Visible Learning at An Daras Trust

November 2020

Visible Learning plus Partner School

An Daras Trust
Igniting Curiosity Growing Capabilities

What is Visible Learning?

In a nutshell?

Professional development for teachers and leaders that explores how evidence can be used to create innovation in the learning environment.

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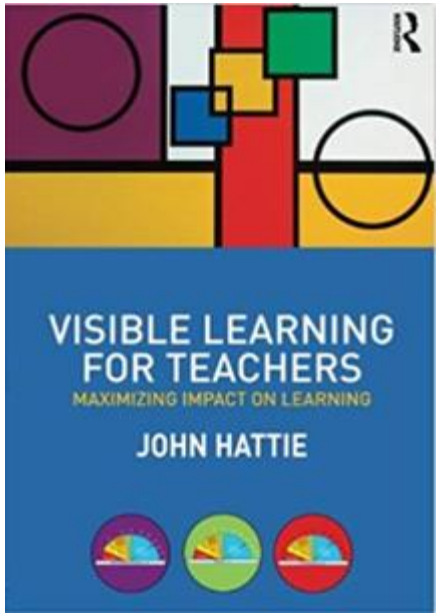
John Hattie's Research



When John Hattie first began his research around performance indicators and evaluation in education, he had one simple question: **which variables have the greatest impact on student achievement?**

Reference: Hattie (2012) Visible Learning for teachers. Routledge.
It expands further the concepts of Visible Learning practice.

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John Hattie's Research

* It builds a story about the power of teachers, feedback, and a model of learning and understanding.

* The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning.

Reference: Hattie (2018). Routledge.
A synthesis of the influences on achievement in school-aged students.

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About Meta^{X}

View All Influences

Influence Glossary

Frequently Asked Questions

Reference:
https://www.visiblelearningmetax.com/research_methodology

The Visible Learning^{TM} research base is the culmination of Hattie's quest over the past 25 years and represents more than 1,600 meta-analyses comprising more than 96,000 studies involving more than 300 million students around the world.

The Visible Learning^{TM} research is recognised as the world's largest evidence base on what works best in schools to improve teaching and learning and the Visible Learning^{TM} Meta^{X} platform, powered by the Visible Learning^{TM} research, is now the largest global database of what works best in education.

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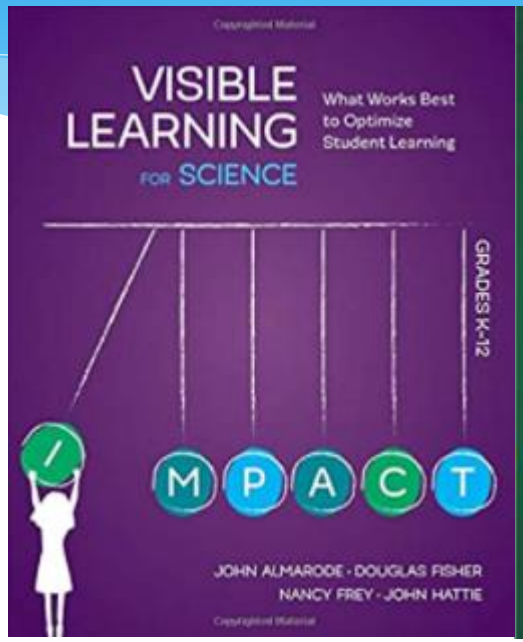
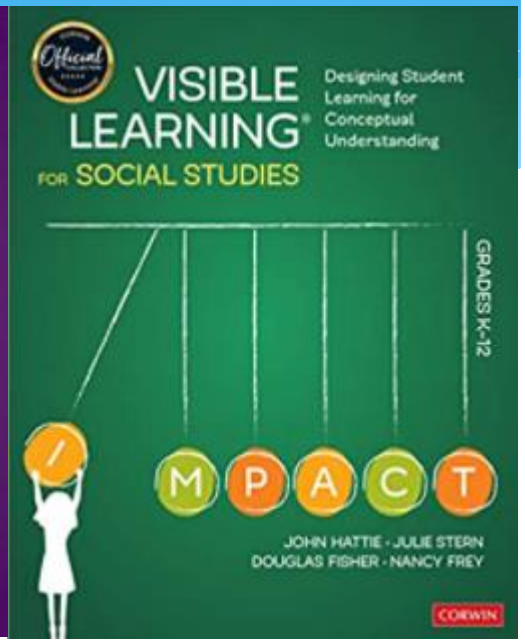
250 + Influences: Learning Strategies

Learning strategies	
Deliberate practice	0.79
Effort	0.77
Imagery	0.51
Interleaved practice	0.47
Mnemonics	0.80
Note taking	0.51
Outlining and transforming	0.66
Practice testing	0.46
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.65
Strategy to integrate with prior knowledge	0.93
Study skills	0.45
Summarization	0.74
Teaching test taking and coaching	0.30
Time on task	0.44
Underlining and highlighting	0.44





Reference: https://resources.corwin.com/vl-socialstudies

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Visible Learning Impact

* The power of the Visible Learning™ research in action lies in helping educators **understand, measure, and evaluate the impact** that they can have on student growth and achievement.
* Educators who understand **which practices and strategies have the greatest impact on student achievement** can make informed decisions based on evidence to maximise their time, energy, and resources.

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The Effect Size

* John Hattie has identified more than 250 factors that influence student achievement.
* Hattie set about calculating a score or "effect size" for each, according to its bearing on student achievement.
* The average effect size of these 250 factors was 0.4, a marker that can be shown to represents an (average) year's growth per year of schooling for a student.
* Any factor that has an effect size above 0.4 has an even greater positive effect on student learning.

