

VISIBLE LEARNING

LEADER: Amy Mc

Intentions	Success Criteria	Strategies	Resources	Monitoring and Evaluation
To continue to use the meta-language of Visible Learning (VL) Learning Intentions (LI) and Success Criteria (SC) across all learning areas daily	<ul style="list-style-type: none"> ✓ Clear LI and SC displayed when teaching (teacher clarity effect size being 0.75) ✓ Considering cognitive load and prior knowledge when creating LI and SC ✓ Use of 'Surface' and 'Deep Learning' SC 	<ul style="list-style-type: none"> ✓ Use clearly stated LI and SC visuals ✓ Develop and use 'Surface' and 'Deep' learning SC ✓ Explicitly teaching 'Surface' and 'Deep' learning strategies ✓ Regular self-reflection by staff 	<ul style="list-style-type: none"> ✓ Shared resources – staff / cell meetings ✓ Staff meetings ✓ Professional Learning time ✓ PRD process ✓ Admin support 	<p>Student to teacher feedback at a classroom level</p> <p>Covert responses eg:</p> <ul style="list-style-type: none"> - Thumbdicator - 5 fingers - Smilies <p>Student surveys (including junior)</p> <p>PRD process</p>
To promote a positive mindset for learning	<ul style="list-style-type: none"> ✓ Reinforcing the 7 dispositions (self-efficacy effect size being 0.90) ✓ Using the language of dispositions in everyday interactions ✓ Familiarise students with the 'The Learning Pit' 	<ul style="list-style-type: none"> ✓ Mention at assemblies ✓ Use of mascots ✓ Use of disposition stickers ✓ Use of Y-charts ✓ Use of the language in: ✓ Conversations in classrooms ✓ Merit certificates ✓ Reports ✓ Newsletters ✓ Display and use learning pit visual 	<ul style="list-style-type: none"> ✓ Order disposition stickers ✓ Mascots ✓ Professional learning time – learning pit ✓ Provide learning pit visual 	<p>Student survey (mid-year and end of year)</p>

<p>To use feedback in all areas of learning</p>	<p>Teachers create a safe environment conducive with giving and receiving feedback</p> <p>Teachers give effective feedback that links directly to success criteria</p> <p>Teachers use feedback as a tool to differentiate</p> <p>Students seek and receive feedback</p>	<p>Seeking and receiving feedback is explicitly taught</p> <p>Teachers:</p> <ul style="list-style-type: none"> • Provide task, process and self-regulatory feedback to students • Use pinpointed, specific questioning in feedback • Link feedback to SC <p>Students:</p> <ul style="list-style-type: none"> • Student to student feedback facilitated • Student to teacher feedback – covert strategies given to students 	<p>Professional learning</p> <p>Support at point of need</p> <p>Use of Hattie's Model of Learning</p> <p>Clear LI and SC visible to students</p> <p>Document projector</p>	<p>Student survey (mid-year and end of year)</p> <p>Action learning cycle – sharing in cells</p>
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