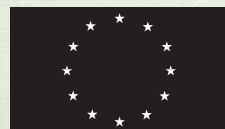




School Completion Programme

Guidelines on The Implementation of Local Review



Funded by the Department of Education & Science under the National Development Plan with assistance from the European Social Fund



Contents

Principles of Reviewing SCP Practice and Programmes.....	2
Guidelines on Reviewing SCP Practice and Programmes.....	3
Introduction.....	3
Background on Review.....	4
Active Reviewing.....	5
Guidelines on what to review and when	6
Review Templates	8
Review Guidelines for School Completion Programme projects.....	8
Template 1: SCP supports For parents / teachers and / or other relevant school-based staff.....	10
Template 2: SCP supports For young people targeted by the programme.....	11
Template 3: End of Year Review For parents / teachers and / or other relevant school-based staff.....	12
Template 4: End of Year Review For external agencies	13
Template 5: Summer Programmes For parents / teachers and / or other relevant school-based staff.....	14
Template 6: Summer Programmes For young people.....	15
Conclusions	16
References.....	17
Appendix I Internal Formative Evaluation Process used in the BEST SCP (Ballymun).....	18



Principles of Reviewing SCP Practice and Programmes

1. Reviewing our practice and programmes is an important element in ensuring **quality assurance** in the School Completion Programme. Accurate records must be kept of all reviews and submitted to the School Completion Programme Co-ordination Service with the annual progress report.
2. A **flexible approach** is essential at local level. Local Co-ordinators and project workers, in consultation with the Local Management Committee and other relevant stakeholders should decide from the range of approaches most appropriate to local needs.
3. **Reflective practice** should be an ongoing element of review. Reflective practice allows projects to admit that practice can be improved. It is deliberate, conscious, empowering and creates opportunities to learn from experience, tackle problem areas and build on strengths.
4. Review practices should be both age appropriate and sensitive to the literacy and numeracy abilities of relevant stakeholders.
5. **'Value for money'** is very important when planning and implementing local reviews. Projects should avoid local evaluations (i.e. in-depth project analysis that might require the recruitment of independent consultants) as this will be done centrally by the Department of Education and Science and is not considered cost effective at a local level.
6. Reviews should be carried out in a way that is **cost effective** to the local project. Deploy the skills of personnel involved in the project or other local projects to assist with reviewing.



Guidelines on Reviewing SCP Practices and Programmes

Introduction

According to Article 9 of the School Completion Programme Specification document:

“The local plan under this Programme will provide for ongoing planning, implementation and review at local level. While evaluation of the overall Programme will be conducted centrally, co-operation at local level with evaluation procedures will be required” (page 4).

Local Co-ordinators were provided with regional in-service training on review practices at the September to December 2003 in-service and again in January / February 2004. Examples of review templates presented at these in-services are attached as templates that can be adopted by local projects.

While regional in-service provided a good grounding on basic review techniques, there has been a number of requests for further assistance on how to carry out effective review at local level.

This booklet aims to provide the following:

- A background on review.
- Guidelines on what to review and when.
- Review templates that can be adopted by projects but are not mandatory.



Background on Review

Greenaway (2002) defines reviewing as a process whereby:

“The purpose or effect is to enhance the value of a recent experience. This includes reflection, communication, analysis, feedback and any looking ahead that arises from such processes”.

According to Hunt and Hitchin (1989):

“Reviewing is about analysing and learning from experience. It’s an essential part of any experience-based learning activity or programme”.

These authors (1989: 3-4) identify three processes in review:

- **Experience:** Individual or group experience is gained through a series of structured learning activities, preferably planning by (or at least with) the learners¹ themselves. Personal experience outside the formal programme is also used as a basis for learning.
- **Reflection:** To learn from experience, people do not just need to do things - they need to interpret what happened. Reflection is the process of looking back on experience, seeing what went well and what went wrong, why things turned out as they did, what conclusions can be drawn about individual / group strengths and weaknesses. Reflection also involves making connections between one experience and another- looking for common characteristics, evidence of progress, and so on.
- **Learning Transfer:** Looking forward to the future, learners use the understanding gained to:
 - ➔ Build on their experience in planning the next stage in the learning programme;
 - ➔ Identify the new knowledge, understanding and skills that are developing through the learning programme, and consider how this learning can be put to practical use in different situations in the future.