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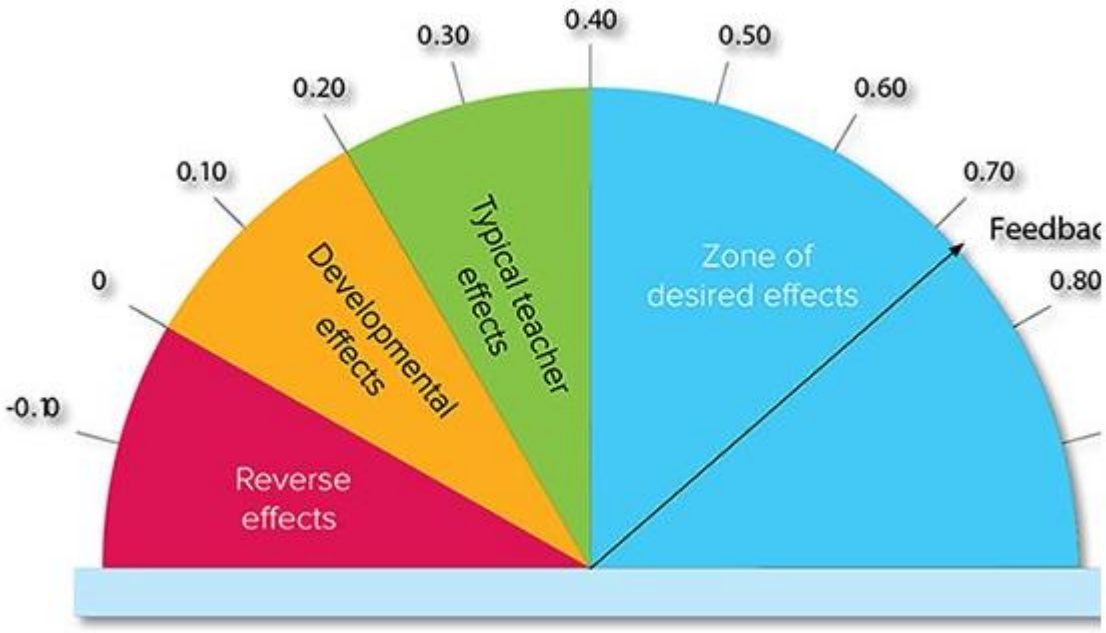
The Effect Size



The main task of any teacher is to promote and maximise the learning of all students.
There are some 'interventions' that work better than others for having the most impact of student outcomes.

Reference: Visible Learning Programme.

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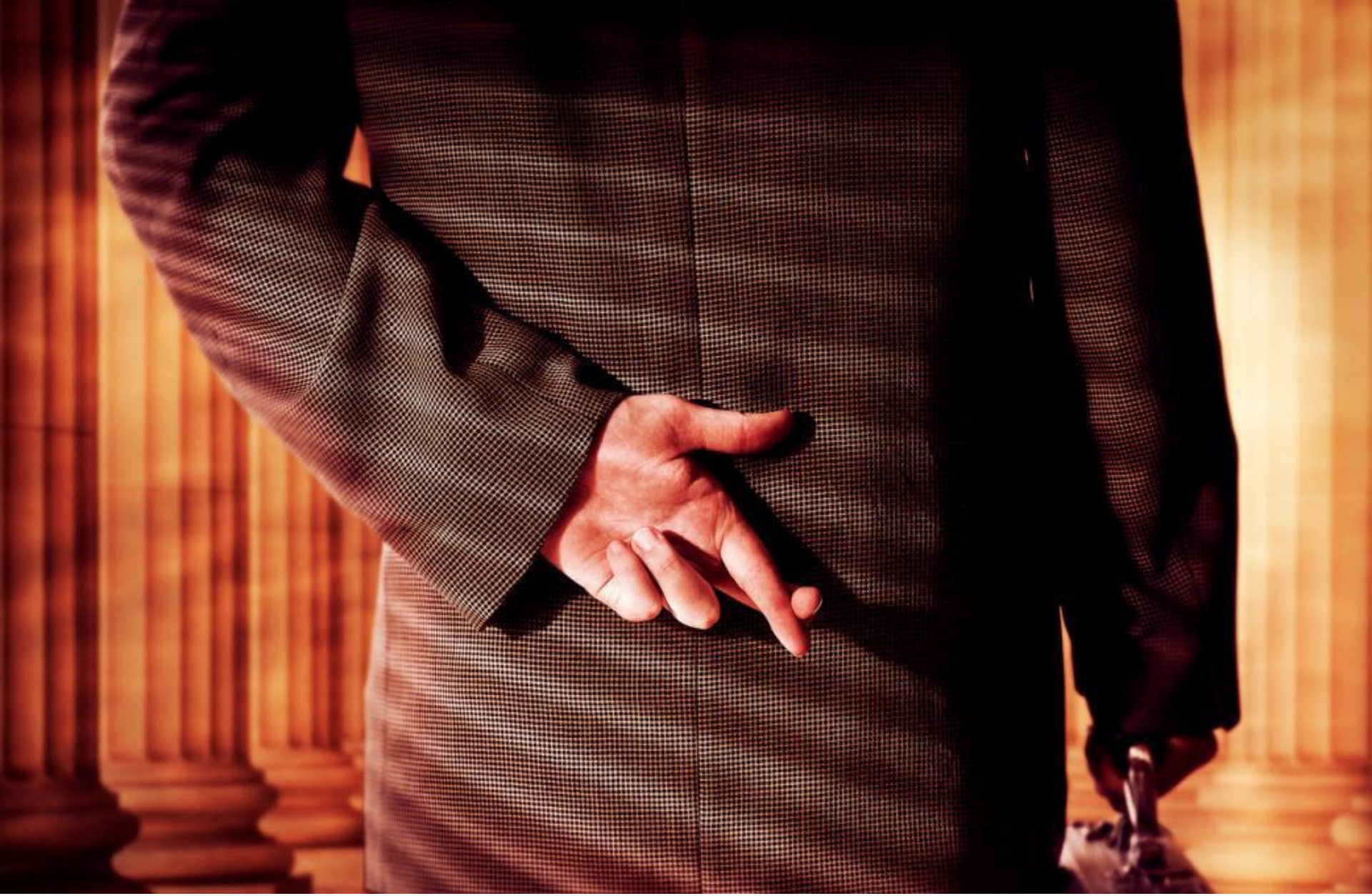
What works best?

