



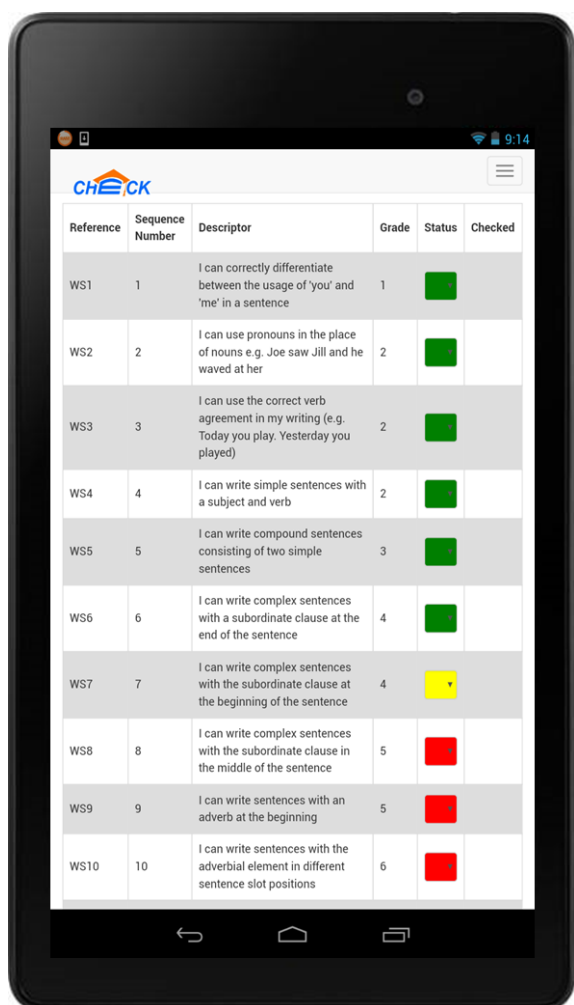
Raising Achievement with the Check Online Personalised Learning Platform

Content Delivery

This is at the start of a student's learning journey for a given course. Check Online encourages course content to be broken down for ease of delivery, driven by a personalised learning checklist for each topic area taught. Check Online checklists are not prescribed – teachers can import or enter their own for any subject and any key stage.

Students can use their learning checklists, on a lesson by lesson basis, as a plenary to RAG (red, amber, green) their progress or confidence level against the topic area taught. This does not necessitate access to an IT suite because Check Online will also work on mobile devices.

English student using a checklist on a mobile device:



Learning checklists give students more control over their own learning which has a distinct advantage when it comes to engagement.

Most students take readily to learning checklists and, over time, use of them becomes increasingly effective. That said, however, not all students will use them efficiently or responsibly – especially in the early days. Check Online allows teachers to verify that a descriptor for a topic area has been met (checked) giving confidence that progress is being made – both for teachers and the students themselves. Each time a student uses a learning checklist it is date stamped giving evidence of improvement and progress made over time. Ideal for presenting to OFSTED inspectors!

Homework can be set either by an individual teacher (quick issue) or against the scheme of learning. It is paper less – but paper friendly as well. Students can see the results of their homework assessment online. Homework is one of several different types of assignment provided by Check Online to give teachers and schools flexibility in terms of the work they set.

Summative Assessment

Check Online encourages use of a summative assessment point at the end of each topic area taught. Each topic area would have an associated learning checklist that breaks down the learning process into manageable portions to avoid information overload.

Teachers who use paper-based learning checklists would often use them prior to a summative assessment point to identify any knowledge gaps. Depending on the nature / size of the group and the nature of the topic area taught, this is a time consuming process. In some cases this could take up to an hour per class. Check Online can analyse the checklist for an entire group giving confidence levels and highlighting key knowledge gaps. This process takes a split second and is a part of the overall eFirst ethos which is to minimise workload and maximise impact!

Since the process of analysing learning checklists is automated and simplified, teachers have more opportunity to address knowledge gaps thereby ensuring that their students are as ready as they can be for any summative assessment. This has a definite impact in terms of raising achievement.

Checklist analysis for a group of English students:

Checklists, what to teach 10C-ENG1 using checklist Writing (Sentence Structure)

Confidence levels would be 0% for all RED, 50% for all AMBER and 100% for all GREEN

Reference: WS11

I can write compound complex sentences with a range of different constructions

Confidence Level:6%

Reference: WS9

I can write sentences with an adverb at the beginning

Confidence Level:13%

Reference: WS10

I can write sentences with the adverbial element in different sentence slot positions

Confidence Level:31%

Reference: WS8

I can write complex sentences with the subordinate clause in the middle of the sentence

Confidence Level:50%

Reference: WS7

I can write complex sentences with the subordinate clause at the beginning of the sentence

Confidence Level:75%

The summative assessment can be paper-based or electronic in the form of an online test that can be issued to students as an assignment. Unlike most if not all of the online testing tools available, Check Online tests not just knowledge – but understanding as well. Teachers can set and mark extended writing questions as a part of the test. Check Online can mark multiple-choice style questions. Students will be able to see the results of their test / assignment online – as well as getting feedback.

Check Online can also flag the descriptor on a checklist as being met (checked) automatically. This is optional and assessment is against teacher defined criteria.

Revision / Exam Practice

Once the content delivery is complete students will, for most courses, need to prepare for an examination. Again learning checklists perform a crucial role within Check Online. It is at this stage that the learning experience for a student needs to be increasingly personalised. Check Online also provides *adaptive* online testing. The software can analyse learning checklists for a given student and build a personalised adaptive test for that student. The adaptive test is not just personalised based on need, it is also differentiated with questions gradually building in terms of level of challenge. Students will be able to see their results and get feedback online in the same way as any other type of assignment (e.g. online test or homework).

Many examinations are paper-based and will remain so for the foreseeable future. Therefore students need experience in taking past papers – either in exam conditions or in the form of a ‘walking, talking mock’. These can all be set as assignments in Check Online with results being visible to students.

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