¹ Please note that the authors Hunt and Hitchin and Greenway have considered the process of reviewing within the context of learners reviewing educational courses and / or programmes

The process of reviewing is also described in the literature as 'creative reviewing', 'experience-based learning' and 'active reviewing'.

Greenaway models the process of 'active reviewing':



Active reviewing is regarded as a review methodology that can include games, role-play and communication exercises, amongst others, used to enrich a review process that would otherwise be based on verbal communication alone.

Integrating a review process into programme work is considered best practice in the literature (Hunt & Hitchin, 1989; Greenaway, 2002).



Guidelines on what to review and when

Greenaway (2002) indicates what issues should be discussed during review:

- Past and future - and also the experience of the review itself.
- Positive, negative and interesting aspects - suitably balanced.
- Individual and group perspectives - both 'I' and 'we' statements.
- Feedback to everyone or to selected individuals - 'you' statements.
- Something for all learning styles - however these are defined.
- Some negotiation about the process and purpose of the review.
- A sense of importance and a sense of humour.
- Support and challenge in a spirit of inquiry and a review of the review!

Projects are encouraged to set up review processes for:

- Individual activities / supports run in local projects.
- Overall effectiveness of the local project and the Local Management Committee on an annual basis.
- Formal and informal discussions with relevant stakeholders.
- Determining the effectiveness of targeting.
- Determining the level and extent of student progress.
- Ascertaining the views of young people participating in supports.

Data required for the annual progress report should be collected in parallel to the review process. While reviewing focuses on the ongoing successes and failures within the local project, there are some overlaps with data required for the annual progress report, particularly in relation to objective and target-setting and documenting progress of supports and interventions.



A number of different methodologies could and should be employed by the project to review activities. These could include questionnaires for all stakeholders involved in activities (children, parents, teachers, principals, other agencies etc.) or other techniques such as role-play, art or drama.

Records should be kept by the project and referred to on a regular basis.

Projects should set up a formal review prior to submitting a retention plan for the following academic year. A number of methods can be utilised by projects to review successes and failures in the programme, but it is considered good practice to document the views of all stakeholder involvement in SCP. This review should be written up and disseminated to relevant stakeholders, including the SCP National Co-ordination Service.



Review Templates

The following section offers a number of review templates that projects can adopt. The following templates can be adopted by projects if they have yet to create a review system. Please note that it is not mandatory for projects to adopt the following templates. Projects are encouraged to be flexible in their approach to local review.

REVIEW GUIDELINES FOR SCHOOL COMPLETION PROGRAMME PROJECTS

FORMAT GUIDELINES

1. SINGLE LINE SPACING (*Points 1,3,4 – standardises the format, which helps when you go to compile the full document*)
2. USE HEADINGS LISTED BELOW (*This means when you go to index the final report it makes for a cohesive document with a logical format*)
3. BOLD HEADINGS
4. USE TIMES NEW ROMANS – FONT SIZE 12
5. SAVE TO DISK
6. SUBMIT REPORT + DISK WITH DOCUMENT NAME (*you can simply collate your final report by merging all reports because you have them on hard copy and disk*)



HEADINGS

1. THE NAME OF THE SCHOOL / EXTERNAL AGENCY
2. TITLE OF INTERVENTION
3. ELEMENTS – use sub headings i.e. Group Work, One to One, Academic Support, Attendance Checks, Care Team Meetings, Home Visits.
4. STATED AIM OF INTERVENTION
5. PARTICIPANTS – WHO was involved / targeted – (include number of pupils, their ages, Male / female).

NOTE – The names of the pupils involved should be kept on site

6. OUTLINE OF THE PROGRAMME – what and how – describe the programme, how it was implemented, steps involved, the pupils, parents, and organisations involved.

INCLUDE

- ATTENDANCE OF YOUNG PEOPLE – in your groups and their school attendance rates
- STAFF ALLOCATION and CONTACT TIME

7. EXTERNAL REVIEW FEEDBACK – from pupils, parents, principals, teachers, outside agencies.
8. ACHIEVEMENTS TO DATE
9. KEY CHALLENGES ENCOUNTERED
10. RECOMMENDATIONS.