What works? 95% of everything we do in classrooms works.



The big picture is that Visible Learning schools do not live by hope – they know what they are doing, where they are going and how they are going to get there!

Visible Learning Mantra

When teachers see learning through the eyes of the student and students see themselves as their own teachers.

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THE BIG 5

1. The visible learner
2. Know thy impact
3. Inspired and passionate teaching
4. Effective feedback
5. Visible learning school

We ask

* What are the major factors that influence student achievement?
* How can we build learners who are assessment capable?
* How can teachers be supported to ‘Know Thy Impact’
* How to give feedback that has the biggest impact on student learning
* How can teachers become change agents to get the best outcomes for students?

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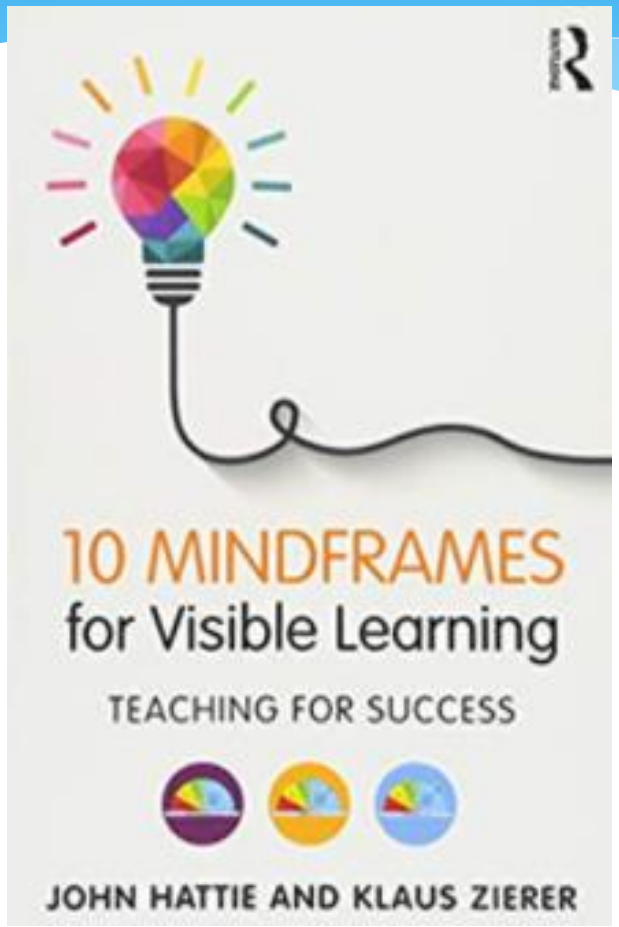
Ten Mindframes for teachers and leaders



Reference: Hattie and Zierer (2018) 10 Mindframes for Visible Learning (Routledge)

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Impact

* I am an evaluator of my impact on student learning
* I see assessment as informing my impact and next steps
* I collaborate with my peers and my students about my conceptions of progress and my impact

Change and Challenge

* I am a change agent and believe all students can improve
* I strive for challenge and not merely "doing your best"

Learning Focus

* I give and help students understand feedback and I interpret and act on feedback given to me
* I engage in as much dialogue as monologue
* I explicitly inform students what successful impact looks like from the outset
* I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others
* I focus on learning and the language of learning

Reference: Hattie and Zierer (2018) 10 Mindframes for Visible Learning (Routledge)

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Learner Dispositions

An Daras School Examples:

