



Student Council

5/12/22

1. Stamps: New System V Old System - which do they prefer, and why?

7DFA - Think it's a positive that you actually have to deserve them.

7MHO- Old system (tutor input) because some teachers forget to put super stamps on to the system so they are in the planner but not on the system. Students like being awarded super stamps as it recognises good pieces of work.

7LWA- Really happy with the system that we currently have. Cover teachers aren't able to award Super stamps and sometimes they aren't awarded consistently. Sometimes students know what they have got them for, sometimes they aren't sure.

Queries of how often REDS are updated with stamps- students say they don't always match up.

7MHO- happening in all lessons

8MPE - Prefer the old system because they like to see them getting the stamps visibly.

8SFA - Prefer the old stamps as they get them every lesson, people are not putting super stamps on the system anymore, now they are not done by tutors.

8LDI - Prefer the old system as they feel that they gained more stamps. Feel like teachers forget to put stamps on the system (both routine and super stamps.)

8BWI: Unanimous preference of the old system - quite liked the suggestion of bringing the old system back but keeping super stamps on a separate planner page e.g. 50 gets you a different reward?

9GW - All prefer the old system - visual to see rewards. Super stamps are good though. Needs to be recorded and discussed in tutor

KDE - Old system is better - new system means it is not being recorded accurately.

RBO - Old system- instant reward is preferred

9HFO - prefer the old way, Students see the value of counting the stamps up in tutor as they can see how many they have. They didn't like the idea of having to count up multiple stamps in one box when teachers added 10 or more. They appreciate the stamps are worth more, but feel they should be worth 5 points and not 3, as some used to get a lot more during lessons last year. Also feel that there is more stress on teachers to add the stamps during lessons.

9TDIP - Students don't like the new system as it is really hard to build up REDs. They miss getting the physical stamps during lessons.

9VBA - Prefer the old way - actually get stamps, lots of teachers forget to do super stamps, but the super stamp meant less stamps to have to count, the idea of using the super stamp to represent a big amount of stamps would help with the counting (i.e. super stamp = 25/50 stamps)

10AKE - Prefer the old system as students feel like they were rewarded more

10KTH - Prefer the old system where super stamps are added by the tutor.

10LLL - Students miss seeing the immediate reward in their planners - they felt they had a reason to get planners out because of this. Some students did not have many stamps at the end of last term - under 500, so could not spend these on anything, they then got wiped out so it felt pointless getting them in first place.

10JSH - Concerned that teachers are too busy to input into the system during lessons, therefore being missed. When tutors entered the data it worked much better. Also appear now to be handing out less due to change in way things are done. Therefore, the old system was better overall.

10MHU: Students preferred the old system. It was more visual and students feel that super stamps are not being added to the system.

11SMU - Super stamps have gone down

11CPA - We prefer the old system as there is no real point in the stamps if they are not in the planners. 5 students prefer the old version, 9 students prefer the new = they prefer the fact that they are often overlooked when not getting their planner out as teachers are inputting the stamps online and not physically stamping. There is no great preference over teacher vs tutor input - whichever involves the least effort from the students. There has been a noticeable drop in the number of stamps students are getting as teachers forget to put them on the system.

11PBR - they prefer the system of the tutor inputting super stamps rather than the class teacher. My tutor says that teachers have stopped doing super stamps recently.

11JTE - don't get enough super stamps - what's the point in the planner then? Old system was preferred (with few exceptions because I don't have to get my planner out).

Junior SLT - Like the idea of the new system, as stamps are being awarded for a genuine reason, although teachers are inconsistent when adding them onto EduLink, so a lot of students are missing out on the actual reward. From an outside perspective it seems like people like the old system better - visual aspect of having many red stamps is a motivating factor

OUTCOME: from Jan 2023 revert back to "old" Stamping Systems

2. Making it Stick: is it still happening consistently?

7DFA - Yes, happens every lesson. Sometimes e.g. large assessments it is skipped, not sure if it happens in technology.

7LWA- Yes, still happening consistently. Mostly relevant to that lessons learning too.

8MPE - It happens in lessons majority of the time but students feel like lessons are a bit monotonous

8LDI - yes it is still happening in lessons.

8SFA - yes in most lessons when appropriate

8BWI: Yes, plenty of make it sticks.