Example1: For parents / teachers and / or other relevant school-based staff

SCP SUPPORT [insert support name here] COMMENT CARD

As we approach the end of the school year, SCP is carrying out an internal review of the services they offer. I would appreciate if you would contribute to this review by completing this short questionnaire.

NAME: _____ POSITION: _____

(i.e. parent, teacher, etc)

SCHOOL: _____

1. Are you familiar with the reasons why the support [insert name here] was established?

2. What impact do you think the SCP support [insert name here] has had on the pupils with whom it is in contact?

3. In what way can the supports be developed?

4. Any other comments you would like to make?

Thanks for taking the time to complete the questionnaire.
Please return to a member of the SCP team.



Example 2: For young people targeted by the programme

[Insert name of support here] Review

SCP would like to know what you think of the [insert name of support here]

NAME: _____ AGE: _____

SCHOOL: _____ CLASS: _____

1. Do you like the [insert name of support here]? YES NO

2. What do you like most about the [insert name of support here]?

3. What do you like least about the [insert name of support here]?

4. How do you think we could improve the (name of support) or make it better?

**Thank you for filling out the questionnaire.
Please return to a member of the SCP team.**



Example 3: For parents / teachers and / or other relevant school-based staff

SCP END OF YEAR REVIEW

As we approach the end of the school year, SCP is carrying out an internal review of the services we offer. We would appreciate if you could contribute to this review by completing this short form.

NAME: _____

POSITION: _____

Are you familiar with what SCP does in your school?

What impact do you think the SCP Support Service has had on the pupils with whom it is in contact?

In what way can SCP develop its services to your school?

Any other comments you would like to make?

**Thank you for taking the time to complete this form.
Please return this form to a member of the SCP team.**



Example 4: For external agencies

SCP END OF YEAR REVIEW

As we approach the end of the school year SCP is carrying out an internal review of the services we offer. We would appreciate if you could contribute to this review by completing this short review form.

NAME: _____

ORGANISATION: _____

Are you familiar with the services SCP offers?

What impact do you think the SCP Support Service has had on the pupils / parents with whom it is in contact?

How effective has SCP been in liaising with organisations including yours?

In what way can SCP develop its services?

Any other comments?

Thank you for taking the time to complete the questionnaire.
Please return the form to a member of the SCP team.



Example 5: For parents / teachers and / or other relevant school-based staff

Review Form for Summer Programme

Please answer all questions with as much detail as possible, as your feedback will help form next year's Summer Programme

How do you think the school-based activities worked?

Was the length of each session adequate?

Were the activities appropriate for the students we worked with?

Was the ratio of adults to students adequate?

How do you think the day trips worked?

How do you think the meal provision worked?

Overall, what do you think worked well in the Programme?

Overall, what do you think did not work well in the Programme?

What suggestions would you have to improve next year's Summer Programme?

Thank you for taking the time to participate in this review



Example 6: For young people

SCP Summer Programme

Did you like the different activities (sports, cookery, art etc)?

Yes _____ No _____

Did you think the day was too short or too long?

Too short _____ Too long _____ Just right _____

Did you like working with the different teachers every day?

Yes _____ No _____

Do you like the food you had for lunch?

Yes _____ No _____

Did you like the trip you went on?

Yes _____ No _____

What other things would you like to do in the Summer Programme?

Would you like to be part of the Summer Programme next year?

Yes _____ No _____

Thank you for taking the time to fill in this form



Conclusions

The booklet attempts to draw together different definitions of and approaches to review. Reviewing is regarded in the literature as an integral part of any educational programme and contributes to good practice.

It is suggested that projects put in place review processes for all elements of the programme and organise a 'Review Event' to review the overall programme prior to designing and planning the following year's retention plan.

Finally, a number of practical review templates are outlined which can be adopted or amended by SCP projects to suit their needs. The approaches suggested are not mandatory, as many projects may have already implemented review systems.



References

Hunt, J. and Hitchin, P. (1989) *Creative Reviewing*. Groundwork Group Development: Cumbria. ISBN 1 869998 04 9

Greenaway, R. (2002) 'The Art of Reviewing' in *The Journal of the Institute of Training and Occupational Learning*. Volume 3, No. 1, pp. 47-53. ISSN 1469-977X.

