

**Reader please note:** This is a 'real-life example' of one teacher's Visible Learning Impact Cycle. It was written to evaluate and then 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](http://www.stormonthouse.hackney.sch.uk). Over to you!

## Research & Development Impact Report Physical Education (Mind frames). Inspired and passionate teacher.

Teacher/Researcher name(s):	Kamil Hajdrych	
Area for Research	<b>How students perceive me in relation to the Visible Learning mind frames?</b>	
Research Participants/ number	9C, 11 pupils	
Impact Partner(s)	Jean Cross impact coach Faisal Ahmed impact partner	
Start date: October	Completion date: March	Final draft for reporting:

- The Impact Cycle diagram is at Appendix 1
- Planning your impact cycle is at Appendix 2

### What are my students' learning needs?

Step 1: Evidence gathering

What did I want to find out?	I wanted to find out how pupils perceive me in relation to the Visible Learning mind frames.
How did I gather evidence (tools/methods used)?	Questionnaire with 9C and test.  Questionnaire:  <a href="#">..\..\..\Staff Folders\Kamil\visible learning data\KHimpactcycle2 Results questionnaire 1 on 01.11.2016.docx</a>

Step 2: Baseline evidence statements

## Questionnaire 01.11.2016 9C 'Mind frames survey about Mr Hajdrych'

Questionnaire results:

..\..\..\Staff Folders\Kamil\visible learning data\.....

[Results questionnaire 1 on 01.11.2016.docx](#)

Step 3: Focus areas:

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

By analyzing the results of the first questionnaire my focus is on the following:

I am a Change agent ((Mr Hajdrych believes in me).

I develop positive relationship (Mr Hajdrych likes me and trusts me).

I see learning as hard work (Mr Hajdrych motivates me to learn when the work gets hard).

### 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?
<ul style="list-style-type: none"><li>• What strategies should I use to show the students' that any progress they make is good – as a result they feel that I believe in their abilities and potential?</li><li>• How could I improve even further the already existing trust between students and myself?</li><li>• Apart from verbal support is there anything else I could do to motivate the students during learning process?</li></ul>	<p>CPD training on STORE – creating for success criteria.</p> <p>Consultation with impact team and with impact partners.</p> <p>Discussions with students.</p>

# Plan and implement

## Step 5: Identifying the required changes

Me (the teacher)	Students	Families
<ul style="list-style-type: none"> <li>• In order to show even the smallest progress and students' achievement I to differentiated success criteria even further. To use STORE when creating them (S-skill, T-task, O-Ongoing, R-recycle, E-Extension).</li> <li>• To allow the students to be responsible for their own actions/performance by delivering more of individual sports during PE lessons e.g indoor rowing.</li> <li>• To give students more responsibilities and allowing them to be more independent during lessons (sorting out equipment, leading warm ups and etc).</li> <li>• To create visual encouragement for the students in form of posters in the sports hall.</li> <li>• Effective use of green, blue, yellow and red behavior cards in PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• To try to step out of their comfort zone and attempt more challenging tasks.</li> <li>• Students reading success criteria for the others.</li> <li>• To take more responsibilities when during PE activities e.g. handing out equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• To join celebration of sporting events e.g. coming to assemblies/ Sports Day/ sports awards where relevant.</li> </ul>

## Step 6: SMART+ER target setting and monitoring

I hope that when I conduct the second questionnaire [Questionnaire 2.docx](#) the students will:

- Mr Hajdrych believes in me (**I am a Change agent**) – 9 students (81%) will answer yes (increase from 8/72%)
- Mr Hajdrych likes me and trusts me (**I develop positive relationship**) – 8 students (72%) will answer yes (increase from 6/54.5%)
- Mr Hajdrych motivates me to learn when work gets hard (**I see leaning as hard work**) – 10 students (90%) will answer yes (increase from 8/72%).

## Step 7: Implementation

What I did	Reflection
Clearly displayed behavior cards in the sports hall.	Students know when they need to improve their behavior if their names are written on a particular card – it's clearly visible on a wall.
White board attached to a wall in the sports hall giving me the opportunity to write success criteria in addition to students' books (especially focus on those students with reading difficulties).	It works, I emphasized on particular vocabulary, used different colors for different criteria's. Students can reflect on their knowledge/performance with better understanding.
Students were given more jobs to do in PE without adults' help.	All students were given opportunities to set up and organize equipment. Especially students with behavior difficulties responded very well.
Implementation of individual sports.	It allowed those less able students in particular to challenge themselves in their ability groups without a pressure of a failure when playing team sports with more able students.
More differentiated tasks, smaller steps.	Every student can make progress during a lesson which gives sense of achievement and self believe.
In order to motivate the students even more motivational posters to be set up in the sports hall. <a href="#">motivational posters 2.pptm</a>	Posters set up in the sports hall.

## Monitor and evaluate impact of actions

### Step 8: Impact statements

After conducting the second questionnaire on 21.03.2017 the results are below.

- **Mr Hajdrych believes in me (I am a Change agent)**

After the first questionnaire 72% of the students answered yes. My goal was to increase this number to 81%. The actual result after the second questionnaire was 90% (10 students out of 11 answered yes).

- **Mr Hajdrych likes me and trusts me (I develop positive relationship)**

After the first questionnaire 54.5% of the students answered yes. My goal was to increase this number to 72%. The actual result after the second questionnaire was 81% (9 students out of 11 answered yes).

- **Mr Hajdrych motivates me to learn when work gets hard (I see leaning as hard work)**

After the first questionnaire 72% of the students answered yes. My goal was to increase this number to 90%. The actual result after the second questionnaire was 90% (10 students out of 11 answered yes).

