Visible Learning Impact Cycle 2
Planning Template

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Area for Research	**The Visible Learning Classroom**
Research Topic	Communicating Understanding

Teacher/Researcher name(s):	C.Elford
Research Participants/ number	Year 9C 11 Students
Impact Partner(s)	Katie Foster
Start date: 29 September	Completion date: 30 March

- 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?	How can I get 9C students to communicate when they don't know what to do, can do or when they need help "getting there." Does my feedback make a difference (verbal and written). Can they give feedback to each other? Feedback - 4 LEVELS Task, Process, self-regulation & self -by Impact coach or IRIS
How did I gather evidence?	To raise Y9C students achievement in my Art lessons I need to: 1. Get them to select their own prompt tool to use in lessons e.g thumbs, faces etc. RAG rated colours: 2. **Green- can do it**, **Orange – getting there** & **Red- I need help!** TA for 9C assisted students to record which they used RAG during lessons and they ticked their chosen prompt tool. (See appendix 1)

Step 2: Baseline evidence statements

Names	I can do this!	I'm getting there	I need help!
Jojo	1	0	1
Ryan	1	0	1
Seyi	1	1	1
Matthew	1	0	0
Sandra	1	0	1
Katie	1	1	0
Rebecca	1	0	0
Holly	1	0	1
Nanak	1	0	0
Malachi	1	0	1
Conrad	1	0	0
TOTAL	11	2	6
	100%	18%	55%
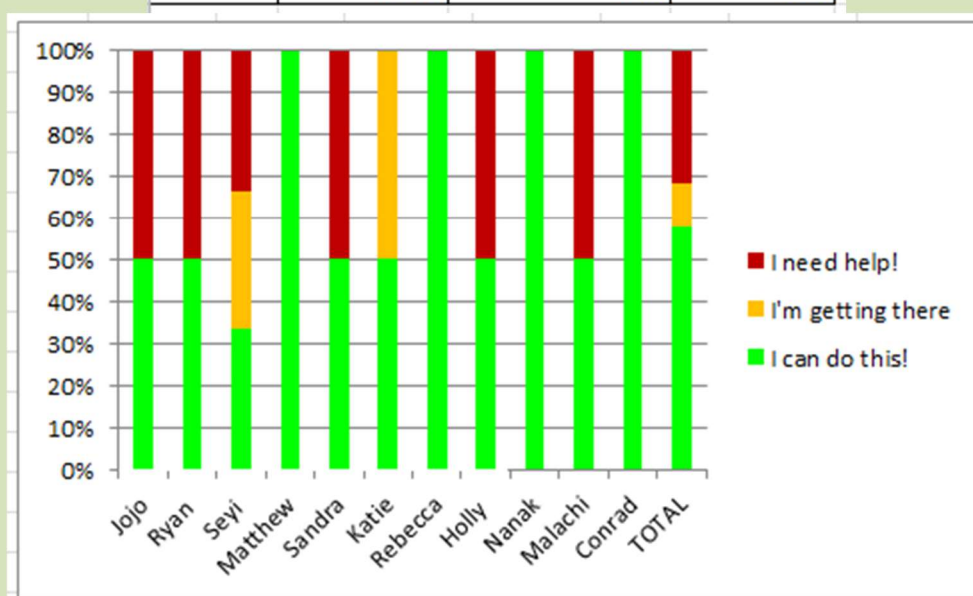
Step 3: Focus areas:

From this evidence I thought that I should focus on these things:
I want students to be able to identify next steps in their learning. I would therefore like to focus on the **amber** area and build up students' vocabulary to be able to identify where they are at with their learning and what they need to do next.

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 learn more about the phrases that will help the individual students to move on with their learning. Need to be able to use information and format into graphs etc	By looking at and trying out different examples and phrases Asked colleagues to assist me to develop my skills to display information as a graph.

Plan and implement

Step 5: Identifying the required changes

Me (the teacher)	Students	Families
To spend more time discussing students work and encourage them to explain their next steps & what they need to get them there.	To feedback regularly in lessons on what they on the task, process, to self-regulate and self- to talk about their ideas and art that they make	To share topics with parents and carers on Y9C's learning Art platform page

Step 6: SMART+ER target setting and monitoring

I am hoping that all students will be able to use all 3 phrases using their prompts or not. At least 7 students will be able to use all 3 in a lesson. I will need to monitor in lessons (with assistance of TA) how they use their prompt prism and/or what they say. The students will also have the images on their Success Criteria sheet (See Appendix 1)

Step 7: Implementation

What I did	Reflection
Used prompt cards in each lesson for 3 weeks (2 lesson per week)	Some students were able to use the language without prompt cards others still need the prompts Some student used their thumb to show how they felt about their work and if they needed help.
Used the language myself and encouraged the TA to use it too in my lessons to get students feedback on what they needed to develop in order to be able to work independently.	Students were also encouraged to give feedback to each other on how well they were doing and if they needed help- peers gave advice on how "they were getting there" and what they needed to do to make their work better.