9TDI - Can be repetitive but in general most students find it helpful. Some feel it does not help them much.

9HFO - yes this is happening during lesson, find it helpful to remind them what happened in a previous lesson. But on some occasions teachers are recapping on information students studied in year 7 but this has not stuck in their memory as much.

9RBO - yes it does happen in every lesson

9GWE - Yes

9KDE - Yes it happens in most lesson - can be a bit boring.

9VBA - Yes, MIS is happening. Maths, English and Science are really good at it. Don't think Drama or Music need it.

10KTH - yes they like the MIS

10AKE - It is consistently in lessons

10LLL - Happens consistently every lesson.

10JSH - yes pretty consistent. Useful to help remembering things. Keep it short, too long for some lessons.

10MHU: Yes, every lesson

11CPA - Yes, happens every lesson but sometimes goes over the time assigned

11SMU: largely yes every lesson

11PBR - teachers are consistent in doing MIS.

11JTE - yes. Happens consistently.

6th form- happens almost every lesson- rarely in English though. Some feel they're not always relevant to the lessons, some miss challenge super turbo system as this seems to have completely disappeared.

Junior SLT - Make It Stick happens in every lesson consistently, no complaints.

3. HIT Feedback (red pen after assessments):

a) is it happening consistently?

7MHO- Red pen lessons happen after all assessments or mini assessments

7LWA- Happening consistently and differentiated depending on what they did well and what they didn't do well.

7DFA - Differentiated (challenge/super/turbo) feedback tasks for red pen. Use of perfect model is useful.

8MPE - Yes, after every assessment

8SFA - yes this is happening after every assessment

8LDI - happening in some lessons but not all.

8BWI: Yes

9VBA - Yes, after every assessment

9RBO yes every assessment it is happening. HIT feedback happens after every assessment.

9GWE - Mixed response. Maths yes but other subjects not so much

9HFO - Is happening as minimum once a half term

9TDI - Students feel like it happens too much - however, they do feel like it is helpful.

10KTH - yes it happens after every assessment

10LLL - Happens consistently.

10JSH - Red pen happening when reviewing work

10MHU: Yes, after every assessment

11CPA - yes happens after every assessment

11PBR - Yes, this happens after every assessment.

11SMU - red pen after all assessments

6th form- happens consistently after every assessment, is good

Junior SLT - Yes after every assessment

OUTCOME: No further action required.

b) what does it look like i.e. is the feedback differentiated?

7MHO- Yes- challenge, super and turbo used

8MPE - Most of the time

8BWI: Write feedback in themselves and then complete differentiated challenges.

8LDI - where it is happening, feedback is differentiated.

9VBA - its differentiated, a bit, whole groups are given the same feedback sometimes

9RBO - some lessons it is - personal targets etc. Mostly red penning answers

9KDE - yes it is happening but can sometimes be a bit challenging.

9HFO - Yes it is differentiated, and can be challenging at times.

10KTH most said that it has challenge super turbo

10LLL - Not always differentiated with challenge/super/turbo. When it is not differentiated, the whole class tends to do the same improvement work.

10AKE - Everyone gets a different task

10MHU: depends on the assessment, normally challenge/ super/ turbo tasks

11CPA - red pen response usually involves marking the assessment and then given different challenges based on scores

11 SMU - maths do challenge, turbo etc. - other lessons less so

11PBR - the red feedback is personal to the student.

11JTE - work is marked. Happening twice a half-term. In some classes - work is marked but not challenged.

6th form- feedback is differentiated and often personalised as we have smaller class sizes, we like this as it helps us improve our work

Junior SLT - HIT feedback tasks tend to be set as 'Challenge, Super, Turbo' although this is not in every lesson. Teachers don't always give help to those who are struggling on the set task. Feedback is differentiated and clear.

OUTCOME: Revisit CPD with staff on differentiated challenges so all staff are clear on expectations following a HIT.

4. Over to Me: an update on how it is going.

7MHO- Don't like not being able to ask for help, in some lessons no scaffolding is given after 5 minutes so students are unable to even attempt a task. Some students feel unprepared to answer or even attempt the question given.

7DFA - Don't like not being able to ask. Sometimes not prepared enough to complete the OTM, would like a chance to ask questions before starting the period of silence.