Curious Clive

Reflective Ralph

Self-aware Sophie

Resilient Tenacity Tom

Connecting Connie

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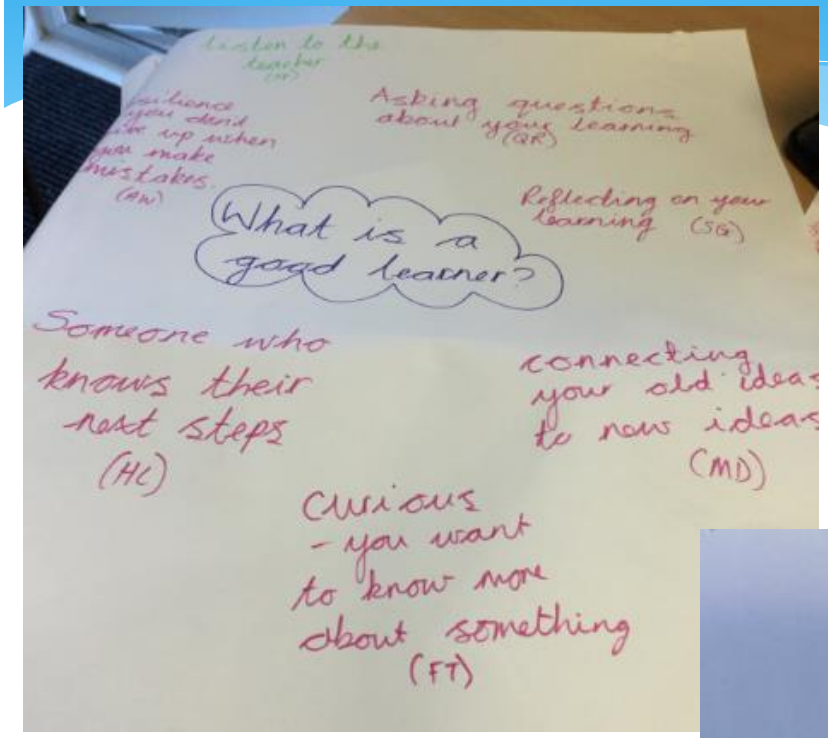
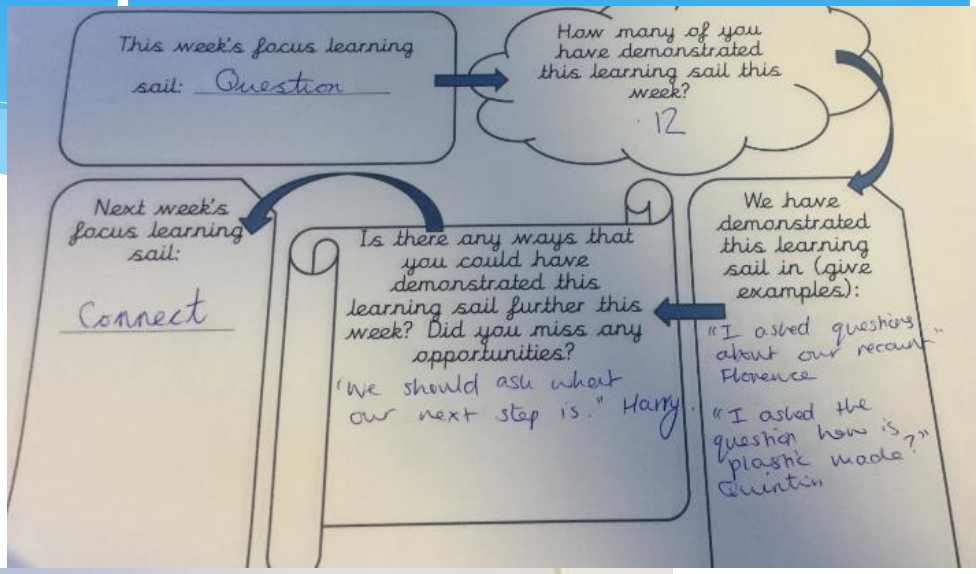
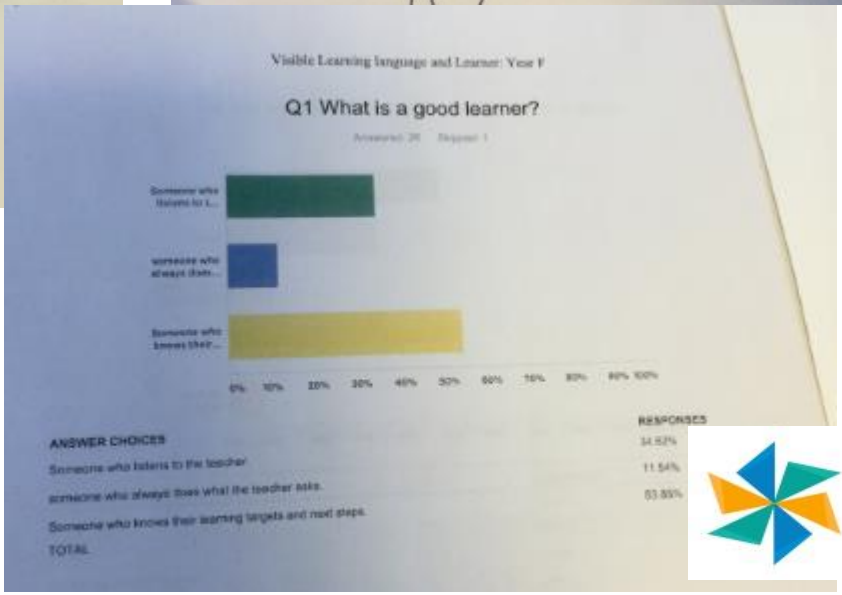
Learner Dispositions





I have been self-aware in my learning.

Ask me how.