Little, P., Traub, F., Horsch, K. (2002) 'Evaluation of 21st Century Community Learning Center Programs: A Guide for State Education Agencies'. Part of the *Issues and Opportunities in Out-of-School Time Evaluation Briefs*, available online at www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief2.html

A number of articles on review by Roger Greenaway are available from the following website: <http://reviewing.co.uk>

Additional information on High Five is available from their website www.highfive.org



Appendix I- REVIEWING THE SITUATION – by Paula Heenan, Local Co-ordinator, BEST SCP, Ballymun.

Internal Formative Evaluation process used in the BEST SCP

CYCLICAL PROCESS

- Plan (aims / objectives)
- Act (deliver / objectives)
- Observe (team observations and data)
- Reflect (process, outcomes and data analysis)

WHAT IS REFLECTIVE PRACTICE?

'Looking back and making sense of your practice, learning from this and using this learning to affect your future action.' (Ghaye, T, 1996: 13)

REFLECTIVE PRACTICE

'Reflection on past action makes the difference between 20 years of experience and having the one experience 20 times.' (McGill, Beaty, 1994: 34)

Reflecting on Practice is:

- Admitting that practice can be improved
- Deliberate and conscious
- Empowering
- Creating opportunities for us to:
 - ➔ Use and learn from experience
 - ➔ Tackle problems areas we encounter
 - ➔ Build on our strengths

REPORTING / EVALUATION GUIDELINES

- Title of Intervention - (In school or out-of- school support, etc.)
- Which - Outline the element (Group, One-One, After School Club, etc.)
- What - Stated aim (Why when it is a new intervention)
- How - Objectives - Outline of Programme (Describe the programme; how it was implemented; steps involved; people / agencies involved)
- Who - Participants involved
- External Feedback (questionnaires, facilitated reviews)
- Reflections - Achievements, Challenges, Recommendations



USEFUL BECAUSE IT AFFORDS US TIME TO

Revisit our aims and objectives;

Reflect on our work by identifying ways in which we:

- Have achieved
- Examine the Challenges
- Seek Solutions

- External Feedback has supplied us with ideas on how we can improve AND given us another perspective on the positive impact we have had on our target group. It also involves other stakeholders and gives them more ownership;
- Sharing Good Practice / Seeking solutions by incorporating Team to Team and Team to Steering Committee presentations / discussions;
- Useful for completing Department of Education and Science reports.

ADVANTAGES OF GUIDELINES FOR TEAM MEMBERS

Means that every new Team member is aware what is expected from their report / evaluation;
Everyone is prepared and is mindful of noting areas (good / bad / ugly) from the outset;
Reflective practice is encouraged so we don't necessarily wait until the end of year to alter the programme.

EVALUATION

- Discuss and Agree on the process with Team / Board (People actively involved should be actively involved in evaluation);
- Every Team member responsible for their own report;
- Invite Schools to review with their staff the impact / or not of the SCP from their perspective;
- Group Reviews

FOCUS

- Select one area / question to begin with;
- This involves a choice;
- Because of limited time / resources it is never possible to look at everything.



FEEDBACK METHODS

- QUANTITATIVE
- QUALITATIVE
- OUR REFLECTIONS

QUANTITATIVE METHODS

- PRESENTING ATTENDANCE FIGURES
- Sometimes it has been:
- Whole School;
- Individual Pupil average school attendance;
- Individual Pupil attendance in sessions we've organised.

QUALITATIVE METHODS

- FORMAT VARIES -
- The information we are trying to elicit, the age/educational / literacy levels, the time / personnel constraints, etc. are all considered in choosing the most appropriate format to use, i.e. questionnaires, informal discussion, interviews, facilitated reviews, photographs.

TEAM REFLECTIONS

- Achievements
- Challenges
- Recommendations
- All drawn from the quantitative and qualitative feedback and the observations / reflections of the Team

REMEMBER THE SIXTH COMMANDMENT

- 'Thou shalt not bear false witness against thy neighbour'
- (In other words, don't fudge the data, it's not nice. Remember, your observations and reflections are data - so tell it like it is - Warts and all!)

