# Visible Learning Impact Cycle
Planning Template

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):	Raz Motin		
Area for Research	How do you learn? (what makes a good learner?)		
Research Participants/ number	11 in the class		
Impact Partner(s)	SK, CB		
Start date: 19 Jan	Completion date:		Final draft for reporting:

The Visible Learning Impact Cycle
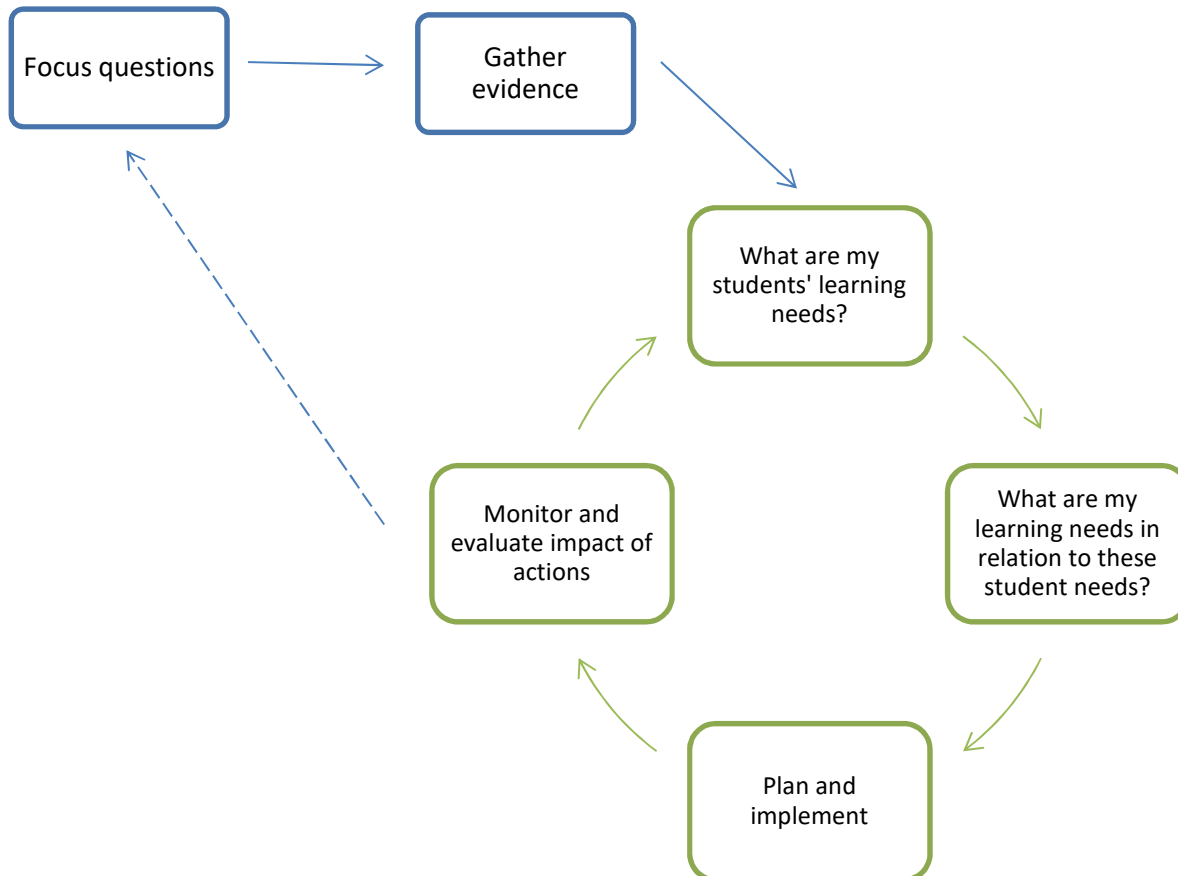
Evidence gathering

	What do I want to find out?	What tools/methods will I use?	Comments/notes
The visible learner	Can the pupils identify what makes a good learner, i.e., how do they learn?	Video and posters.	This will take at least 2 sessions to video and 1 to make a poster.

