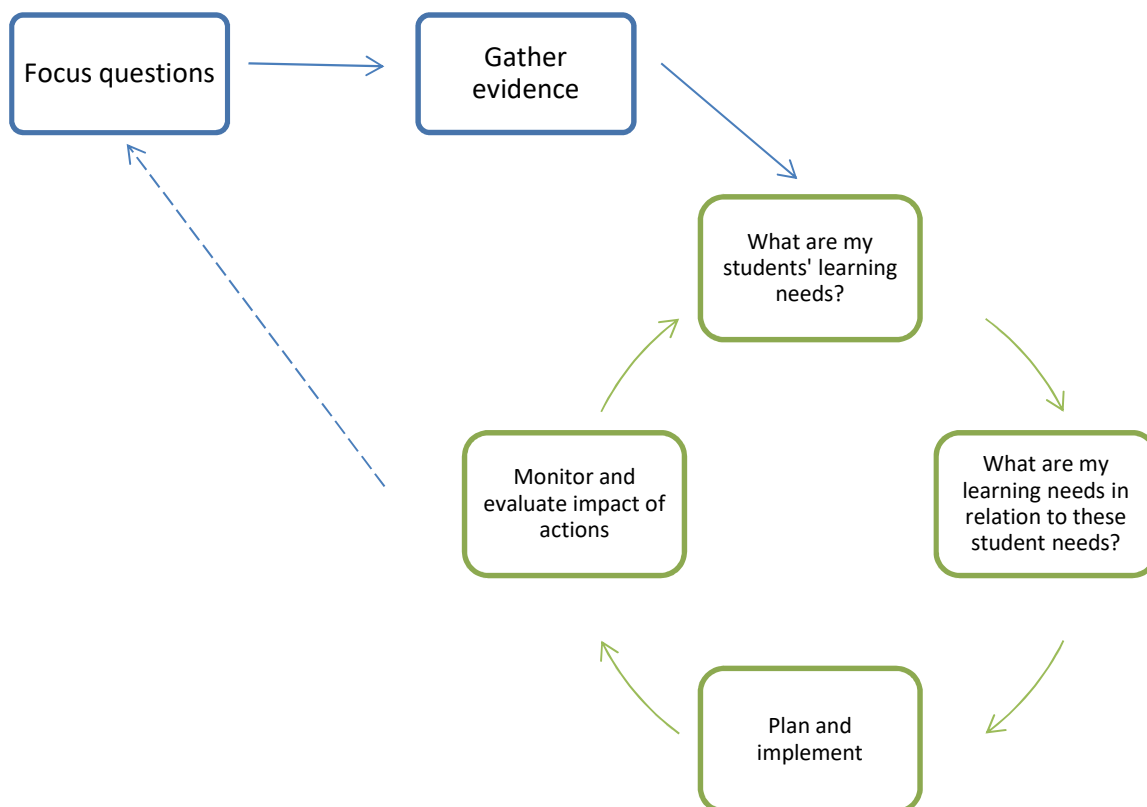


Reader please note: This is a 'real-life example' of one teacher's Visible Learning Impact Cycle. It was written to evaluate and then improve the teacher's own impact in the chosen area. It is being shared in a collegial spirit, mindful that it wasn't written for an external audience and hasn't been '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. Over to you!

Teacher/Researcher name(s):	Katie Foster	
Area for Research	Reading for understanding – What makes a good reader?	
Research Participants/ number	27	
Impact Partner(s)	E Driver	
Start date: 4 th January	Completion date: 10 th June	Final draft for reporting: 24 th 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	What do learners think makes a good reader? Do they read to understand and enjoy, or do they have a surface level understanding of reading? Can they articulate how they are learning?	Student posters in response to 'what makes a good reader'?	Teachers can adapt the paper/worksheet to make it appropriate for their learners but all using the question 'What makes a good reader'? and not prompting/leading the pupils answer.

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	04.01.16 – 02.02.16 Literacy sessions (taught by KF, FJ, ED and JC).	Asking other teachers to embed the poster session in their literacy lesson means I need to be explicit about what question to ask and that no guidance should be given in terms of pupil responses.
Step 2: Baseline evidence statements	01.02.16 P1-3	Coded responses and tallied results. Used responses to form baseline statements – most learners cannot explain what 'good reading' is.
Step 3: Focus areas:	02.02.16	After reflecting on my baseline statements decided my scope was too broad. Chose one group of learners to pre/post test in order to calculate effect size and measure impact.
Step 4: My learning needs	February	Needed additional CPD in questioning for deep learning. Could have sourced wider range of reference books.
Step 5: Identifying the required changes	February	Identified range of changes but aware that within time frame not all could be implemented. Chose those areas I felt would have most impact and focused on those.
Step 6: SMART+ER target setting and monitoring	March/April	With smaller focus group (also higher ability) was able to set ambitious target.
Step 7: Implementation	March - June	On reflection, multiple areas of

		implementation will make it difficult to pinpoint causes of success. Next cycle I should refine what I want to implement.
Step 8: Impact statements	9 th June	
Step 9: Planning 'where to next?'	June	

What are my students' learning needs?

