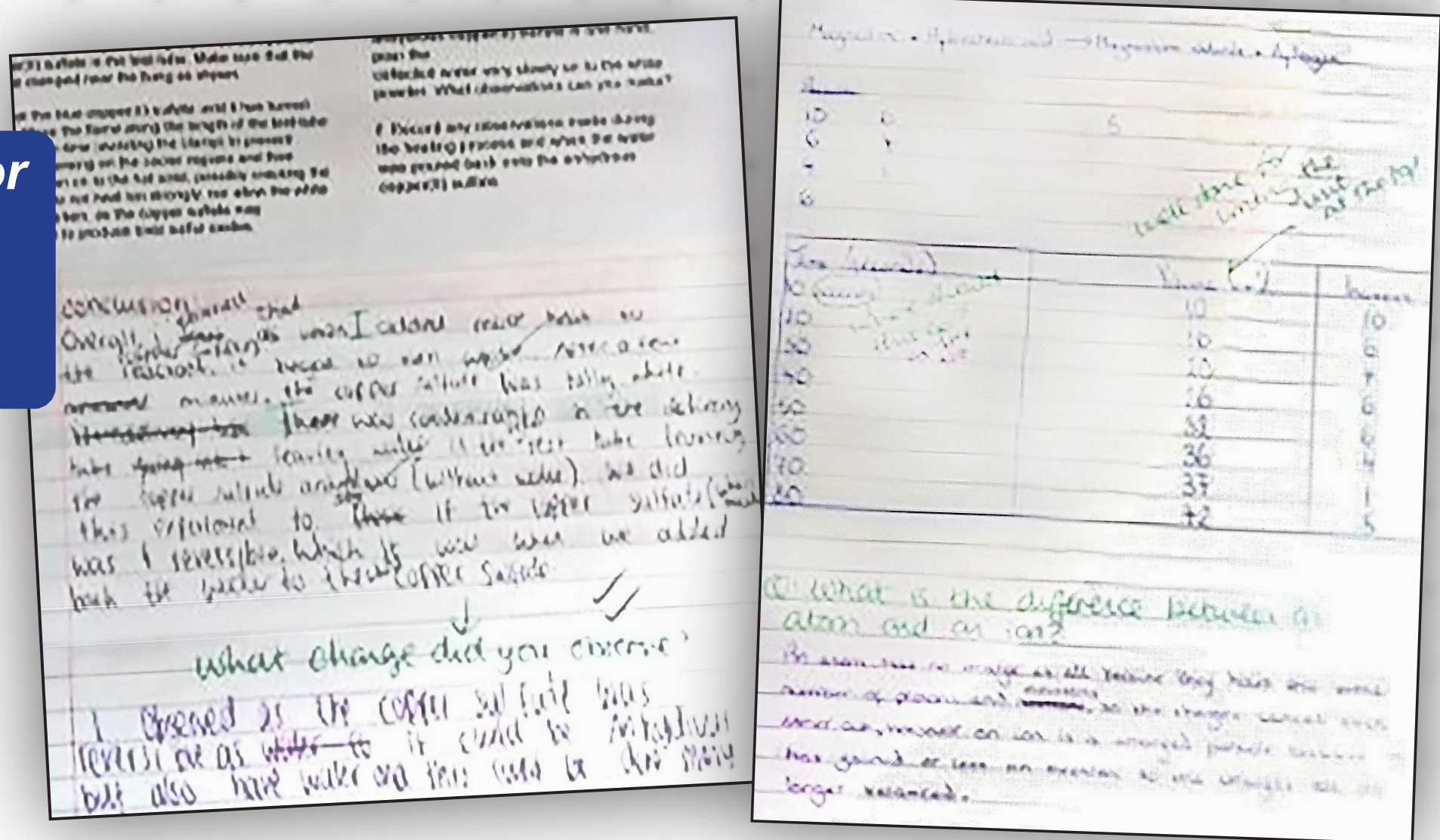
Outcomes

- Up to 8 students came back after school for more one-to-one learning sessions to revise what they had studied that day.
- Students asked for feedback constantly. Some wanted instant feedback in class after answering extended questions.
- The students chose their own seats. A chatty student chose to sit on the isolated seat at the front. Another student who saw progress in her mock exam asked to be sat at the front away from her friends. The more confident students asked to be sat by people they could support.
- 100% of the students asked to do the Higher tier paper for their mock exams. As a result, the quieter students felt more confident to answer questions in class.



One-to-one sessions after school

Students asking for instant feedback (their responses are in purple pen)



Students made progress in their mock exams

I gave the students more personalised feedback and focussed on activities that they did well on

