

**USING ASSESSMENT RESULTS
TO IMPROVE LEARNING**

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Uganda National Examinations Board

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One of the objectives of national assessment, called the National Assessment of Progress in Education (NAPE), in Uganda is to provide information that can be used to improve student learning.

This paper will highlight the contents of the customized report that was prepared for primary school head teachers. The aim was to have a simple and user friendly report which the head teachers could easily read.

The report is prepared in such a way that the main findings, revealing areas of weaknesses, are presented. This is followed by some low cost ways and actions which could lead to improvements of the school learning environment and hopefully student learning and learning achievement. These actions were suggested by a group that included head teachers whose schools had performed well in the assessments.

A MESSAGE
TO
HEADTEACHERS

**A SUMMARY ON NAPE REPORT FOR
HEADTEACHERS**

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Dear Colleagues,

I am the Headteacher of Sanza Primary School. Last year, all the headteachers of this county formed a group called Promotion of Pupils' Learning Achievement (POPLA). We meet every first Saturday of the month for two hours in one of the member schools on a rotational basis. Through these interactions with my fellow headteachers, I have learnt of NAPE findings on pupils' learning and learning achievement, and these have guided me to make improvements. Allow me share with you some of the findings from NAPE surveys and the improvements I have subsequently made in the school.

Findings

1. What pupils like and dislike about the school.

(a) Pupils like:

- good teaching where they can understand what is taught.
- friendly teachers.
- pleasant school ambience.

(b) Pupils dislike:

- late coming and absenteeism of teachers and pupils.
- caning or ridicule when they do poorly.
- teachers who get drunk.

Improvements

- I report to school at 7.00 a.m. each school day so that I can show a good example to the teachers and pupils.
- Teachers of a particular subject prepare termly schemes of work as a group. This is done before the term begins.
- I shared the school needs at a school-community consultative meeting and one member of the community

offered seedlings. We have now planted fruit trees and shade-trees in the school compound.

- I have introduced a suggestion box for pupils.
- I banned caning in the school and sensitized teachers in appropriate ways of handling slow learners.
- I introduced the teachers to counsellors to advise them against drunkenness among other vices.

Findings

2. *Why pupils find English and Mathematics hard.*

Pupils like to learn English and Mathematics because they consider them to be useful in life. However sometimes pupils find them hard and demanding because

- teachers are too fast.
- pupils are ridiculed when they make mistakes.

Improvements

- I observe each teachers' lessons once every month, and point out the strengths and weaknesses and suggest corrective measures.
- I and the subject heads check samples of pupils' exercise books to ensure that they are properly marked.
- I encourage teachers to motivate learners at all times and to use child-centred approaches in teaching.

Findings

3. *Areas requiring improvement in Literacy and Numeracy*

In Literacy, both P 3 and P 6 pupils have difficulties in:

- story (prose) reading.
- composition writing.

In Numeracy they have difficulties in:

- geometry.
- measures.
- They also find difficulty in handling tasks which demand problem solving skills.

Improvements

- I ensure that teachers release readers to pupils and teach reading correctly.
- I check teachers' schemes of work and lesson plans to ensure that pre-requisite topics are taught and mastered by pupils before new ones are introduced.
- I teach Numeracy in P 6 class. I sometimes invite teachers in my lessons so that I can demonstrate to them how to relate what we teach to real life.
- I involve the pupils in making learning materials.
- I have introduced reading and writing competitions, and Numeracy contest
 - In-class, every month.
 - Inter-class, every term.

Findings

4. *Deployment of Teachers in classes.*

- More female teachers are deployed to teach lower classes and to teach Literacy other than Numeracy.
- More grade V teachers teach P 6 pupils.

Improvements

- I have shared the findings with teachers.
- I have re-deployed teachers without bias in gender and teaching qualification.

Findings

5. *Pupils' Achievement and Headteacher's Gender.*

- Pupils whose headteachers are females do better than those with male headteachers.

Improvements

- We, female members of POPLA have started helping our male colleagues to plan and organise school activities better.
- We also encourage them to spend more time in their schools.

Findings

6. *Other factors affecting pupils' achievement.*

The following factors were reported to positively affect pupils' achievement:

- Pupils' cleanliness and health.
- Classroom cleanliness.
- Friendly headteacher-teacher relationship and friendly teacher-pupil relationship.
- Orderly flow of school activities.

Improvements

- We the teachers and six pupil representatives (three boys and three girls) from each class had a meeting. We set up three committees, comprising of teachers and pupils as follows:
 - Sanitation and Hygiene Committee.
 - Social Affairs Committee.
 - School Program Committee.The deputy headteacher, the head prefect and I form the Coordinating Committee.
- The teaching staff holds a 20-minute meeting every Monday at 7.00 a.m. to review progress of work of the committees.

Findings

7. *Pupils' choice of vocation*
 - Pupils have limited choice of vocation.



Improvements



- I have invited different professionals to talk to the pupils.
- I encourage teachers to provide career guidance to pupils.
- As a school, we have planned to take pupils in upper primary classes on visits to institutions of higher learning.

I hope you will be able to borrow a leaf from what I have done in my school.

I look forward to receiving new ideas from each of you.

Best Wishes.

Norah Yeyo