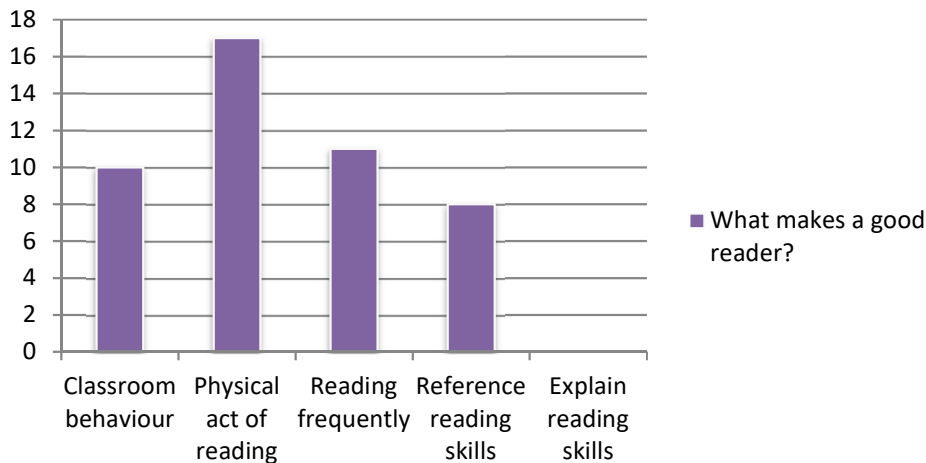
Step 1: Evidence gathering

What did I want to find out?	What do learners think makes a good reader? Do they read to understand and enjoy, or do they have a surface level understanding of reading? Can they articulate how they are learning?
How did I gather evidence?	Three literacy classes spent a session individually creating posters/wordstorms answering the question 'What makes a good reader?' Teachers were briefed on the question and that they were not to guide learners in their responses (other than scribing for learners unable to write their answers). 27 learners produced posters with responses. I coded their responses into five categories and tallied each (see Appendix 1.) I cross-referenced the results with each learner's HAA reading level.

Step 2: Baseline evidence statements

27 pupils from KS3 asked to respond to the question 'What makes a good reader?'. HAA reading levels range from 1.2-6.8

What makes a good reader?



1. Good classroom behavior was referenced by 37% of participants as making a 'good reader'. Comments such as "sitting still", "if you don't talk", "don't be distracted", "listen".
2. The physical act of reading was referenced by 63% of participants. Comments such as "looking at the words", "looking at the book", "focusing on the book", "reading clearly and loudly", "reading in your head".
3. The frequency of reading was referenced by 26% of participants. Comments such as "to practise" and "read every day".
4. Reading skills were referenced by 30% of participants. Comments such as "finding new words", "asking questions", "using your imagination", "think of ideas", "vocabulary".
5. Detailed explanations of reading skills and how they make a good reader were given by 0% of participants.
6. Learners assessed at between 1.2-2.7 on the HAA reading fundamentals only referenced classroom behavior, the physical act of reading or frequency (1 participant) as part of being a good reader. Only pupils assessed at 2.7 or higher made any reference to reading skills. (see Appendix 2.)

Step 3: Focus areas:

I can see from these results that learners identify 'good reading' with 'good behaviour' and whilst a third of them could identify reading skills/strategies, these were all linked to deduction. None of the learners are able to explain how these skills make them a better reader, and none were able to reference higher cognitive functions such as prediction or inference.

This leads me to focus on developing a literacy programme that emphasizes reading skills that lead to deeper understanding and enjoyment, rather than classroom behaviours which demonstrate surface level understanding of texts.

- Staff need to explicitly teach and share with learners the vocabulary of reading for understanding, rather than simply decoding.
- Learners of all ability need to be able identify which reading skills they are using when and why, with increasing levels of detail as they progress.
- Learners need to practice articulating their reading skills regularly, using the shared language (with increasing levels of detail as they progress).

To evaluate impact I will focus on a literacy group of 10 ks3 learners and reading for meaning in fiction texts.

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?
I need to develop my expertise in questioning learners about their reading, in order to encourage deep learning when they read.	VL literature (The Science of How we Learn by John Hattie). Visiting a VL school doing a learning walk, examining books and learning displays (Whitmore Primary School).

