

Baseline Evidence Statements

Learners	Teaching and School Systems
<p>Our children are more confident to tell us what they are learning but not why.</p> <p>Our pupils cannot explain the assessments that they take, where they are at and their next learning steps.</p> <p>Progress for the 22 KS1 pupils was 2.6 in writing, 2.55 in reading and 2.6 in mathematics (in 2016-2017) This needs to be at ARE of at least 3 points a year (Girls also outperformed boys in reading and writing.)</p>	<p>The school needs to use a wider range of evidence, including pupil voice, to drive practice.</p> <p>The majority of teacher feedback is task related. The majority of TA feedback is praise/self.</p>

Aspiration

This is our aspiration for visible learning in our school

All pupils at Delaware/Gunnislake will be responsible for and able to clearly articulate their learning, progress and next steps. All pupils will make at least a year's progress each year that they are at school in reading, writing and mathematics.

Focus Areas

These are the areas that we have decided to focus our efforts on.

Shared definition of an effective learner at our school.
Developing a shared language of learning across the school.
Developing success criteria so that pupils understand how well they are doing in their learning and what their next steps are.

How will we get there?

What knowledge do these groups need?			
Students	Teachers	Leaders	Families/communities
<p>What an effective learner is?</p> <p>Understanding Success criteria and how to use them.</p> <p>Building on current BLP practice to talk about learning using a shared language.</p>	<p>A common definition of an effective Gunnislake/Delaware learner- a display of a child in uniform with the vocabulary of a good learner.</p> <p>Understanding of success criteria – their purpose and how to use them effectively.</p> <p>How to work with children to create their own success criteria.</p>	<p>A list of visible learning characteristics shared with all stakeholders.</p> <p>Lesson drop ins and learning walks to check the progress of the focus areas.</p> <p>Pupil conferencing (use of the Visible Learning Council to gauge pupil voice.)</p>	<p>Share with families what an effective learner is.</p> <p>Use SeeSaw to share the language of learning with parents.</p> <p>Success Criteria and ways to support parents when talking to their children about these.</p>

What practices need to become routine?

Students	Teachers	Leaders	Families/communities
<p>Be able to routinely talk about what they are learning – NOT what they are doing.</p> <p>Be able to articulate success criteria and how their work measures up against these.</p> <p>Can identify and articulate when they are using the effective learner characteristics.</p>	<p>Reinforce the effective learner profile through lessons, feedback, classroom and corridor displays, classroom talk, rewards and lesson planning.</p> <p>Plan success criteria and explain these to children on a daily basis (pupils to begin to work on creating their own success criteria using exemplars)</p>	<p>Reinforce the effective learner profile through assemblies, observations and learning walks.</p> <p>Ensure sufficient time for CPD.</p> <p>Adjust the timetable to allow for team CPD sessions.</p>	<p>Parents to ask their children what they learned at school (rather than what they did)</p> <p>School Councils give a presentation to parents/Governors on what makes a good learner.</p>

Targets and monitoring our progress

Targets	What will we do to know whether we are on track as we go?	How will we know we have achieved our target at the end of the specified time period?
<p>In six months (March) during learning walks/drop-ins it will be evident that classes are routinely using success criteria. Pupils will fully understand what these mean and feedback to pupils will be based around these.</p>	<p>Weekly learning walks and drop-ins (data gathered and shared with staff- 10 children from each class will be questioned each week) Use of Impact Coaches to support with this. Data from this shared with School Council/Visible Learning Council</p>	<p>Learning walks and drop-ins- (data gathered and shared with staff-10 children from each class will be questioned each week) Use of Impact Coaches to support with this. Data from this shared with School Council/Visible Learning Council</p>
<p>In eight months (May), when asked during drop –ins, pupils will be able to describe what they are learning and how they are progressing with their learning in all subjects.</p>	<p>Weekly learning walks and drop-ins (data gathered and shared with staff-10 children from each class will be questioned each week) Use of Impact Coaches to support with this. Pupils are able to articulate what they are learning and how well they are doing (linked back to the success criteria)</p>	<p>Learning walks and drop-ins- (data gathered and shared with staff-10 children from each class will be questioned each week) Pupils are able to articulate what they are learning and how well they are doing (linked back to the success criteria)</p>
<p>In ten months (July) a 'what makes a good learner?' video will show that pupils talk about the schools' learning dispositions (rather than behavioural attributes)</p>	<p>Have monthly Visible Learning Council meetings and get feedback from the school council.</p>	<p>Get the Visible Learning Council discussing 'What makes a good learner?'" Show staff the results and ask them to identify changes, surprises, successes and areas for ongoing improvement</p>
<p>In ten months (July) all pupils will have made at least a year's progress from their starting point in reading, writing and mathematics.</p>	<p>Staff to use the new Arbour assessment system to track pupils' progress and identify</p>	<p>Analysis of end of year data.</p>

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children not on track (talk about these during
Pupil Progress Meetings)

What activities will achieve this?

Guiding coalition. This group will have oversight of this work and guide the delivery team.

Lynn Nash
Kelly Earnshaw
Claire Martin
Kate Latham
Wendy Delf

Delivery team. This group is responsible for ensuring the delivery of the plan.

Becky Marshall
Matt Avery
Caroline Hambly

Professional activity

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Professional Activity	Details
External professional development	<p>The SLT will attend the Visible Learning – Evidence Into Action Day 2</p> <p>The Impact Coaches will attend day 2 training</p> <p>All teachers will attend VLAT day 1</p>
Whole staff meetings	<p>Every second staff meeting to have a VL theme TOPICS TO INCLUDE:</p> <p>What are the characteristics of a good learner? How can we effectively share and embed these characteristics in our learners? With the wider school staff? With parents and other stakeholders?</p> <p>Using success criteria</p> <p>Helping pupils to effectively create and use success criteria</p>
Team Professional Learning	<p>Lesson planning (writing and using success criteria)</p> <p>Micro-teaching (video lessons and analyse/give feedback)</p>
SLT professional learning	Tracking data
Observations/Learning Walks	<p>SLT to design a Learning Walk proforma based on gathering data for the focus areas.</p> <p>SLT and Impact Coaches to carry out Learning Walks</p>

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Professional activity	
Professional Activity	Details

Visible Learning action planning			
Activity	Responsibility	Date/time	Comment

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Visible Learning weekly planning

Activity	Responsibility	Date/time	Comment

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