

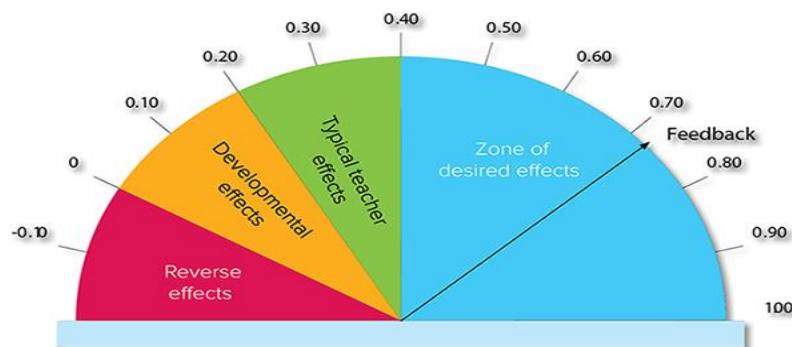
Visible Learning at Stormont House School

Achievement for all in a unique world-class school

When it comes to educational strategies and initiatives, the good news is that almost everything works! However, not everything works equally well for all students at every stage of their learning, or, in other words, when we calculate impact not all strategies or approaches have the same 'Effect Size'.

So, how do we decide which parts of our educational toolbox we should:-

- Keep because they are having a large effect size
- Improve so that they have a higher effect size,
- Stop altogether because we could have a bigger effect size doing something else in that time
- Start doing because we are not using an approach that research evidence says has a large effect size?



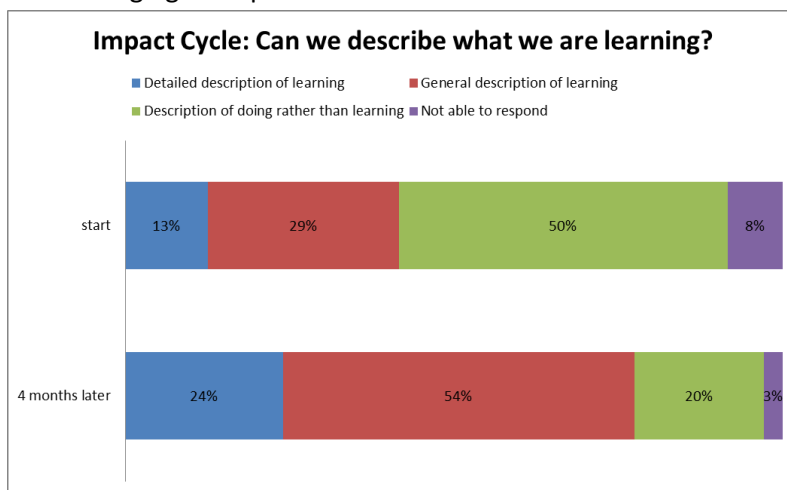
What is 'Visible Learning'?

'Visible Learning' is a whole-school approach to teaching and learning based on the extensive research of Professor John Hattie and his team, built up from studies involving hundreds of thousands of students over many years. To achieve our vision of 'Achievement for all in a unique world-class school', we have made Visible Learning one of our key school priorities. Teachers at Stormont House are involved in a long-term professional learning programme over several years to

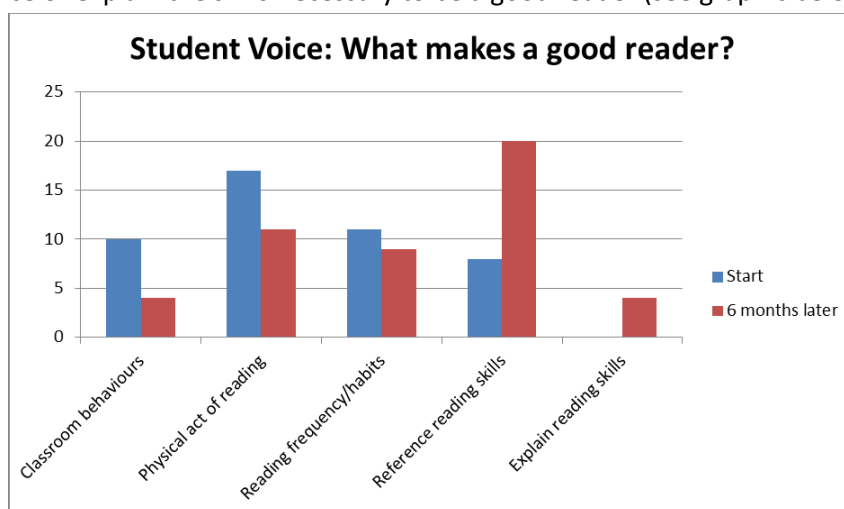
- learn from research evidence;
- better understand learning from the students' point of view;
- review our own practice; and
- be better able to evaluate our own impact.

Impact so far

Teachers as evaluators of their own impact: teachers have evaluated their impact using 'Impact Cycles' establishing baselines, researching appropriate strategies, putting an initiative in place, evaluating impact and changing their practice as a result.



