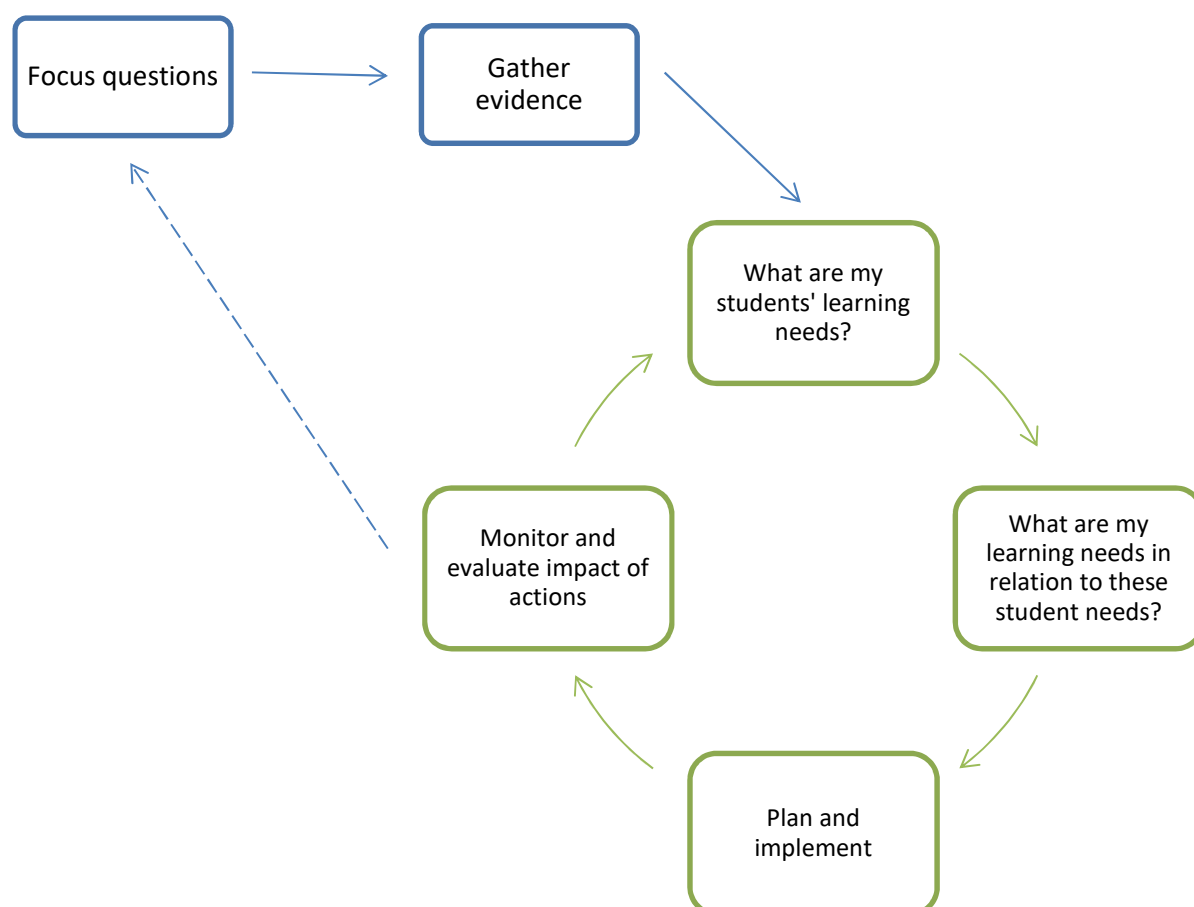


Visible Learning Impact Cycle Planning Template

Reader please note: This is a 'real-life example' of one teacher's Visible Learning Impact Cycle. It was written to evaluate and improve the teacher's own impact in the chosen area. It is being shared in a collegial spirit, mindful that it wasn't written for an external audience and hasn't been 'spruced up' in any way at all! It may or may not be useful to know that all our students have significant Additional Support Needs/ Special Educational Needs. You can find out more about us, and our Visible Learning journey at www.stormonthouse.hackney.sch.uk. Over to you!