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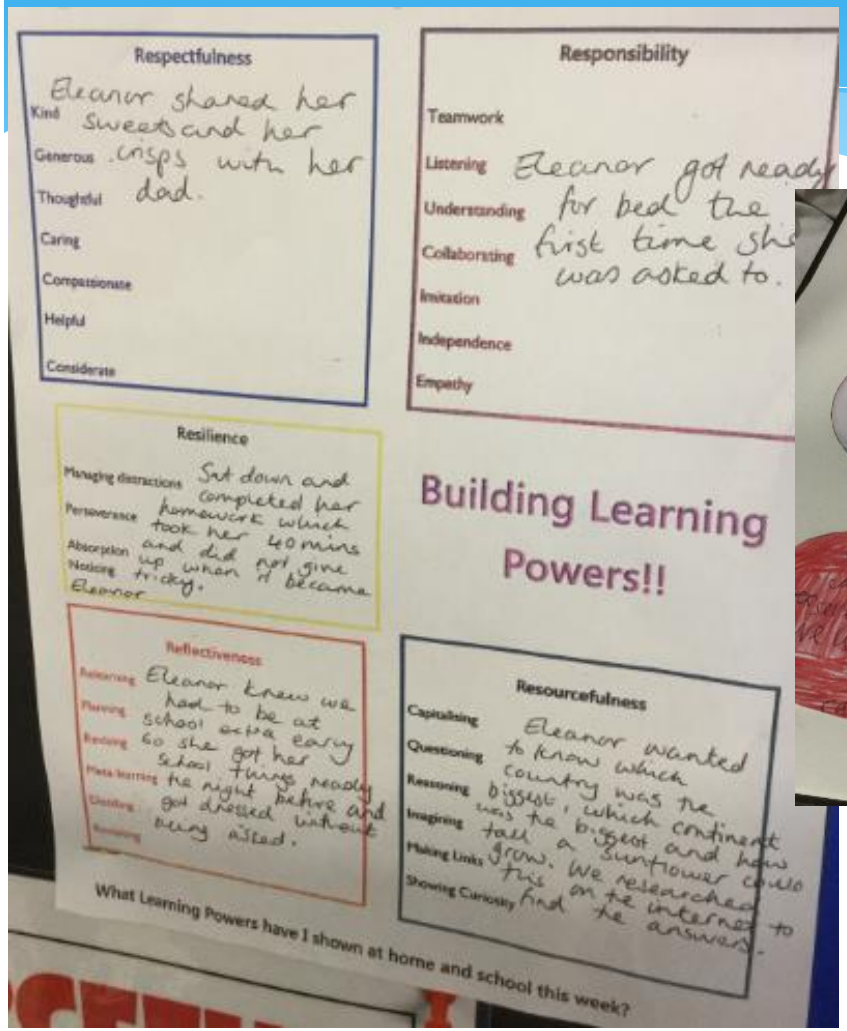
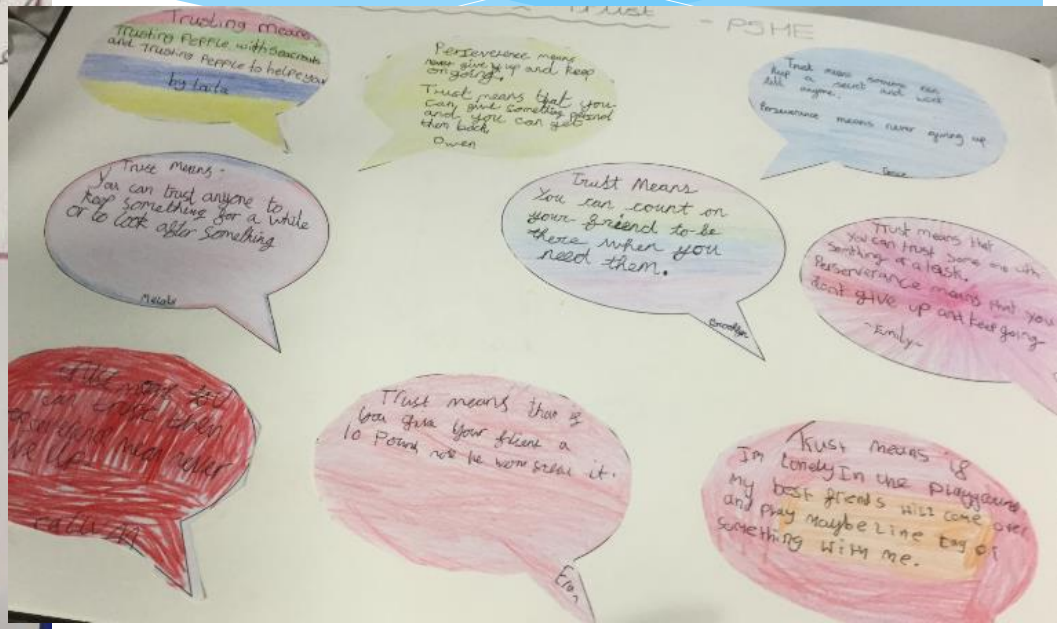
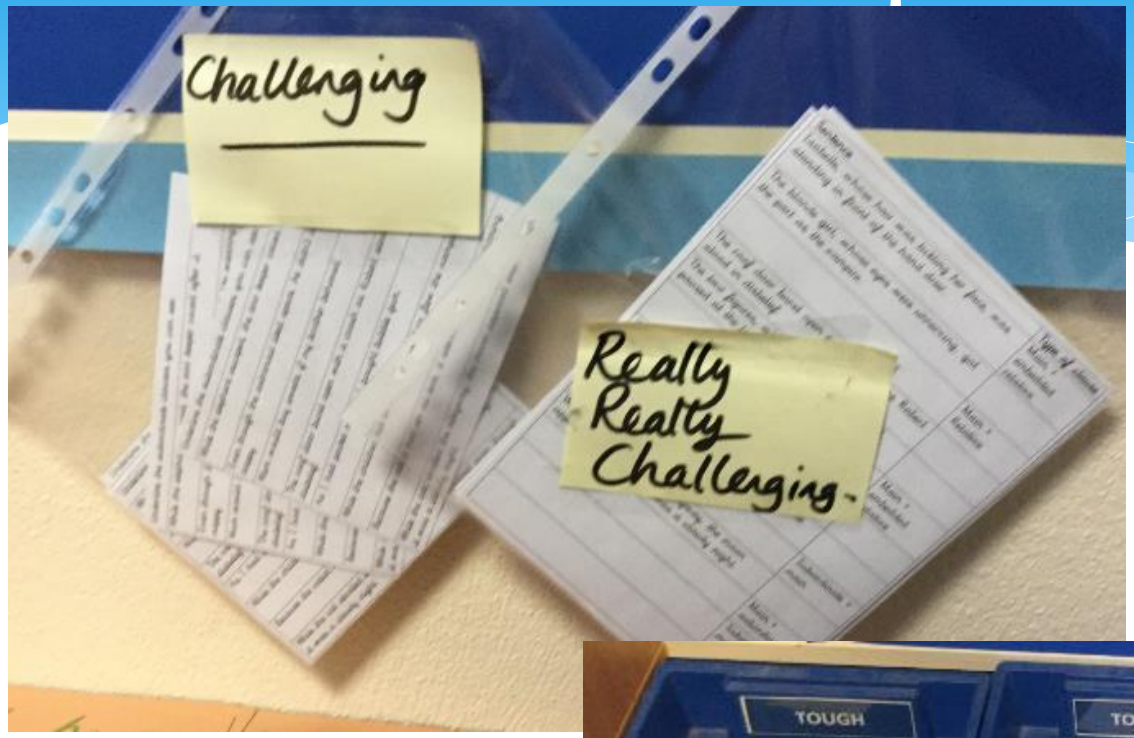
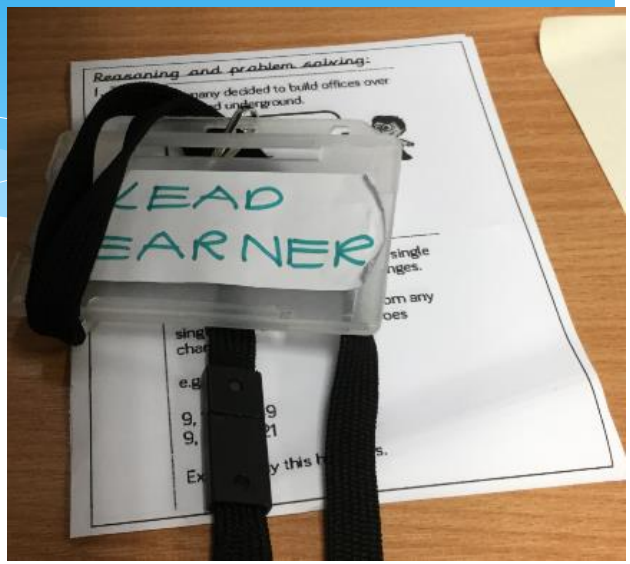
Learner Dispositions