After looking at the results, I managed to exceed 2 targets and met one as planned. Impact of actions undertaken had a very positive influence on students.

[Results questionnaire 2 on 21.03.2017.docx](#)

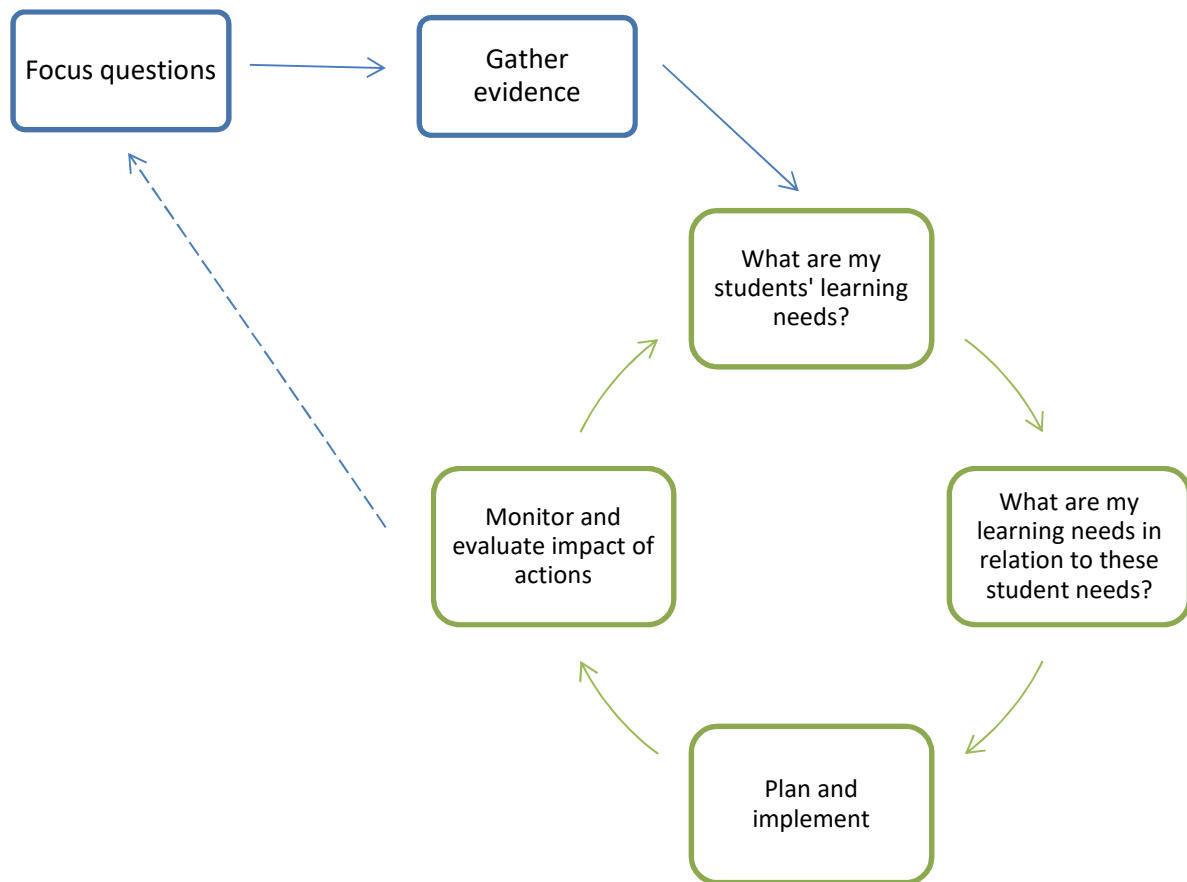
## Where to next?

### Step 9: Planning where to next

I thought in order to improve quality of pupils' feedback even further (especially those more able ones) instead of giving only 3 possible answers No, Not sure and Yes I would ask them to choose a number between 1 and 10 where 1 is definite No and 10 is a definite Yes accordingly.

Possibly statements with numbers could work for those able children e.g. 5 statements only. Numbers are still too abstract.

## The Visible Learning Impact Cycle



## Appendix 2: Planning my impact cycle

(Broad plan of how I will undertake steps 1 – 9 of the impact cycle- and my subsequent reflection on each stage once complete- IF USEFUL AND NOT COVERED IN STEP 7: IMPLEMENTATION)

Activity	Date/time	Analysis/reflection
Step 1: Evidence gathering  Questionnaire conducted.	01.11.2016	I asked pupils to complete the questionnaire. I explained the task and possible answers to 9 mindframes (no, not sure, yes). All pupils finished the task. I simplified the 9 questions.
Step 2: Baseline evidence statements	01.11.2016	I found out that: <a href="#">Results 01.11.2016.docx</a>
Step 3: Focus areas:	December 2016	<p>After consultation with FA and JCR who conducted similar questionnaire with the same group of students, we decided to focus on 3 different mindframes each of us. We have chosen the areas that are relevant to our subjects.</p> <p>By analyzing the results of first questionnaire my focus is on the following:</p> <p>I am a Change agent ((Mr Hajdrych believes in me).</p> <p>I develop positive relationship (Mr Hajdrych likes me and trusts me).</p> <p>I see learning as hard work (Mr Hajdrych motivates me to learn when the work gets hard).</p>
Step 4: My learning needs	December 2016	
Step 5: Identifying the required changes	January 2017	
Step 6: SMART+ER target setting and monitoring	January 2017	
Step 7: Implementation	January - March 2017	
Step 8: Impact statements	March 2017	
Step 9: Planning 'where to next?'	March 2017	