Case study: Moving forward by feeding back

# Attainment, retention and progression, outstanding teaching learning and assessment, South Central programme

## Which organisations were involved?

Chichester College in partnership with Basingstoke and Brockenhurst colleges.

## What was the purpose of the project?

The aims of this project were to:

* Disseminate findings from a successful earlier project at Chichester College focused on early motivation and engagement with maths and English across all vocational areas in the 3 colleges.
* Improve attendance, engagement, and achievement, by addressing the lack of confidence and low expectations they often observed among students engaging with vocational education for the first time when they found they needed to study maths and English again.
* Prevent students from developing self-limiting attitudes in the first few weeks of their courses as these then often negatively affect their experiences for the whole year.

### What did the project do?

* Encouraged students to use the mindfulness website resource that the colleges developed called ‘Change your Mind, Change your Life’
* Expected staff to offer more coaching feedback to students in lessons
* Created a toolkit of mindfulness, growth mindset, and coaching resources for sharing within and between colleges.

### What helped the project succeed?

The project succeeded because:

* It forged a productive and collaborative partnership between the 3 colleges
* Held a shared vision that resources linked to mindfulness, growth mindset, and coaching would benefit staff as well as students
* Prioritised planning and communication to ensure they worked well with each other.

### What challenges did the project face?

The project team experienced considerable time pressures, particularly in relation to arranging meetings. To overcome this, they used technology to communicate frequently when they could not meet face-to-face.

### What difference did the project make?

Reported outcomes included:

* 3% increase in lesson attendance in GCSE and Functional Skills maths and English in comparison to the previous academic year
* 19% of students used the mindfulness website in their own time. 34% of these were repeat users
* observations indicated greater evidence of coaching and more probing use of questioning in lessons
* Chichester College plans to run a ‘Licence to Coach’ course for colleagues at Basingstoke and Brockenhurst colleges to help sustain this approach

Qualitative feedback was positive, e.g., one member of staff stated that

“[The resource] … helped my learners to reflect on how well they used different strategies and what they could do in the future to become more accepting of challenges.”

And a learner in a GCSE English class said they were:

 **“Really interested in growth mindset because I get disheartened so easily.”**

### Where can I find more information?

Find out more about this project:

* In the ETF [Outstanding Teaching, Learning and Assessment 3: South Central. Final Report](https://www.excellencegateway.org.uk/content/etf3023) (undated).
* By contacting James Morton-Thomas, Teaching, Coaching and Development Manager, Chichester College, Westgate Fields, Chichester PO19 1SB | Tel: 01243 786321.

**“This project has seen the beginning of a productive and collaborative partnership between Chichester, Basingstoke and Brockenhurst Colleges. Its success can be linked to a shared view … that resources linked to mindfulness, growth mindset and coaching could benefit both staff and students. There has been measurable quantitative and qualitative evidence that this has been the case.”**

James Morton-Thomas,

Teaching, Coaching and Development Manager,

Chichester College

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