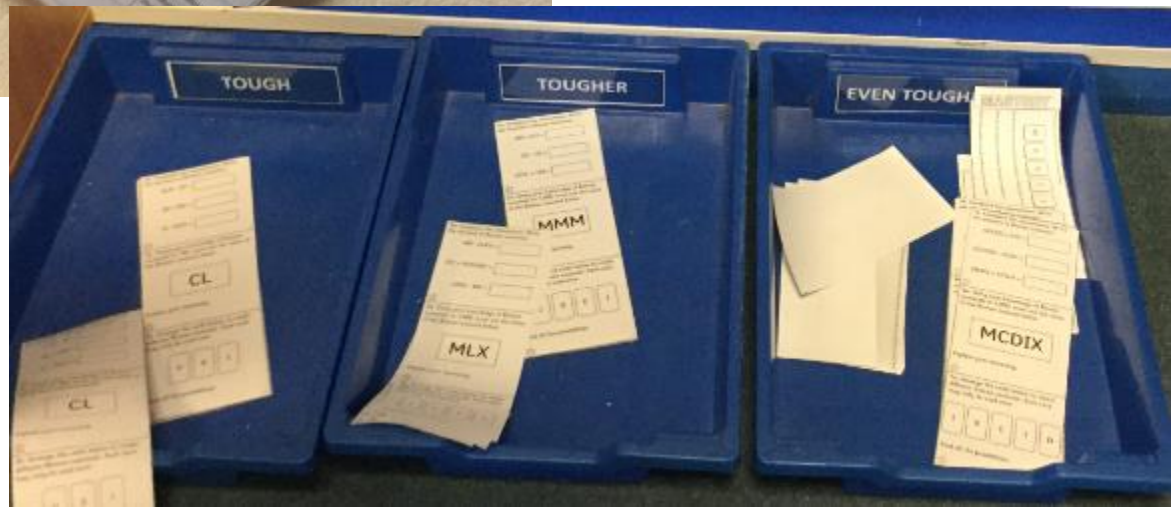




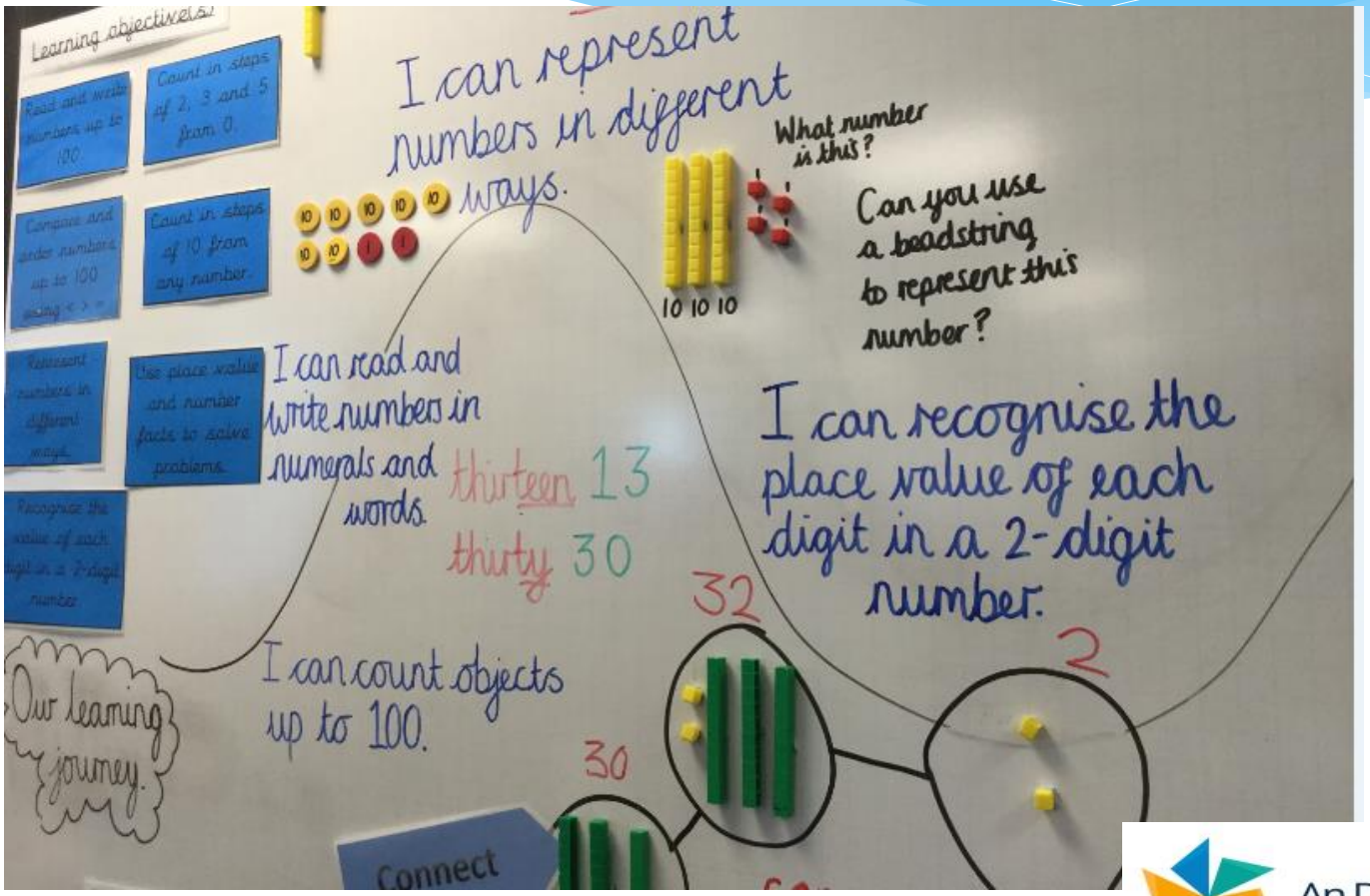
Assessment Capable Learner







Assessment Capable Learners: talk about their progress