Teacher/Researcher name(s):	Kevin McD	
Area for Research	Do students understand what they are <i>learning</i> rather than what they are <i>doing</i> ?	
Research Participants/ number	Up to whole school (120 students)	
Impact Partner(s)	Kate R	
Start date: 19 Jan	Completion date: 6 June	Final draft for reporting: 9 June

The Visible Learning Impact Cycle



Evidence gathering

	What do I want to find out?	What tools/methods will I use?	Comments/notes
The visible learner	The extent to which students can describe what they are learning (as opposed to what they are doing)	Walkthroughs (see Appendix 1)	Scaled responses to be determined after initial data gathering

Planning your impact cycle (include here how you will undertake steps 1 – 9 of the impact cycle)

Activity	Date/time	Analysis/reflection
Step 1: Evidence gathering	25/1 Lesson 3	24 students randomly selected; not representative of any spread factors but amounts to 20% of school Some lessons were cover lessons
Step 2: Baseline evidence statements	25/1	Clear, but are they representative?
Step 3: Focus areas:	28/1	This was clear, as my initial question and methodology were relatively straightforward
Step 4: My learning needs	28/1	Trimmed this to what I could learn within the time available and noted some steps for a future cycles
Step 5: Identifying the required changes	2/2	These were broader than I had first anticipated, so I revisited them and highlighted the key action that required least resources and was most firmly within my locus of control (see step 5)
Step 6: SMART+ER target setting and monitoring	9/2	These were pretty arbitrary outcome measures, as what I am most interested in is improvement rather than outcomes. However, I chose measures that I think anyone would regard as impressive if achieved!
Step 7: Implementation	29/2 Revised to 11/4	I put implementation on hold to Revisit and simply my key required changes Run another workshop session with teachers to get us all broadly up to the same position Decided then to implement straight after the Easter break, which is early this year
Step 8: Impact statements	May-June	Reversed the graphical representation on advice from colleagues so that they are before then after.
Step 9: Planning 'where to next?'	9/6	See notes

What are my students' learning needs?

Step 1: Evidence gathering

What did I want to find out?	I wanted to find out the extent to which students can describe what they are learning (as opposed to what they are doing) I saw this as the first stage in developing students' understanding of what they have learned, what they need to learn next, and how to go about that.
How did I gather evidence?	I visited lessons and randomly selected students to ask about their learning. I did not ask anyone who I asked 'what are you learning about today?' and followed it with prompts such as 'that's interesting, how do you mean?', 'Could you explain that to me?' etc. I used the walkthrough record sheet (appendix A) to categorise the student responses

Step 2: Baseline evidence statements

24 students, randomly selected Y7-11, approximately 20% of school (25% of KS3 and 4)

1. A small proportion of students (8%) were unable to respond to the question at all
2. Half gave descriptions of what they were doing rather than what they were learning. These sometimes used the subject vocabulary but still focused on the doing rather than the learning
3. About 30% gave a general description of their learning, mainly at task level (e.g. 'we are learning to halve by putting them into 2 groups')
4. 3 of the 24 (12.5%) were able to give a more detailed description of their learning, making some reference to the skills that were being learned. These were best described as 'more detailed' than 'very detailed'.

Can we describe what we are learning? January

■ Detailed description of learning
 ■ General description of learning
■ Description of doing rather than learning
 ■ Not able to respond



Step 3: Focus areas:

From this evidence I thought that I should focus on these things:

Creating a culture where most students, most of the time, are able to articulate what they are *learning* rather than what they are *doing*.

Making this the first step in developing greater student understanding of

1. Not just *what* they are learning but *why* they are learning it (how it fits into the bigger picture)
2. How they are learning- the strategies that they use when they are learning and when they are 'stuck'
3. What their next learning steps are

All of this will be evidenced by how well students can articulate each aspect. N.B. Almost all students have very significant Speech, Language & Communication Needs, and processing time is needed before they respond to these questions.

(REFOCUSED) FOCUS AND ACTION:

For this impact cycle I will focus on **improving the proportion of students that are able to articulate what they are *learning* rather than what they are *doing***. I will do this by visiting lessons more frequently to ask them, following by prompts and explanations to focus on their understanding of learning rather than doing. In other words, where necessary I will be *teaching* them what my question actually means with the intention that they will *learn* what kind of answer is appropriate.

What are my learning needs in relation to these student needs?