Monitor and evaluate impact of actions

Step 8: Impact statements

In lessons students were monitored on when they used the **"I'm getting there"** by using their prism, thumbs or words.
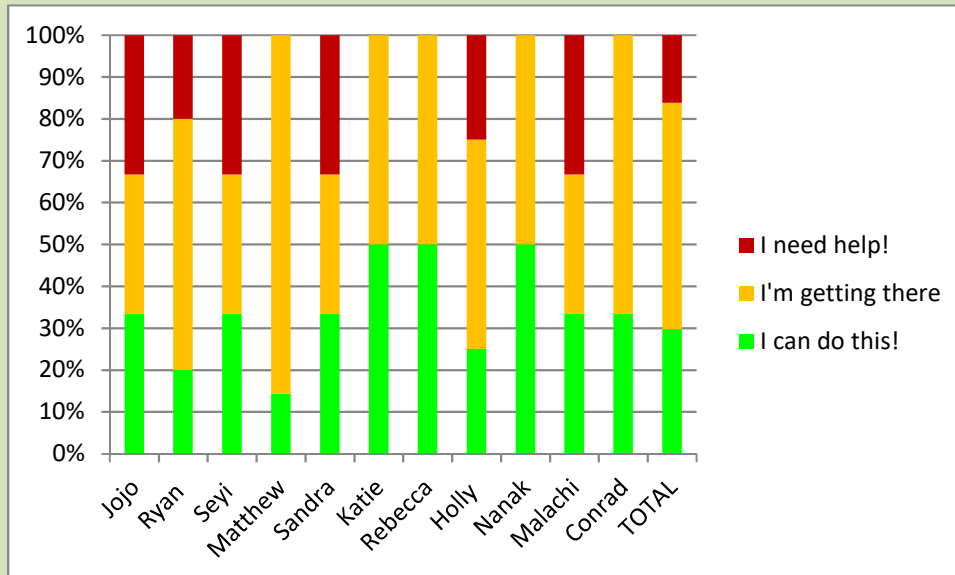
The graph shows the impact that all students were able identify that they were able to work independently as well as giving me more feedback on what they had to do to develop and improve their work.

They were also able to communicate where they were on their success criteria grid and say whether they had completed work or were still **"getting there"** (see Appendix 3)

Where to next?

Step 9: Planning where to next

I need to learn more about implementing the solo taxonomy into my planning.
Create success criteria that is linked to Solo Taxonomy LIs and SCs So they can assess progress

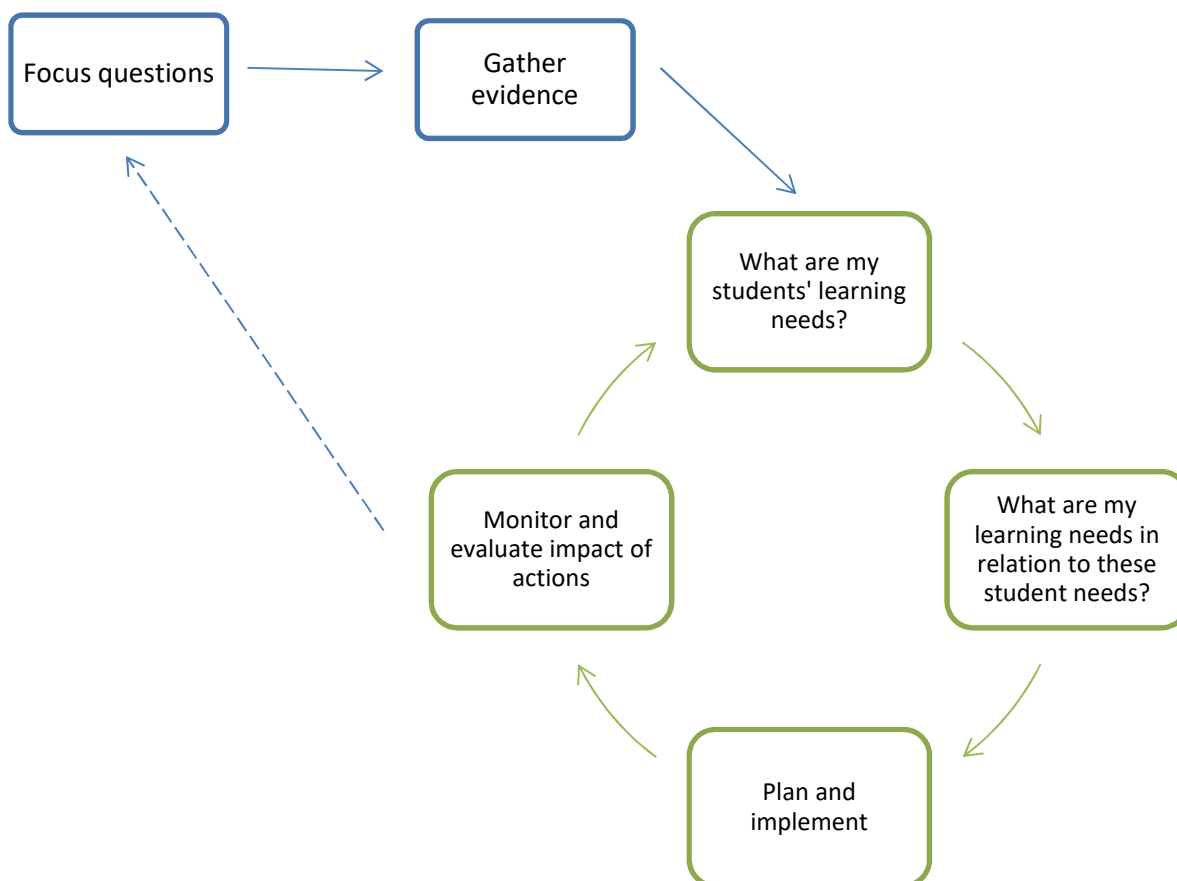|		
Feedback will play a part in the conversations that involve: Feed Up- 'Where am I going?" – Being more explicit about the learning task and success criteria Feed Back- "How am I going?"- Self assess progress against success criteria Feed Forward – Where to next?- Setting next learning steps Incorporate Solo Taxonomy into my Learning intentions and Success Criteria	Feedback from students so they can identify what they have to do to improve by using the phrases: 'Where am I going?" "How am I going?"- "Where to next?"	Communication with Parents and Carers to reinforce Vocabulary & phrases at home