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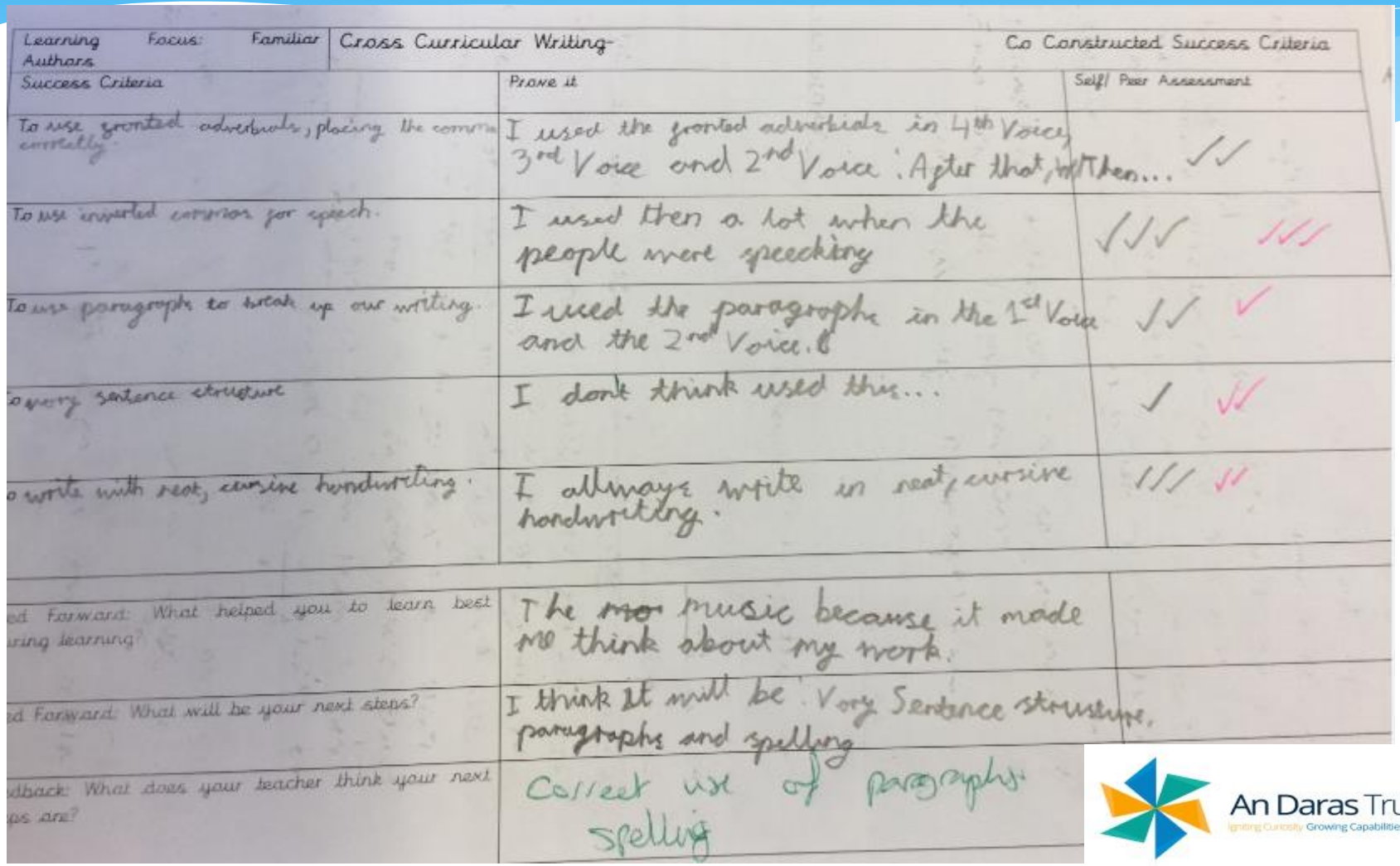
Assessment Capable Learners: talk about their progress