Step 4: My learning needs

What did I need to learn?	How did I learn?
As Headteacher, how to contribute to leading, guiding and supporting the development of this school-wide culture of Visible Learners in close collaboration with the entire teaching staff	Professional reading: Visible Learning for Teachers (Hattie), Evidenced-based teaching (Petty), VL course guides Discussions with teacher colleagues, particularly those researching similar aspects

Plan and implement

Step 5: Identifying the required changes

Me (the Headteacher)	Other teachers
<ol style="list-style-type: none">1. Communicate with all stakeholders that this is a whole-school focus for development using school displays, School Council, newsletter, website and staff CPD sessions KEY ACTION:2. Make more frequent visits to classrooms with a consistent focus on asking students to tell me what they are learning (see student section)	<ol style="list-style-type: none">1. Consistently use the language of learning rather than doing

Students	Families
<ol style="list-style-type: none"> 1. Use the language of learning rather than doing 2. Are able to articulate how what they are currently learning fits into a bigger picture 	<ol style="list-style-type: none"> 1. Are aware that we are focusing on students understanding what they are learning rather than just what they are doing (i.e. show that they are able to describe what it is they are in the process of learning) 2. Ask families to discuss with their child what they <i>learned</i> today at school rather than what they <i>did</i>

Step 6: SMART+ER target setting and monitoring

At the end of the cycle,

80% of students will be able to articulate what they are learning rather than what they are doing

40% of students will be able to give a detailed description of what they are learning (i.e. how it fits into their bigger picture)

I decided that I would repeat the same data-gathering method but with a bigger sample group

Step 7: Implementation

What I did	Reflection
<p>I did some reading to inspire me</p> <p>An ethic of excellence</p> <p>What Really Works in Special and Inclusive Education</p> <p>Visible Learning for Teachers</p> <p>VL course material</p>	<p>The impact of my actions is more indirect than those of a classroom teacher</p> <p>Changes to student responses may be the result of others' actions, both individually and collectively. I decided that I would be happy with positive changes without needing to attribute them to my own particular contribution.</p>
<p>Reframed my individual R&D as an enabling approach for other teacher researchers to help build a culture that welcomes mistakes being made on the way to improvement, and that deeper change requires long-term investments of time and energy</p>	<p>I decided to adopt a 'workshop' approach with teachers rather than stress 'compliance'. Without a positive feeling among staff that this is both useful and interesting, I felt we could lose our way.</p>
<p>I shared a copy of this report with all teachers as a 'worked example in progress' (very definitely not an exemplar)</p>	<p>Some teachers positively commented on the sharing as being positive in itself as well as practically helpful.</p>
<p>Informal feedback from teachers is that a joint problem-solving/ workshop approach is helpful and everybody talking collaboratively about the same areas of teaching and learning is 'a good thing'</p>	<p>It was still hard to keep everyone together and on track so that they feel the confidence boost of having completed the cycle successfully. Many teachers appearing to be over-ambitious about what they might achieve in one cycle. It would be helpful to have the Impact Coaches trained and taking on this role from peer perspective.</p>
<p>I developed an 'honesty box' excel tracker spreadsheet for teachers to show where they were up to in the process by using a pull-down menu for each stage of the cycle. This was both to act as a gentle nudge but also to help me base each workshop on where teachers actually were. I did a light touch check to see if the self-assessment coincided with what was in the individual reports.</p>	<p>This was been completed by teachers, in almost all cases accurately. Where there was a discrepancy I saw it as an opportunity to provide focused support and unpick whatever was 'stuck'.</p>
<p>I ran another two workshops to encourage cluster working, ensuring that I spoke to each teacher and gave them the</p>	<p>Most teachers outside the maths department had difficulty making qualitative data quantifiable. This</p>

<p>opportunity to speak too! Where teachers appeared 'stuck' I strongly suggested that they scaled back to something simpler, measurable and achievable</p>	<p>is something to flag up to the Visible Learning Programme trainers. I'm not an expert myself, which meant a lot of hard thinking (no bad thing!)</p>
<p>The second workshop was necessary as I could see that wherever there was lack of clarity on the baseline evidence statements it would prevent measurement of impact. I developed a checklist for the stages so far so that teachers could peer assess with a colleague within their learning clusters</p>	<p>Again, I wished that Impact Coaches were trained and could take this forward, but it was satisfying whenever teachers felt the penny drop in terms of their own research and how to implement it.</p>
<p>I revisited step 5 as some of the changes I had identified are longer term outcomes. I highlighted the key action that required least external resources and was most firmly within my locus of control, i.e. to visit classroom more frequently, ask the questions and scaffold learners to frame their responses in terms of learning rather than doing.</p>	<p>Since the Easter break is very early, we reframed the implementation start date as just after the break up until around half term (approx. 7 weeks)</p>
<p>During my regular classroom visits I made sure that when I asked students what they were <i>learning</i> and their response was what they were <i>doing</i>, I consciously scaffolded them back towards what they were learning. E.g. what are you learning today in DT? <i>We're making boxes</i> I see, so what are you having to learn so you can make them properly? <i>How to cut straight</i> Can you show me how you learned to do that?</p>	