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 Video question responses which have also been noted in writing.	21.1.16 P1 P2	I needed to refine the question 3x for them to understand that I was asking about their learning. When I made it personal by including their name or 'you' they were better able to form an answer. The first 2 questions were too 'global'. 1 – What makes a good learner? 2 – How does someone become a good learner? 3 – What helps you to learn? 4 – How do you learn?
Step 2: Baseline evidence statements		None of the pupils identified resilience, knowing where they are/need to get to next/how to get there, independence, self-motivation or creativity.
Step 3: Focus areas:		First the pupils need to be able to identify the difference between • How (what) they are learning • What they are doing In lessons this will be made explicit at the beginning and the pupils will be asked at the end of the lesson to identify the above. Their responses to the first lesson have been videoed, and will be intermittently thereafter.
Step 4: My learning needs		
Step 5: Identifying the required changes		
Step 6: SMART+ER target setting and monitoring		
Step 7: Implementation		Whole class peer assessment of SC
Step 8: Impact statements		
Step 9: Planning 'where to next?'		

What are my students' learning needs?

Step 1: Evidence gathering

What did I want to find out?	What the students thought a good learner was. I wanted to ascertain if they understood the question. This would then indicate to me what the starting point should be.
How did I gather evidence?	I asked them the initial question without varying it and soon discovered I had to further refine it to obtain their understanding of what I was asking them. Eventually I asked 4 questions and have indicated the response to question 4 below. I asked all students the same questions and nothing else other than to ask them if that was all or if they had finished and a positive "well done".

Step 2: Baseline evidence statements

11 students aged 11-12 were interviewed, the whole class.
7 (63%) responded to Q4 with answers related to what they do in class, or who they get help from
2 (18%) did not know
2 (18%) did not understand the question at all

None of the pupils identified **resilience**, knowing where they are/need to get to next/how to get there, **independence, self-motivation** or creativity.

Results as a percentage:

Q4:

How do you learn?

18%

18%

63%
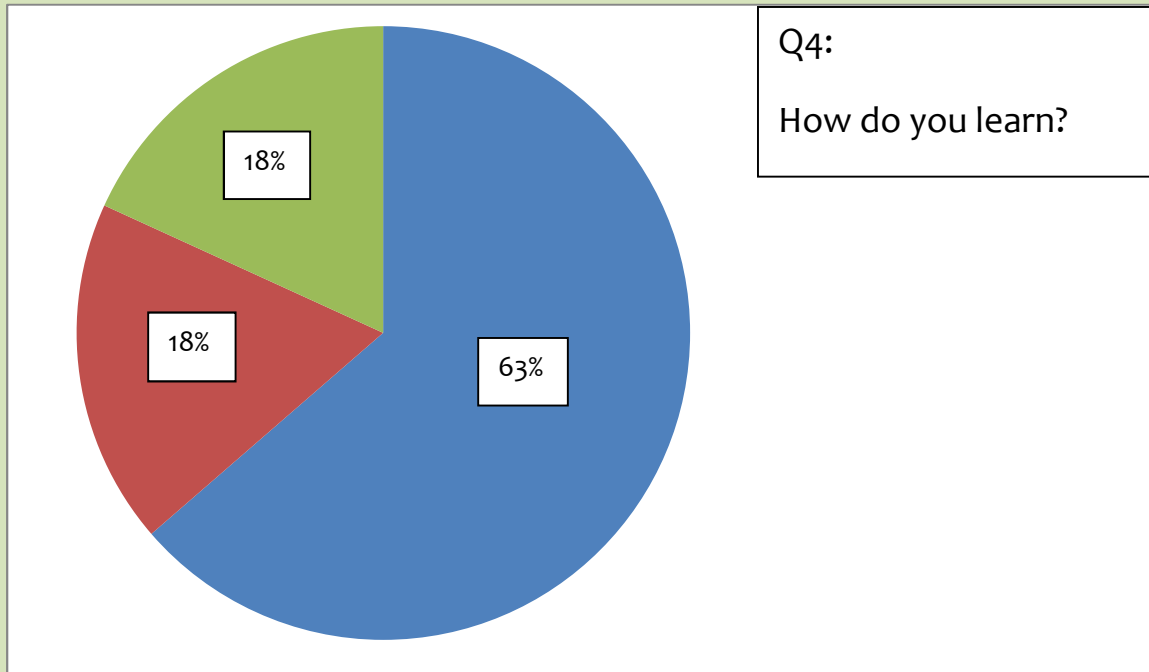
Step 3: Focus areas:

Thus I have decided to focus on:
Choosing one attribute of a good learner each week to focus on initially (and then combining them as the pupils begin to show a better understanding), but only using 3 in case I need to spend longer than a week on each: self-

assessment, resilience, independence. I will do this by:
- Encouraging pupils to think more independently about success criteria by getting them to choose between two options (achieved/nearly achieved) which they collectively add their name to
- Modelling and explaining the appropriate language
- Discussing regularly (and noting on the board) and explicitly asking the whole class 'how they would help them'/ 'how they can help themselves' if someone is 'stuck' and 'don't know what to do'.