Plan and implement

Step 5: Identifying the required changes

Me (the teacher)	Students	Families
<ul style="list-style-type: none"> - Staff training on the HAA reading fundamentals - Clear overview for literacy staff indicating the 'comprehension' fundamentals - Bank of resources for TAs and teachers re: questioning - Further training for staff and TAs on using Accelerated Reader - Celebrating achievement (rewards) 	<ul style="list-style-type: none"> - Choose books that are within level of decoding, so focus is on comprehension - Expect to be asked questions about what has been read - Expect to talk to other people about what has been read - Expect to take book home to share with family 	<ul style="list-style-type: none"> - Listen to child read at home - Use question resources to talk to child about the book - Complete reading record - Confirm reading book has been returned to school

Step 6: SMART+ER target setting and monitoring

When asked for the second time 'What makes a good reader?' my aim is for:
 Percentage of learners referencing reading skills to go from 30-**40%**
 Percentage of learners explaining reading skills to go from 0-**30%**
 Percentage of learners referencing classroom behavior to go from 37% to **20%**

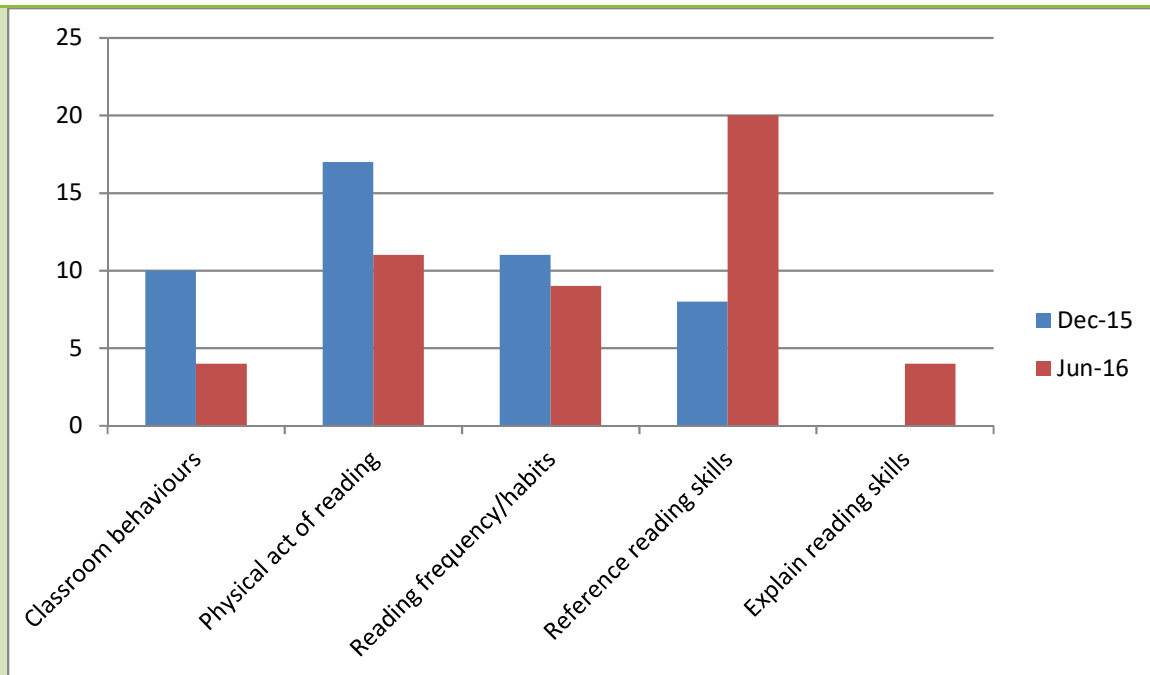
Step 7: Implementation

What I did	Reflection
Delivered all staff training of HAA fundamentals for reading to highlight the objectives of reading for comprehension.	This was a positive way to focus literacy teachers' attention on the need to explicitly teach reading for understanding. It also informed the subsequent overviews.
Revised literacy overviews to explicitly reference reading comprehension fundamentals and subsequent success criteria.	This clarified to some extent the objectives for literacy teachers, but there remains some inconsistency in how success criteria are communicated to learners. This is an area to be developed.
Delivered TA training in Accelerated Reader and questioning for deep learning when reading for understanding.	TAs responded positively to being skilled in questioning for reading comprehension and were actively engaged in designed learning resources for the classroom and one-to-one intervention. The next step is to create the resources, distribute to all classes and evaluate their

