



Background

Following on from the SIP SSE Report submitted 1 June 2021, Waterpark College has implemented a universal Reflective Practice Strategy with all first-year groups 2021/2022. The aim was to complement current in-house whole-school initiatives in Special Education Needs (SEN), Guidance (WSG – Managing Myself), Wellbeing and Reporting. All stakeholders (students, parents and staff) were informed of how this Reflective Practice Strategy was to be implemented and how to engage in the process throughout the academic year. At the end of the year, teachers were asked for feedback on the effectiveness of the strategy in order to plan next steps. The aim is to progress to a highly effective practice by implementing Reflective Practices on a phased basis ([DES, Waterpark WSE-MLL Report 2015](#), p. 6). This includes introducing the uniformed Reflective Practice to all Junior Cycle students during the coming academic year 2022/2023. Instilling skills to create learner autonomy is in keeping with the [Edmund Rice Schools Trust Charter](#) which underpins the management of teaching and learning in Waterpark College.

Outline of Reflective Practice Strategy/PINS

The Reflective Practice Strategy was implemented through the use of a feedback sheet entitled, 'PINS':

Positives (identified by student/teacher);

Improvement (areas for improvement identified by student);

Next Steps (tasks/strategies recommended by student/teacher).

Please see Appendix 1 for a sample of the PINS sheet that was attached to the student's class test (in each subject area). This sheet was filled out, in green pen, in collaboration with the student and teacher. The student brought home the test to be signed by his/her parent/guardian and this also provided a way for parents/guardians to monitor progress. The front page of the test (PINS sheet) was then attached to the student's notes copy and the green pen/Reflection was easily identified when revising. This sheet also gave all stakeholders a quick snapshot of where the student was doing well and highlighted areas that needed improvement.

Teacher Feedback on the use of PINS

Of the 15 teachers that responded to the survey, nine stated they used PINS once or twice during the year for both homework and tests, while six mentioned that they used it about once a month. Please see Appendix 2 for survey questions and answers.



In addition, all teachers found PINS 'fairly easy' or 'easy' to use. Nine teachers found it 'somewhat' time consuming to use whereas 6 teachers did not really find it time consuming. When asked if they found that PINS gave their students more autonomy over their learning, one teacher stated that it did not, nine said 'maybe' while five said 'yes' that they found it beneficial. Overall, the use of PINS received a rating of 3 out of 4 stars which is a positive start. When teachers were asked for their suggestions if they were to change anything about PINS, several stated that they would not change anything. However, a number of teachers had the following suggestions:

- To see PINS become more regulated and not just something associated with assessment
- Use of colour coded pens is not always practical
- Found it useful but would preferably limit its use for Christmas and summer exams only (perhaps too repetitive otherwise?)
- Have a more standard place to put their reflective sheets. A folder.
- Give suggestions as to what to put in the boxes for the students
- Suggestions of Next Steps could be useful on the bottom of the form
- Have a paperless version, to remove the need to photocopy. This would reduce the impact on the environment.

In conclusion, drawing on the positive feedback from the teachers', senior management has agreed that going forward PINS should be:

- ✓ Rolled out across all Junior Cycle classes for 2022/23 with the aim of implementing it in Senior Cycle the following year
- ✓ Used for end of term exams & up to the 'Pre' for 3rd years
- ✓ Included as part of the 'Exam Package' documents emailed by Angela Kissane (Exam Secretary) prior to each examination period.

To this end, the roadmap for the next steps will look as follows:

Table 1: Roadmap for Next Steps (PINS)

Date	Action	Next Steps
Sept. 2022	• Discuss Feedback from May Questionnaire with staff • Present PINS to 1st & 3rd year teachers who have not used it before	• Roll out PINS with all Junior Cycle students • Letter to 1st & 3rd Year parents explaining PINS • Teacher explains to student purpose of PINS & how to use it
Nov. 2022 & ongoing	For end of term exams: Angela Kissane (Exam Secretary) to include PINS sheet as part of the Exam package emailed to all staff	Discuss with Angela Kissane how this worked
May 2023	Feedback from teachers and/or students on effectiveness of PINS	Collate survey data



Sources and links

'Continuing Implementation of School Self-Evaluation 2016-2020 (Circular 0040/2016) <https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0040_2016.pdf> [Date accessed: 18 May 2020]

'Edmund Rice Schools Trust: ERST Charter, <<https://www.erst.ie/our-schools/the-erst-charter/>> [Date accessed: 9 February 2020]

'Framework for Junior Cycle 2015' <<https://ncca.ie/media/3249/framework-for-junior-cycle-2015-en.pdf>> [Date accessed: 27 February, 2020]

'Looking at our School 2016: A Quality Framework for Post-Primary Schools' <<https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Looking-at-Our-School-2016-A-Quality-Framework-for-Post-Primary-schools.pdf>> [Date accessed: 25 January 2020]

'Ongoing reporting for effective teaching and learning' <<https://ncca.ie/media/3465/reporting-booklet-1.pdf>> [Date accessed: 27 February 2020]

'Whole-School Evaluation: Management, Leadership and Learning (WSE-MLL Report 2015). Waterpark College. <https://www.education.ie/en/Publications/Inspection-Reports-Publications/Whole-School-Evaluation-Reports-List/report13_64940L.pdf> [Date accessed: 25 April 2020]



Appendix 1



Summative 'PINS' Reflection Sheet

Attach document to the front of each test/examination

Student Name: _____ Class: _____

Positives (Identified by student using **Green Pen** – response to feedback)

-
-
-

Improvement (Areas for improvement identified by student)

-
-
-

Next **S**teps (Tasks/Strategies recommended by student/teacher)

-
-
-

Parent/Guardian signature: _____



Appendix 2

1. How often did you use PINS?

[More Details](#)

1-2 times (homework or test)	9
3-4 times eg about once a mo...	6
Never	0



2. Did you find using PINS ...

[More Details](#)

Fairly Easy	6
Easy	9
Somewhat difficult	0
Difficult	0
Did not use it	0

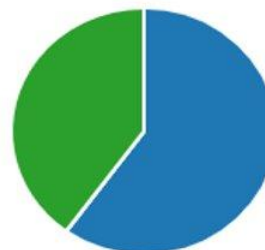


3. Did you find using PINS time consuming?

[More Details](#)

Insights

Somewhat	9
Very time consuming	0
Not really	6
Did not use it	0



4. Do you think using PINS gave your students more autonomy over their learning?

[More Details](#)

Yes	5
Maybe (sometimes)	9
No	1





5. How would you rate the use of PINS in your classroom?

[More Details](#)

Insights

15

Responses



3.00 Average Rating



6. Would you change anything about PINS? Please include any suggestions.

limit for the year
PINS become more regulated
preferably limit
useful PINS
limit
not the whole test
bigger exams
PINS system
impact on the environment
use for xmas
paperless version
standard place sheet of the test summer exams
students
Maybe to focus reflective sheets
cover sheet
Suggestions of Next Steps