Giving students a voice in teaching and learning: students have been able to discuss their views of 'what makes a good learner', and for that to develop that with teacher input e.g. when students were asked 'what makes a good reader?', their initial responses emphasised good behaviour and the physical act of reading. After the teacher implemented her revised strategies, they were much more able to reference or explain the *skills* necessary to be a good reader (see graphic below)



A more open culture: The visible learning process has allowed teachers to cooperate with each other to a far greater degree, in an environment where all of us are learning. We have been happy to share our impact cycle reports as they progress and to work with each other to evaluate processes and outcomes. This process has been supported by existing teachers acting as **Impact Coaches**

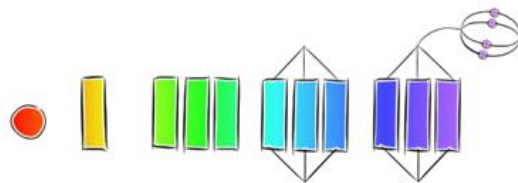
Establishing a common language of learning: we have a mixture of primary and secondary-trained teachers and most 'departments' have just one teacher. All of our teachers learning about learning is supporting the development of a common language of learning across all subjects.



The language of learning

SOLO level	Verbs
One idea	define, identify, name, draw, find, label, match, follow a simple procedure
Many ideas	describe, list, outline, complete, continue, combine
Relate	sequence, classify, compare & contrast, explain (cause & effect), analyse, form an analogy, organise, distinguish, question, relate, apply
Extend	generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, prioritise, design, construct, perform

SOLO Taxonomy: developing a consistent approach to communicating student success criteria reduces the cognitive load for students so that can focus on content, not format. Colour-coded success criteria relating to the stages of SOLO taxonomy have improved students' ability to understand where they are with their own learning.



Watch this space for further information on SOLO taxonomy brought to you by Super SOLO! In the meantime, this flyer might help (Click [here](#))

Using questioning to move from surface to deep learning: We use this question matrix to help students move from surface to deeper learning. 'What is?' type questions are used to check factual recall (surface), whereas 'why should?' or 'which might?' need ideas to be related (deeper). 'Why might?' 'how could?' help extend ideas further.

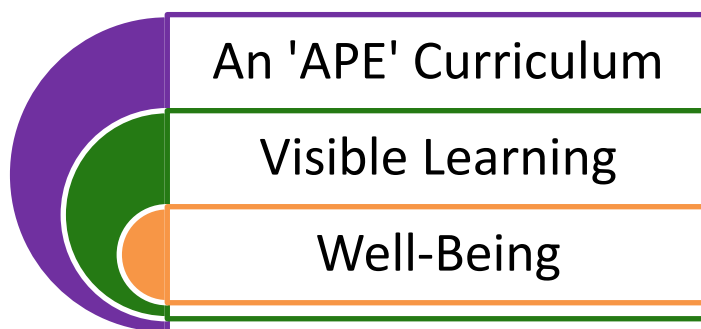
	Is/Does?	Has/Did/ Was?	Can?	Should?	Would/ Could?	Will?	Might?
What?	Orange	Orange	Orange	Orange	Yellow	Yellow	Green
Where?	Orange	Orange	Orange	Yellow	Green	Green	Green
When?	Orange	Orange	Yellow	Green	Green	Blue	Blue
Which?	Orange	Yellow	Green	Green	Blue	Blue	Blue
Who?	Yellow	Green	Green	Blue	Blue	Purple	Purple
Why?	Yellow	Green	Green	Blue	Blue	Purple	Purple
How?	Green	Green	Blue	Blue	Purple	Purple	Purple

Developing the skills of support staff: The Visible Learning^{plus} programme is aimed at teachers, but we have also incorporated professional development for teaching assistants and other education support staff into our annual programme. Their responses to the CPD have been impressively positive:-

Success Criteria and Ratings Scale	Start of session	End of session																				
<p>I can link learning intentions, feedback and next steps to the 3 Visible Learner Questions</p> <p>A definitely not B I have an idea about it C I have a few ideas about it D I can connect them all together</p>	<table border="1"> <tr><th>Rating</th><th>Count</th></tr> <tr><td>A</td><td>1</td></tr> <tr><td>B</td><td>9</td></tr> <tr><td>C</td><td>9</td></tr> <tr><td>D</td><td>0</td></tr> </table>	Rating	Count	A	1	B	9	C	9	D	0	<table border="1"> <tr><th>Rating</th><th>Count</th></tr> <tr><td>A</td><td>0</td></tr> <tr><td>B</td><td>0</td></tr> <tr><td>C</td><td>3</td></tr> <tr><td>D</td><td>15</td></tr> </table>	Rating	Count	A	0	B	0	C	3	D	15
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Leading Research & Development in other schools: As a result of the Visible Learning^{plus} programme, this school now leads research & development across the Hackney Teaching Schools' Alliance (HTSA), enabling other partner schools to carry out, evaluate and publish the results of their own initiatives <https://www.hackneytsa.org.uk/develop>

What Next? Whole School Priorities 2017-20



Visible Learning remains an essential part of the journey towards our vision of

Achievement for all in a unique world-class school

Priority	Strand & Intended Successful Outcomes
2. Visible Learning	<p>2.1 Research & Development</p> <ol style="list-style-type: none"> Teachers conduct and share school-based research, beginning with student understanding of what makes a good learner Research evidence is systematically used to inform and develop our practice Capacity is developed by trained 'Impact Coaches'
	<p>2.2 Using Data Meaningfully ('Knowing our Impact')</p> <ol style="list-style-type: none"> 'A year's worth of progress for a year's worth of input' established for all subjects, revising assessment frameworks as necessary Development of 'Pupil Asset' as a bespoke database and evaluative tool A culture of 'teachers as evaluators', using data to evaluate their impact on learning