Monitor and evaluate impact of actions

Step 8: Impact statements

Starting position: Baseline evidence statements

24 students, randomly selected Y7-11, approximately 20% of school (25% of KS3 and 4)

Can we describe what we are learning? January

■ Detailed description of learning ■ General description of learning
■ Description of doing rather than learning ■ Not able to respond

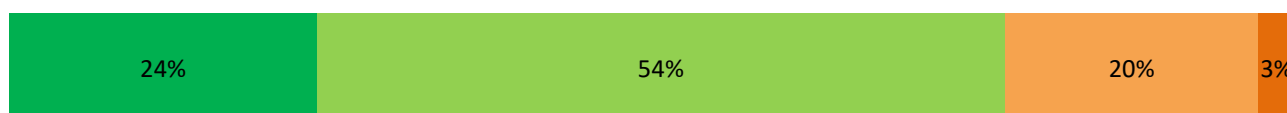


After the Impact Cycle, June

There were 71 respondents, randomly selected from 15 lessons in Years 7-11, approximately 70% of KS3 and 4

Can we describe what we are learning? June

■ Detailed description of learning ■ General description of learning
■ Description of doing rather than learning ■ Not able to respond



% of students that are able to...	Target	Outcome	Comment
articulate what they are learning rather than what they are doing	80%	78%	Largely met
give a detailed description of what they are learning	40%	24%	Not met

Analysis

1. The proportion of students that were able to articulate to some degree what they were learning rather than doing rose from 44% to 78%
2. The proportion of students unable to respond to the question at all fell from 8% to 3%

3. Fewer students (20%) gave descriptions of what they were doing rather than what they were learning. These sometimes used the subject vocabulary but still focused on the doing rather than the learning
4. Just over half (54%) were able to give a general description of their learning, mainly at task level (e.g. 'we are learning to make our sentences more interesting by using better openers and connectives')
5. About a quarter (24%) were able to give a more detailed description of their learning, making some reference to the skills that were being learned. These were still best described as 'more detailed' than 'very detailed', though some individual responses were very detailed.

Evaluation

1. There was a **significant increase** in the proportion of students able to articulate what they are learning rather than what they are doing
2. The proportion of respondents able to give a detailed description of what they are learning rose by a **similar proportion** to the overall rise in articulation of learning rather than doing
3. **Very few** respondents gave very detailed descriptions of their current learning and its part in the overall scheme. (Perhaps this is unsurprising given the students' range of special educational needs).

Where to next?

Step 9: Planning where to next

1. Share this with the team
2. This Impact Cycle did not gather sufficient evidence to consider whether there were significant variations by subject, teacher, age group, type of SEN or prior attainment. These could be useful areas to consider further
3. It might also be interesting to see whether the responses of particular students varied according to subject for the type of learning activity
4. Although there was a significant increase in the proportion of students that were able to articulate to some degree what they were learning rather than doing, it was not possible to determine to what extent this was due to students truly becoming more established as 'assessment-capable' learners or as a result of better scaffolding of the questions and responses.
5. After discussion with another colleague, perhaps a rubric that clarified distinctions between 'detailed' and 'general' descriptions of learning would sharpen the evidence further.