Appendix 1: The Visible Learning Impact Cycle

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Focus questions  →  Gather evidence
                        ↓
                    What are my students' learning needs?
                        ↓
                    What are my learning needs in relation to these student needs?
                        ↓
                    Plan and implement
                        ↑
                    Monitor and evaluate impact of actions
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Focus questions → Gather evidence → What are my students' learning needs? → What are my learning needs in relation to these student needs? → Plan and implement → Monitor and evaluate impact of actions → (back to Focus questions)

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	September	Students choose prompt cards
Step 2: Baseline evidence statements	October	Evidence gathered from students using cards and volcabuary
Step 3: Focus areas:		
Step 4: My learning needs		
Step 5: Identifying the required changes		Need students to focus on "getting there"
Step 6: SMART+ER target setting and monitoring		
Step 7: Implementation		
Step 8: Impact statements		
Step 9: Planning 'where to next?'		SOLO Taxonomy

Appendix 1

Appendix 2

Key Stage 3 Feedback Sheet Y9C Surrealism Start Date: 8th February 2017

Learning Intention: I can develop my own artwork like Rene Magritte and express my ideas using different media.				
Success Criteria	✓	Student Comment (TA/T Assisted or Independent) WWW/EBI	Teacher Comment(TA/T Assisted or Independent) WWW/EBI	✓
I can talk about what I see and think about Rene Magritte's paintings.				
I can also make my own artwork like Magritte using an image of my choice that rains from a cloudy sky.				
I can even create an image of a room and put a piece of fruit to fill the whole space				
I can describe my own ideas to make digital images of objects in an environment.				
I can describe an idea to use an environment, an object and an animal to this to make a surreal image.				

MAD Make a Difference to your work. Read your feedback and do something to improve your work. Explain what have you done?

How do you feel about this work?

I don't understand this yet   I think I understand but could not explain it to someone else   I understand this well and could explain it to a friend

Word/Sentence Bank Surreal, Surrealism, dreams, dreamlike, subconscious, weird, madness, memory, chance, coincidence, unexpected, strange, fears, unusual, realistic, symbolism, eccentric, unique , mysterious, **Artists - Salvador Dali, Rene Magritte**

Learning Intention:
I can develop my own artwork like Rene Magritte and express my ideas using different media.

I can talk about what I see and think about Rene Magritte's paintings.	I can also make my own artwork like Magritte using an image of my choice that rains from a cloudy sky.	I can even create an image of a room and put a piece of fruit to fill the whole space	I can describe my own ideas to make digital images of objects in an environment.	I can develop an idea to use an environment, an object and an animal to make a surreal image.
Holly, Seyi, Sandra, Conrad, Ryan, Matthew, Nanak Rebecca, Malachi, Katie	Holly, Matthew, Malachi, Nanak, Sandra, Rebecca, Ryan, Katie, Seyi, Conrad	Holly, Matthew?, Malachi?, Nanak?, Sandra?, Rebecca, Ryan, Seyi, Conrad		

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