Learner Voice December 2017 – English Language

7/8 Reps in attendance – all 4 from U6, 1 AS and 2/3 from L6

1. For 2nd year A level classes only – preparation and timings for **coursework**. Starting it in summer term. Literature: the three column reading idea over the summer (one from each of modernism; dystopian lit; lit from different cultures), followed by single column focus when you meet your teacher. Language: have you had enough time and input to prepare? Lang/Lit: likewise – good to focus on the one text?

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| Your thoughts | Actions |
| Coursework is a lot of work when it clashes with other subjects like History. | Unfortunately, this is unavoidable as coursework needs to be completed at the beginning of the year to give enough time for exam technique at the end. |
| Some students would like more lesson time spent on coursework. | We will continue to dedicate some lessons to coursework and one to one time which students find useful. We do need to balance this with content though. |
| One class didn’t like the interim deadlines and felt that there should just be one draft and one final deadline. Other groups disagreed. | We will continue to set deadlines at the beginning of the year and to set interim deadlines in order for any issues to be ironed out early on. |

1. What **advice** would you give new students of this course?

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| Your thoughts | Actions |
| The course is totally different, ‘less rigid’ and more discussion-based than at school. | We will use this to inform discussions at Open Evening. |
| Students need to consolidate constantly, in terms of terminology. | We agree and will consider setting more consolidation homework. |
| Students should appreciate the weighting of the coursework. | We will ensure that this is clear at the end of the first year and the beginning of the second year. |

1. **Continuity over the two years:** if there were a chance of keeping one or both of your teachers from the first year into the second year, and staying in the same class, would you take that opportunity?

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| Your thoughts | Actions |
| Classes were unanimous that two teachers were better than one. Some classes would like to keep their teachers; others appreciated the change. There was more support for keeping the same classes. | We will continue to teach in pairs. We will look into College-wide policies on teachers and classes. |

1. Comment on these methods of **feedback:** we tend to use highlighted mark schemes, rather than a single mark on the bottom of a piece of work; we use folders to keep track of your work and your progress. Do we put enough targets on your work? Too many?

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| Your thoughts | Actions |
| Students like folders and like work returned with mark schemes. | We will continue to do this. |
| Students like clear targets and grades. | As the specifications are new, grades are still fairly fluid but we can give you an idea of grade boundaries and will provide targets. |
| Students want clear guidance on structure for each piece of work and one class requested model answers throughout the course.  | There will be far more of this in the latter part of the year, once content has been delivered, but we will look at returning work with model answers, as in Law. |

1. **Work outside college:** do you do four hours beyond your lesson time? Do others in your class? Do you consolidate within 24 hours what you learn in the lesson (making fresh notes etc). How could this be improved?

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| Your opinions | Actions |
| Students felt that they were set too much work as four and a half hours of consolidation was ‘unrealistic.’  | For second years, four and a half hours’ work on top of lessons is still only 27 hours per week, nine fewer than a standard working week (leaving this many hours for paid work). Students may need to plan their weekly timetables to work out how to fit this in as it should be realistic. One class said that work varies according to students which is ‘reflected in grades.’ |
| Students agreed that they completed set homework but didn’t complete independent work. There was a suggestion that booklets may be useful here or some guidance on independent activities which would be beneficial. | We will look into creating booklets for topics, possibly containing activities, and will consider whether reading lists or other guides to independent work would be useful. |

1. **Resources:** Have you ever used our online video content? Have you used e-stream? Would you like more in the way of booklets for your subject, as happens in other subject areas? How often do you check GOL for resources?

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| Your opinions | Actions |
| Some classes wanted booklets, others didn’t. | We will consider booklets, and the form in which these could be provided to make them useful, alongside note-taking. |
| Students were not generally using Godalming Online or audio tutorials. | Feedback later in the year supports the use of these resources so we hope that students will find them useful later in the year. |

1. **Teaching and Learning:** what do you enjoy most? What do you learn from most (i.e. what do you remember most from lessons)

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| Your opinions | Actions |
| Classes agreed that the best lessons were interactive and one class particularly appreciated the integration of videos. One second year class appreciated that there was a difficulty to combine content with fun but students generally agreed that content followed by games, Spiral, group analyses and quizzes was the best compromise. | We will continue to offer interactive lessons including video clips, games, group analyses and Spiral. |

1. **Open section:** anything you would like to ask?

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| Your opinions | Actions |
| One class asked for more structure and model answers. | This will be offered later in the year, once coursework is over, but mark schemes and assessment objectives will be the focus shortly…  |