What are my learning needs in relation to these student needs?

What did I need to learn?	How did I learn?
• I wanted to know more about the different learning dispositions of pupils. How many are there? What are they?	I used Google to find articles that I read. I printed 2 items to keep in my folder for reference: 1 – 'Why children's dispositions should matter to ALL teachers' 2 – A grid showing what we observe and how this correlates to a particular disposition I shared these with my colleagues and discussed it with them (briefly)
• I wanted to check that my idea of encouraging the pupils to set success criteria as part of their learning was valid.	'Evidence-based teaching': I read the section comparing common and best practices which states that deeper learning is facilitated if pupils are included in setting of the success criteria.

Plan and implement

Step 5: Identifying the required changes

Me (the teacher)	Students	Families
To decide which subject area to work within with 7M, whether to include 9B, and decided on 7M only as I teach them a lot during the week and did not restrict the experiment to one subject instead carrying it throughout the day.

Change the way I present the success criteria and always include the pupils in its construction, rather than occasionally.

Reduce the success criteria to one or two only and put it up on the board, with two sections – achieved/nearly achieved

To encourage and use more peer assessment in class. | Engage pupils to think about what the success criteria should be and whether it should be differentiated.

Encourage pupils to use the success criteria to check that they are going in the right direction with their work. To write their name on the board in the section that they think they have achieved before the peer assessment.

To have a peer assess their work and then discuss with them whether they have written their name in the correct section of the success criteria. | Giving parents and carers a clearer understanding of the stage of learning their child is learning at.

Pupils telling parents and carers what they learned in school using the success criteria and feedback from peer assessment (hopefully!) |

Step 6: SMART+ER target setting and monitoring

S – plenary peer assessment SC
M – twice a week in humanities lesson (easier to measure than English)
A – gave up originally with year 7 as was too difficult, practiced with year 9 and now back to start in summer term with year 7
R – I will have a series of photos of the SC on the smart board (will also try to video record some discussions as they are very RICH)
T – The indicator of success will be that at least 54 % of students that will be able to make a reference to one or more of the ways they are 'good learners' when asked 'what makes a good learner, how does someone become a good learner, what helps you to learn and how do you learn?' – collection data by 10th June. I will record verbatim their responses to all 4 questions.
E – I have already evaluated y7s initial responses and have made a poster which hangs in the class and we read it or I ask them about their attitudes to learning and point out the relevant section of the poster; some pupils have begun to point it out to me and to each other. As a class we have decided to make our poster based on it but using our own words.
R - I will continue to evaluate ongoing as year 7 may well need longer. **resilience**, knowing where they are/need to get to next/how to get there**, independence, self-motivation** or creativity.

Step 7: Implementation

What I did	Reflection
I will discuss the LO and the SC with the students and be explicit about the difference between them in at least 2 lessons each day. I will talk to them about the ways they can help themselves instead of asking the adult and how they can improve upon their work, again without adult input.	We have not yet made poster in their own words but they are beginning to refer to the statements in their own words – mainly around resilience.
I will begin Monday 26.4.16	Pupils were videoed and quite happy to share their thoughts but showed little understanding or relation to the questions until they were made very specific to them – including their name.
I will 'end' interview pupils Wednesday 8.6.16	Pupils were interviewed using the same original 4 questions and I recorded their responses verbatim.