<p>In own teaching practice ensured in every reading session reading for understanding was referenced in learning intention and success criteria. Three times a week listened to and read with individuals in ks3 literacy class and modelled questions for deep learning. Encouraged learners to make comments on their reading records when they understood new words. Included peer guided reading.</p>	<p>impact at the end of the summer term. Learners were anxious initially but became more discerning when choosing their Accelerated Reader books, considering out loud whether or not they would understand what was happening in the story. Learners became more confident saying “I don’t understand what’s happening in the story” and “I don’t get why he’s saying that”. This prompted discussions between peers and with teachers/TAs about the meaning of what was being read, not just decoding the words themselves.</p>
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Monitor and evaluate impact of actions

Step 8: Impact statements



The same 27 pupils were interviewed in December and June and asked to respond to the question “what makes a good reader?”

	Target	Actual	Comment
% referencing reading skills	<40%	74%	Exceeded expectations
% explaining reading skills	<30%	15%	Partly met
% referencing classroom behaviour	>20%	15%	Met

- The number of respondents who referenced higher cognitive functions of reading rose from 30% to 74%. Respondents made comments such as “talk about it”, “tell people what happens in the story”, “check in a

dictionary if you don't understand a word".

- The number of respondents who explained higher cognitive functions of reading rose for 0% to 15%, which was lower than the target. Learners made comments such as "think about what the character's life is like, and their attitude", "use what you read to help your writing", "use what you read to help you make your own stories".
- The number of respondents referencing classroom behaviours rather than learning behaviours dropped from 37% to 15%, suggesting that respondents are changing their mindset and becoming more focused on learning.
- The number of learners able to explain higher cognitive functions of reading did not increase as much as hoped, but this may be as a result of respondents' difficulty expressing complex and abstract concepts. All of the respondents in this category are in the highest ability literacy group.

The most significant increase was in learners responding referencing higher cognitive functions of reading rather than the physical act of sitting with a book and sounding out words. This indicates that learners have largely achieved the learning intentions of the adapted literacy overview and have responded to the deeper level questioning that has been embedded by the teachers and TAs in literacy lessons.

Where to next?

Step 9: Planning where to next

1. Share with the team
2. Embed in practice

Appendix 1.

December 2015				
Pupils referencing classroom behaviour (e.g. be focused, don't talk, sit still in your chair).	Pupils referencing physical act of reading (e.g. read loudly, slowly, look at the book).	Pupils referencing frequency/reading habits (e.g. read every day, practise a lot).	Pupils referencing higher cognitive functions of reading such as deduction, inference, prediction etc. (e.g. understand new words, find information, ask questions) .	Pupils explaining in detail higher cognitive functions of reading such as deduction, inference, prediction etc. (e.g. understanding how a character feels because of what they say)
10/27	17/27	11/27	8/27	0/27

Appendix 2.

Student name	HAA reading score	Behaviour	Physical	Frequency	Skills	Explanation
Levi	6.8					
Marcel	5.7					
Lesny	5.5					
Aaron B	4.7					
Ayadh	4.7					
Shekinah	4.6					
Niccole	4.5					
Molly	4.4					
Victoria	4.3					
Jordan	3.7					
Seun	3.6					
Marco	3.5					
Jake	2.9					
Connor	2.8					
Lia	2.8					
Nadia	2.8					
Aaron O	2.7					
Shane	2.6					
Conrad	2.4					
JoJo	2.4					
Owais	2.3					
Matthew	2.2					
Traj	1.7					
Tommy	1.6					
Vijay	1.5					
Moses	1.5					
Bedirhan	1.2					

Appendix 3.

June				
Pupils referencing classroom behaviour (e.g. be focused, don't talk, sit still in your chair).	Pupils referencing physical act of reading (e.g. read loudly, slowly, look at the book).	Pupils referencing frequency/reading habits (e.g. read every day, practise a lot).	Pupils referencing higher cognitive functions of reading such as deduction, inference, prediction etc. (e.g. understand new words, find information, ask questions) .	Pupils explaining in detail higher cognitive functions of reading such as deduction, inference, prediction etc. (e.g. understanding how a character feels because of what they say)
4/27	11/27	9/27	20/27	4/27

Appendix 4. (names deleted)

Student name	HAA reading score	Behaviour	Physical	Frequency	Skills	Explanation
	6.8					
	5.7					
	5.5					
	4.7					
	4.7					
	4.6					
	4.5					
	4.4					
	4.3					
	3.7					
	3.6					
	3.5					
	2.9					
	2.8					
	2.8					
	2.8					
	2.7					
	2.6					
	2.4					
	2.4					
	2.3					
	2.2					
	1.7					
	1.6					
	1.5					
	1.5					
	1.2					