



KERALA, INDIA

# MONTHLY ACHIEVEMENT REPORT

JUNE 2016

4 QUALITY EDUCATION



10 REDUCED INEQUALITIES





## OBJECTIVES

- Increase employability and quality of life for disadvantaged in Kochi
- Increase level of conversational English and general attainment for pupils from disadvantaged backgrounds
- Increase capacity (to teach (English)) in institutions that teach pupils from disadvantaged backgrounds

## SUMMARY

In line with our long-term objective to improve the level of spoken English of pupils at our partner schools, as well as our objective to deliver successful and rewarding programmes, we have been working to develop the structure and organisation of our Education programme. By changing the way we record our pupil assessment data, making this more clear, we are able to better understand and respond to the gaps in our pupils knowledge. Furthermore, by creating more structure around volunteer pupil feedback system we are now able to be more responsive to changes in pupil ability and celebrate their progress.





## REPORT

Following a highly successful set of pupil assessments in March that showed the overall improved of the pupils we work with at St Louis and Thambaraparambu schools, we began to look for areas to improve upon. St Louis is an independent primary school with 107 students across standards 1-4. Thambaraparambu school is a government school with just 15 pupils across standards 1-7 and very low attendance levels, these differences naturally create unique challenges for development in both schools. We noticed that despite being able to see pupil's general ability, we were not able to clearly understand where the gaps in their knowledge laid, therefore reducing the impact we were able to have on individual pupils.

By going through old assessments and translating the results under a new system, shown below, we are now able to work with pupils in a way that focuses more on their individual needs for development. The previous system for recording pupil assessment results was to give pupils a number from 1-3, which indicated their overall ability but failed to encourage tailored support. Through doing this we are already beginning to see improvements in the group sessions we run at St Louis school, as volunteer's feedback that their lessons are more challenging for students and pupil engagement is generally higher.

The chart featured here shows the ways in which we have developed the assessment result records to more clearly show which pupils have been able to achieve certain objectives from the curriculum.



Assessment Question	Abin A. 8/3/16	Akash A. 8/3/16	Alvash X. 8/3/16	Akhilesh 8/3/16	Anine S. 8/3/16	Ayba J. 8/3/16	David 8/3/16
I can say my Name	Green	Green	Green	Green	Green	Green	Green
I can say my age	Green	Green	Green	Green	Green	Green	Green
I can ask "What is your name?"	Green	Green	Green	Green	Green	Green	Green
I can identify 9 colours	Orange	Green	Orange	Green	Green	Green	Green
I can write and recite numbers	Green	Green	Green	Green	Orange	Green	Green
I can say what I am doing (action verbs)	Green	Green	Green	Green	Green	Green	Green
I can use pronouns correctly (I,SHE,HE,IT)	Red	Orange	Green	Orange	Orange	Orange	Orange
I can use pronouns correctly (YOU,THEY)	Red	Green	Red	Red	Orange	Orange	Orange
In sentences I can use 'Is' 'am' correctly	Orange	Orange	Green	Orange	Green	Green	Green
I can use 'ARE' correctly	Orange	Orange	Red	Orange	Green	Green	Orange
I can properly use the word AND	Orange	Orange	Orange	Green	Orange	Green	Orange
I can use prepositions properly use prepositions (IN, ON, UNDER, INSIDE, BEHIND, IN FRONT OF, IN BETWEEN)	Red	Orange	Green	Green	Orange	Green	Green



Using this structure will enable us to see how pupils have progressed, but also clearly show the areas they need to continue focusing on. Pupils with a green square for any given objective have 'Achieved' it, orange indicates they have 'partly achieved' the goal, red shows they have 'not achieved' this task.

By using this chart we can quickly identify at least 5 pupils who would benefit from recapping a topic based around using 'he, she, they, it and you'. We hope that this will help us to move forward in effectively planning lessons for pupils and ensuring their progress over the next year at school. We have already seen positive results from using this new structure as volunteers are able to feedback more effectively and can have confidence in moving their pupils on to a new topic.

A further organisational development comes in our new pupil feedback system, shown below and featured at the end of each lesson plan. The previous system for lesson feedback required volunteers to feedback on their individual lesson plans, commenting only the plan itself. The new system requires volunteers to feedback on individual pupils and note whether they are working towards, meeting or exceeding the objective of each individual lesson.

<p>Pupil name:</p> <p><u>Anvia Agnes</u></p>	<p>Comments:</p> <p>Needed some reminding of the components of football but got it after that and did well in attempting to write them out but didn't get them all right – still a little confusion over the difference between he and she. But altogether made a good effort – right at the end of the lesson they started to use "you are" and "we are" unprompted and knew the definitions and how to use them. Overall a really good lesson and is ready to move onto the descriptions of people and the back to back exercise.</p>	
<p>Lesson Objective:</p> <p>To learn the correct sentence structure for I am, They are, He is, She is and using them in full sentences with different verbs. To also know the right gender with He and She.</p> <p>For the extension objective – to connect sentences with and, and to move onto It is, and You are and to use them in full sentences with verbs.</p>		
<p>Working Towards</p>	<p><b>Met</b></p>	<p>Exceeded</p>





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