

February Newsletter

THE AGS LEARNER

The Role of Research

To develop the AGS Learner, we have so far distilled the ideas of staff, students and parents to identify which characteristics make our students better learners. To this model, we must also apply important educational research. Basing decisions upon evidence allows teachers to challenge practice which may only have been validated from our own learning experiences or without acknowledgement of the increasingly fast pace of change in the world our students inhabit or the complex range of social factors which can affect the capacity to learn effectively.

Visible Learning (Professor John Hattie)

New Zealand born Professor of Education, John Hattie, has been one of the most influential educational researchers in recent times and his Table of Effect Sizes tells us which teaching methods and which factors make the most difference to student achievement. At the top of this table comes feedback, which according to the research can advance learners' achievement by one year.

Feedback and AGS

As teachers at AGS, we deliver an enormous range of feedback: reports, targets, predictions, test results, exam grades, rankings, marks for effort, merits, written comments, verbal comments, Q&A, comments from peers and parents' evenings to name but a few. We are also looking at the impact of this feedback very closely, with our staff forum last month focusing on ways to ensure feedback to students is effective. All students this month will also be discussing feedback in registrations, evaluating which methods of feedback they find most helpful in moving their learning forward. The Learning Representatives from every tutor group will then collate this in our Student Forum, and the results shared among staff to inform our practice.

Your Feedback

We are always interested to hear your views on how we can support the learning of your sons. If you would like to share your thoughts on the effectiveness of the feedback we provide – through reports, consultation evenings, grades and comments – or what you would like to see included, then please email me (vbeckley@ags.bucks.sch.uk) or Mr Singh, Assistant Headteacher (gsingh@ags.bucks.sch.uk).

Mrs V Beckley, Lead Practitioner