7LWA- Much improved feedback this time. Students are more used to it and are happy to do the OTM tasks independently. Sometimes students feel like the recaps to build to these

are repetitive and take more time. Sometimes OTM is only five minutes, this is usually explained by the teacher beforehand. 5 students are struggling with OTM during maths lessons as they don't feel like enough explanation is given first. Sometimes some students feel like not enough input is given first in various lessons. A mixed bag of feedback.

8MPE - Sometimes feel like teachers don't explain it enough and move on quickly. Some lessons it works when it gets explained properly.

8LDI - generally disliked. Most students feel like OTM is too difficult and don't like that they can't get support from teachers. When struggling, they don't like that teachers tell them off. Feel like the name 'over to me' creates stress.

8SFA- Don't like not being able to ask for help. Need it to be explained better beforehand. Some tasks are too hard. Some students do like being challenged.

8BWI: feels inconsistent, some teachers do it for the whole lesson in silence (at least that's how it's perceived). Sometimes questions are put on the board and OTM is started before students have time to read the questions and check clarification.

9VBA - hate it, don't always understand the class work to begin with, things aren't thoroughly explained, don't like sitting in silence, can't concentrate in silence, prefer background noise, easier to do it in silence, easier when the question is understood, some students are getting annoyed and complain in it, PE do it well, Maths do it well as they give a worked example.

9TDI - Students feel like talking occurs during the OTM and it is not challenged at times.

9RBO - it is happening - hard to get on if you are struggling and can't ask for help. If you don't get it done you get told off. But if you can't do it, you can't do it.

9GWE - Not a great response. A lot find them too hard so they are not able to complete them. No help - it's a struggle.

9KDE - it is happening in most lessons but annoyed at comments for talking (sometimes when it is not them). Everyone should be allowed to ask one question during it.

9HFO - Not liked. Students find that it goes beyond 10 minutes (even though I've told them that it can and that teachers aren't allowed to help for the first 10 minutes). They have also said that it can sometimes be on things they don't understand and don't feel that the lesson has been scaffolded for this. Also one said that some are really easy. On some occasions students have marked their assessments and then gone straight into an OTM task not knowing what they have done wrong.

10KTh - this is not very popular with students in 10KTH. They don't like being stuck and not being able to ask her help.

10AKE - "If you don't know what you're doing then you just sit there for 10 mins"

"I can't sit still for 10 minutes"

10JSH - mixed response from hate to ok, though generally negative response. Like the silence to be able to concentrate - though should be able to do that anyway - and get staff help. Why no proper staff help when stuck in the 10 mins - wastes time, leads to frustration. Getting predictable/boring - being used far too much time sometimes - to keep students quiet?

10LLL - Students do not enjoy this part of the lesson. They said it feels like a test every single lesson. I think the students lack confidence to do the tasks without help.

10MHU: Negative response, feel teachers do not explain enough before the task. Don't like not receiving help and find it boring

11CPA - Very disliked - not sure why it is in silence, cannot ask for help and not given enough support, don't like it being in silence and don't feel like they get the help, feels like a test every lesson

11PBR - it needs explaining beforehand. Can be too difficult to get going on the answer - needs writing frames. It feels like it is more about them being quiet than about their learning.

11JTE - Don't like it. They like it in maths but nothing else. If they get stuck, teachers can't help so students just sit there. End up doing no work. It sometimes goes over ten minutes.

11SMU - some like the quiet time, some don't - some see benefit, some like the idea of working in a group- others see the benefit of the practice

6th Form- often feels pointless as we have study hours to do longer work, feels as though it takes away from lesson time, hardly ever used. Some teachers don't do any for weeks then use a whole lesson as an OTM. Happens every 2 or 3 lessons depending on how much content we have to get through - no complaints everyone knows what it is now

Junior SLT - Think it is a good idea for getting students to complete independent work, and will be beneficial in the long run, although sometimes the tasks can be too challenging, causing students to sit and not do the work (due to the fact that the teacher is not allowed to help for approximately 10 minutes).

OUTCOME: Revisit with students and staff expectations / rationale of "Over to Me."

5. Rewards: in particular REDS, is it working?

7DFA - Some comments that REDs accounts do not work and REDs totals do not seem to be going up. Comments that some students have lost (500) REDs for no reason. Too difficult to earn enough. Takes too long to earn enough REDs for a simple reward. Students don't know how routine stamps, super stamps etc. equate to REDs total, what is the equation? Concerns that REDs, super stamps, postcards and character cards are earned too easily. Concerns that poorly behaved students are given rewards for being good once, rather than those that are consistently good.

