Evaluation of JCSP

2 April 2009
Outline

- Outline of JCSP evaluation process
- JCSP school report
- Principal issues
JCSP Co-ordinators and Support Service

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

- Part of Inspectorate programme evaluations (include TY, LCA, LCVP)
- 2007: pilot
- From 2008: mainstreamed
- Context: Stand-alone JCSP evaluation

Evaluation in context of a WSE
Stages of evaluation of JCSP

Pre-evaluation

- Completion by school of a programme questionnaire
- Submission of timetables and school’s JCSP data
Programme questionnaire I

- Co-ordination profile
- Planning of programme
- Assessment and selection of students
- Organisation of programme
- Roles of specialist teachers within JCSP
- Guidance and counselling in JCSP
Programme questionnaire II

- Students with additional educational needs
- Curriculum
- Cross-curricular, including literacy and numeracy
- Profiling
- Resources
- In-Career development
Programme questionnaire III

- Home-school links and attendance
- JCSP initiatives
- Impact of JCSP
- Factors influencing implementation
- The JCSP student – folders, managing work, progression
- Review and evaluation
In-school evaluation

- Over two days:
  - Meet principal, co-ordinator, students, group of specialist teachers
  - May meet others: HSCL, GC, SCP, …
  - Examine documentation from programme and school
  - Visit classes, meet teachers, view student work,
    including statements
Following evaluation

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

Quality of programme organisation

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

Quality of programme planning and coordination

- Planning
- Co-ordination
- Curriculum
Quality of learning and teaching

- Planning and preparation for teaching
- Teaching and learning
- Assessment
Findings and issues

Principal findings from a review of reports
Whole school support

- Induction of teachers new to JCSP, where it exists, provided by Support Service or else v. 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 among JCSP teachers
- Use of IEPs where appropriate
Resources

- Material resources generally not an issue
- Benefiting from DEIS and SCP
- Size of teaching teams generally large
- Classes in maths and English in morning
- 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

- 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

- Guidance, SCP, HSCL, Language Support, Learning Support
- Automatic inclusion of “newcomer” students
- Traveller students
- 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
- Empowering parents
- Parents and students’ attendance
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 planning II

• Informal evaluation within schools leading to changes

• Recommending formal evaluation:

  … involving parents of students, teachers and other JCSP staff, former students of the programme, and other school staff not involved in JCSP… an analysis of the destinations of the students who have graduated from the programme.

• Review:

  … should include the aims of the JCSP, its curriculum, student assessment, programme record keeping, ICT in JCSP, teaching and learning methodologies, CPD for JCSP staff, and collaboration among the staff involved in the programme.
Programme co-ordination I

- 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
Programme co-ordination II

- Support team: JCSP co-ord, GC, HSCL, LS, SCP, SNA… -Small size
- School pastoral care and JCSP support teams often overlap
- Need greater interaction between class co-ordinator and subject teachers
- JCSP subject teachers to share knowledge about students, teaching strategies and methodologies
Programme co-ordination III

- 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
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, personal & social development within all subjects
- Curriculum document as part of JCSP plan (ICT)
Quality of learning and teaching

- Need for teachers to plan in terms of learning objectives
- Level of use of profiling statements varies within schools and between schools
- Saw little 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
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’ 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 ...
Attainment of objectives

- 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
Attainment of objectives

- **School**
  - Impact on students’ attainment
  - Student participation
  - Student retention

- **One negative … possible stigma**
  - Inclusion and visibility
JCSP in schools – the key issues

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