Monitor and evaluate impact of actions

Step 8: Impact statements

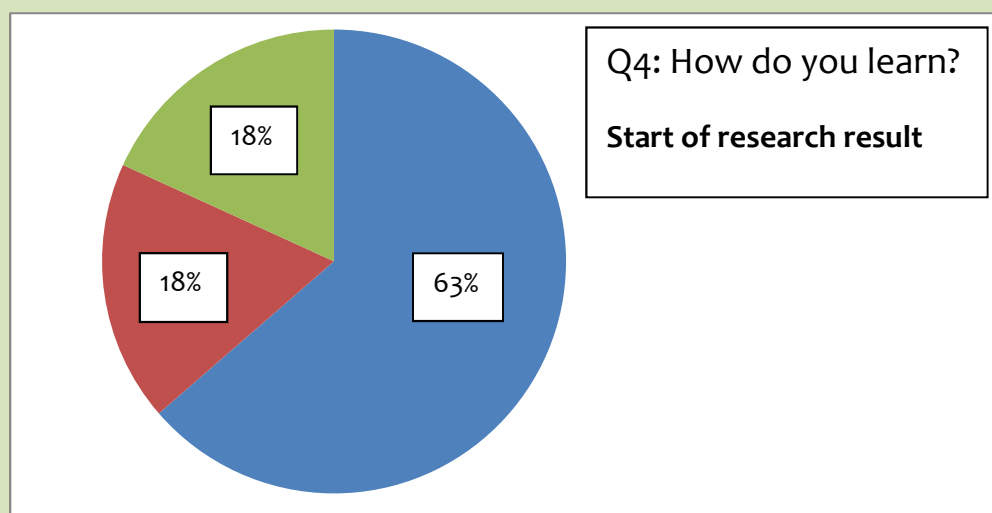11 students aged 11-12 were interviewed, the whole class.
7 (63%) responded to Q4 with answers related to what they do in class, or who they get help from
2 (18%) did not know
2 (18%) did not understand the question at all

None of the pupils identified **<u>resilience</u>**, knowing where they are/need to get to next/how to get there, **<u>independence, self-motivation</u>** or creativity.

Results as a percentage:

Q4: How do you learn?

Start of research result

18%

18%

63%

Responses to Q4: How do you learn? (End of research)

Results as a percentage:
9 students aged 11-12 were interviewed – 2 were absent.
3 (33%) responded with answers related to self-reliance and thinking things through independently.
4 (45%) responded with answers related to asking the teacher, listening to the teacher or listed a skill such as reading or writing.
2 (22%) did not understand the question at all

45% of the pupils identified **<u>resilience</u>**, **<u>independence, self-motivation</u>** in the final interview.

Q4: How do you learn?
End of research result
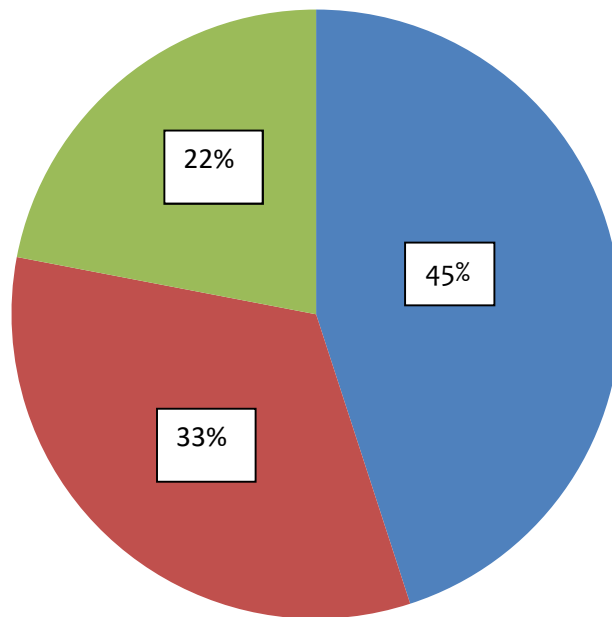
Analysis

- Although only 4 pupils were able to cite themselves as the person that is making them learn, previously none were able to. This is a marked improvement as it consists of 33% the class.
- Of the 9 that understood the question, 7 (45%) cited the adult as the reason they learn. These pupils are the least independent in the class; this shows that I and the other adults working with these pupils have to find different ways of supporting them, and make more explicit where they have shown independence and resilience.
- The 2% of pupils that did not understand the question are the same pupils that did not understand the question at the start of this research, mainly due to their speech and language communication and processing needs. I am hoping that my revised approach in the next Impact Cycle will change this.

Where to next?

Step 9: Planning where to next

As a result of the improvement in the results above I will continue this area of research but change the questioning by using only one question to make their own input in to their learning more explicit: **How do you learn?**
I am also revising how I make explicit to them *how* they are learning in the sense of **independence, self-reliance and resilience.**

1. The pupils will make their own version of the 'Change Your Mindset' (referred to as CYM below) poster.
2. Pupils will peer assess more regularly using the CYM tenets as a vehicle for assessing the learning that has taken place, verbally at first and then recording in written form later when they are sure of the process.
3. Success criteria will be arrived at through discussion with the pupils of the learning intention and will also have a box beneath for them to also decide which of the CYM tenets they have employed in their learning.