Reviewing Learning Outcomes Part 2

Identifying what pupils are learning.

For example having text to copy can be useful (maybe to develop keyboarding skills) but may be burdensome if too much or not relevant. Most teachers say they would use more interesting text such as a paragraph from Harry Potter books which could be loaded onto a network resource area – ready for formatting and more able pupils could, with e-safety in mind, search the Internet or a CD ROM for suitable text, copy and format to create a report on a topic of interest to a stated audience.

Question – is the desired learning outcome …..

1. The ability to copy text?

2. The ability to apply formatting?

3. The ability to be able to differentiate text by formatting to communicate to an audience?

4. The ability to identify valuable information and organise and refine ideas using word-processing software?

Once the learning outcome is clear it becomes easier to relate it to the National Curriculum and differentiation by outcome is more obvious:

The 1st is low – not even NC level 1

the 2nd is still low – about NC 1

the 3rd average early Year 7 – about NC 3,

the 4th assumes insight and independence – about NC 4.

- If a pupil is given the opportunity to word process a "real" task, such as cross-curricular work or a business letter in context, they can follow this by **evaluating** their choice of software and comparing word processing to other methods (NC 5).

- More able children could be encouraged within evaluation to discuss the effects of this kind of computer work on jobs etc. (NC 6).

- The most able may be able to set up a range of templates for others to use – evaluating and refining as they do so (NC 7).

- It would be difficult to move beyond this level without creating a substantial project.

The levels would be an indication only of expected levels and would need to be reviewed over the whole year, as part of a range of skills and development.

Compare the extract below with the original worksheet

For comparison, this is a section from QCA year 7 that uses similar skills:

- Once pupils have found and copied (from Internet) some text they think is useful, discuss the key message to be presented. Illustrate how to search for a key word in the word processor, and how to highlight key phrases or information and copy and paste/move

material into an order that will be helpful for the presentation. Pupils can then continue to investigate their own material.

- Discuss with the class the audience and the amount of time and space the pupils have for each presentation, *eg the presentation must explain what the parents' role might be in relation to the chosen topic.*

- Ask the class how they could present their information, the reason for presenting the information to the audience and discuss the key messages. Illustrate and discuss the issues in producing effective presentations, *eg using images as a message and to enhance text, the importance of clear layout, the use of styles and sizes of font, spell checking.*

Assessment becomes easier when learning outcomes are clear and progression is established.