7LWA - students say that their REDs don't match up to their stamps and rewards on Edulink, other students say they don't go up at all.

Students would like Nintendo vouchers, Nike and Sports Direct vouchers to be added to REDs. A student has suggested a mystery voucher with a mystery prize amount added to REDs, similar to character card idea. Students think that comments should take down REDS. Students think the points/ prize ratio is too high, they have to save for too long to spend them.

Students think that invitations to rewards trips should be based on behaviour points only, not equipment comments.

7MHO - REDs - No one has bought anything, stamps are not being added so students have nowhere near enough to actually buy anything. Good prizes are unobtainable. REDs are reset at the end of the year so how are they supposed to save up 2,000 required for a £20 voucher?

Reward trips criteria is unfair as being punished for forgetting planning/ PE kit or apron means you can't attend even though it's not for behaviour. Also attendance targets are unfair for students who are genuinely ill and should be allowed 2 days.

8MPE - Get them a lot slower than used to. People were saving for a while and they got reset.

8LDI - Students feel that they have lost REDs over the course of a week. Takes too long to collect enough REDs to gain a reward. Annoyed they lost REDs when it reset as majority were saving them for a specific reward and now they feel like there is no point in trying to collect them. Some students couldn't collect the reward they wanted as it stated that it wasn't in stock.

11PBR - no it is not working - not enough stamps to pay for prom tickets or hoodies. Students are not earning enough stamps.

8SFA - not working very frustrated as their stamps are not being updated. When they can order the prize takes ages to arrive. With the change in stamps it is also taking too long to actually earn any reward so students now do not see the point in the stamps, postcards as there is no reward there.

8BWI: feel more difficult to obtain with new stamp system

8EHA - super stamps are good and for a certain amount of super stamps you should get a lucky dip. Some students like the old system but it should have some changes and the super stamps should be worth more. Also get rid of character cards.

9VBA - it feels too hard to obtain REDs, takes too long to collect REDs, students don't feel there is long enough to collect them, hard to access the website, the gift cards aren't what students want, only the Amazon and Xbox ones are popular. This could be down to teachers not adding stamps in on the system (this should return to a PD session on a Monday! - Mrs B), the website glitches and you lose your REDs, didn't like the reset as was saving up for a larger reward.

9GWE - Reset cost a lot of students their rewards. Some are on very little now due to routine stamps not being issued. Teachers giving stamps in planners would solve this and much prefer tutor collecting these and adding them to the spreadsheet each week. Planners are empty so serve no purpose.

9KDE - not working consistently

9RBO - no - they don't check and are not using them

9HFO - Prior to being reset, students purchased vouchers and it took an age to deliver.

10KTH - lots have lost reds when it is reset or haven't received the things they have ordered

10JSH - unclear about how they are collected, what the stamps are worth in REDs, then they disappear. New stamping system (teachers not always recording) is not fair if collecting stamps for REDs. If you don't get 500? it's not worth anything, and if reset and you never hit 500 so why bother?

10AKE - need better vouchers on REDs - Primark, Zara etc. Ordered vouchers and then never received them.

10MHU: Hardly used, often losing them, vouchers going missing

11CPA - stamps to RED's not always working, not always converting correctly and do not like having to use up the rewards every time and not carry them over - not getting enough stamps means not enough reds

11SMU- not enough stamps to get a RED so is not worth it

11JTE - REDs are not used enough. What's REDS? Actually what is it? Haven't been used. Haven't updated the vouchers.

6th Form - do 6th formers even get REDs? It feels like our 6th Form points aren't going anywhere and don't mean anything

Junior SLT - The way that stamps convert into REDS works fine. The problem is that now it is up to the teacher to add the stamps, and most of the time they forget or don't have time. This means that students are thinking they are being rewarded for their good behaviour/work, but in actual fact, the stamps are not being added onto the system. I think it would be better if tutors were to add the stamps in PD, as that way students are not missing out on their rewards. (Many teachers have complained about how they have to add the stamps themselves, as they don't always remember who they have given them to and also don't always have the time to add them).

OUTCOME: issue of Stamps = REDS will be resolved when return to "old" stamping system.