Stormont House School Visible Learning Walkthrough

Focus:	The extent to which students can describe what they are learning (as opposed to what they are doing)
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Date	Class	Subject	Teacher	Detailed description of learning	General description of learning	Description of doing rather than learning	Not able to respond	total
25/01	A	P	1		1	1		2
25/01	B	Q	2			2	1	3
25/01	C	R	3	1	2			3
25/01	D	S	4		1	1		2
25/01	E	T	5	1	1	2	1	5
25/01	F	U	6	1	1			2
25/01	G	V	7			4		4
25/01	H	W	8		1	2		3
				3 13%	7 29%	12 50%	2 8%	24

Appendix 2:

To consider for deeper study:

Step 4: My learning needs

What did I need to learn?	How did I learn?
<p>How to ensure that the questions I ask are accessible to the students given their range of SLCN and Learning Difficulties</p> <p>How to better support learners with SLCN to articulate their responses by providing appropriate scaffolding where needed</p>	Discussion with school Speech & Language Therapists

Appendix 3:

				Visible Learners Impact Cycle- Sharing		Visible Learners Impact Cycle Tracker															
				due date	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016	02/02/2016
Teacher Name				Cluster	Impact Partner(s)	Step1a: What did I want to find out?	Step 1b: How did I gather evidence?	Step1a: What did I want to find out?	Step 1b: How did I gather evidence?	Step 2: Baseline evidence statements	Step 3: Focus areas:	Step 4: My learning needs	Step 5: Identifying required changes	Step 6: SMART+ER target setting and monitoring	Step 7: Implementation	Step 8: Impact statements	Step 9: Planning 'where to next?'				
1				Art. DT (FT), CODE	CE	Can students be 'assessment capable' with the new assessment criteria?	Small ability based group interviews	100%	100%	100%	100%	75%	75%	75%							
2				Art. DT (FT), CODE	AB	Can pupils explain where they are in their learning in Art?	video & interviewed pupils using Assessment grid for Knowledge & Evaluating Strands	100%	100%	100%	100%	75%									
3				Art. DT (FT), CODE	AA, TP	Can students explain the difference between a learning intention and success	Poster , Interview - record	100%	100%	100%	100%	75%	75%	75%							
4				Art. DT (FT), CODE		Investigating the learning process in relation to success criteria and whether pupils know their next step in their learning. I am also looking on the impact of emotions upon learning and motivation within this context.	Questionnaire based on work they have already done That is evidenced in their books and in Assessment folders	100%	100%	100%	100%	100%	75%								
5				Art. DT (FT), CODE	TP, NA	What makes a good learner in the CODE room? How can pupils cope with challenge, success and failure in their Learning?	Video discussion with questionnaire	100%	100%	100%	100%	75%	75%								
6				English		What do students think learning means? Do they have a fixed or growth mindset?	questionnaire taken from Carol Dweck, lead practitioner on growth mindset.														
7				English	ED	What do learners think makes a good reader? Do they read to understand and enjoy, or do	Student posters in response to 'what makes a good reader?'	100%	100%	100%	100%	100%	25%	25%							
8				Maths	CB, ED	Can pupils talk about their learning? Do they know what they have learnt, what they are learning and what they need to learn next?	Video and interview.	100%	100%	100%	75%	75%	75%								
9				Maths		"How would you describe a good learner?"	poster (mind map)	100%	100%	100%	100%	100%	100%	100%							
10				Maths	AA SK	What makes a good learner?	Pupil video individual interviews	100%	100%	100%	100%	100%	100%	75%							
11				Maths	AA NH	How do you feel when you make mistakes?	Numeracy Task / Emotion cards	100%	100%	100%	100%	100%	75%								
12				Maths	CB, ED	Can the pupils identify what makes a good learner, i.e., how do they learn?	Video & posters	100%	100%	100%	100%	100%	100%								
13				PSD	JCA LT	How do you know you have learnt something?	Individual pupil interviews Year 10	100%	100%	100%	75%	75%									
14				PSD	FJ LT	How do you know you have learnt something?	Focus group interviews yr11	100%	100%	100%											
15				PSD	JCA FJ	How do you know you have learnt something?	Focus group interviews Yr12	100%	100%	100%											
16				Science, Music, Sport		Can students articulate what they are learning?	Visual materials (Toy animals, Cards and PowerPoint)	100%	100%	100%	100%	100%	100%	100%							
17				Science, Music, Sport		Can the children articulate what they are learning in music?	illustrated question sheets	100%	100%	100%	100%	100%	75%	75%							
18				Science, Music, Sport		What have you been learning in PE?	Video interview with 8C	100%	100%	100%	100%	100%	100%	75%	25%						
19					KR	The extent to which students can describe what they are learning (as opposed to what they are doing)	Walkthroughs	100%	100%	100%	100%	100%	100%	100%	25%						