Learning Focus: Familiar Authors	Cross Curricular Writing-	Co Constructed Success Criteria
Success Criteria	Prove it	Self/ Peer Assessment
To use fronted adverbials, placing the comma correctly.	I used the fronted adverbials in 4th Voice, 3rd Voice and 2nd Voice. After that, Then...	✓✓
To use inverted commas for speech.	I used them a lot when the people were speeching	✓✓✓ ✓✓✓
To use paragraphs to break up our writing.	I used the paragraphs in the 1st Voice and the 2nd Voice.	✓✓ ✓
To vary sentence structure	I dont think used this...	✓ ✓✓
To write with neat, cursive handwriting.	I allways write in neat, cursive handwriting.	✓✓✓ ✓✓
Feed Forward: What helped you to learn best during learning?	The mor music because it made me think about my work.	
Feed Forward: What will be your next steps?	I think it will be Very Sentence structure, paragraphs and spelling	
Feedback: What does your teacher think your next steps are?	Correct use of paragraphs. spelling	

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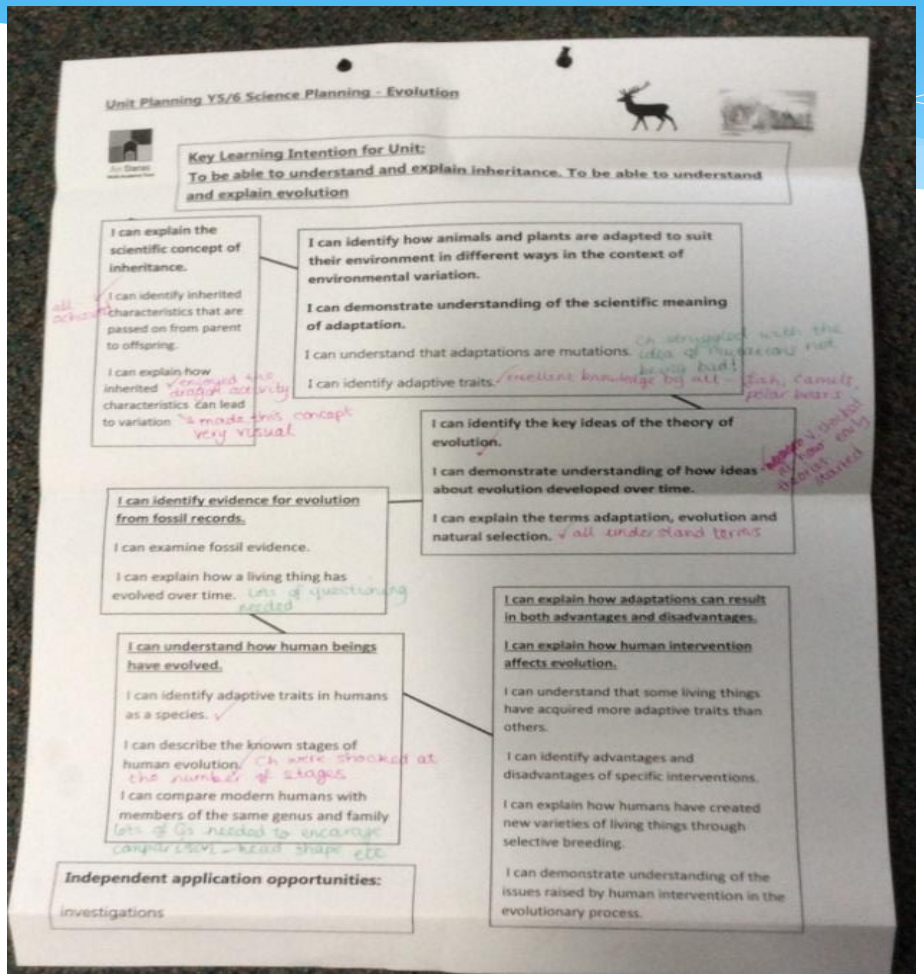
Learning Process

Illustration by one of our An Daras Schools

Reference: From the Learning Pit by James Nottingham (2007, 2010, 2017)

Learning Process: Planning Learning



Unit Planning Y5/6 Science Planning - Evolution

Key Learning Intention for Unit:
To be able to understand and explain inheritance. To be able to understand and explain evolution

I can explain the scientific concept of inheritance.

I can identify inherited characteristics that are passed on from parent to offspring.

I can explain how inherited characteristics can lead to variation

I can identify how animals and plants are adapted to suit their environment in different ways in the context of environmental variation.

I can demonstrate understanding of the scientific meaning of adaptation.

I can understand that adaptations are mutations.

I can identify adaptive traits.

I can identify the key ideas of the theory of evolution.

I can demonstrate understanding of how ideas about evolution developed over time.

I can explain the terms adaptation, evolution and natural selection.

I can identify evidence for evolution from fossil records.

I can examine fossil evidence.

I can explain how a living thing has evolved over time.

I can understand how human beings have evolved.

I can identify adaptive traits in humans as a species.

I can describe the known stages of human evolution.

I can compare modern humans with members of the same genus and family

I can explain how adaptations can result in both advantages and disadvantages.

I can explain how human intervention affects evolution.

I can understand that some living things have acquired more adaptive traits than others.

I can identify advantages and disadvantages of specific interventions.

I can explain how humans have created new varieties of living things through selective breeding.

I can demonstrate understanding of the issues raised by human intervention in the evolutionary process.

Independent application opportunities:

investigations

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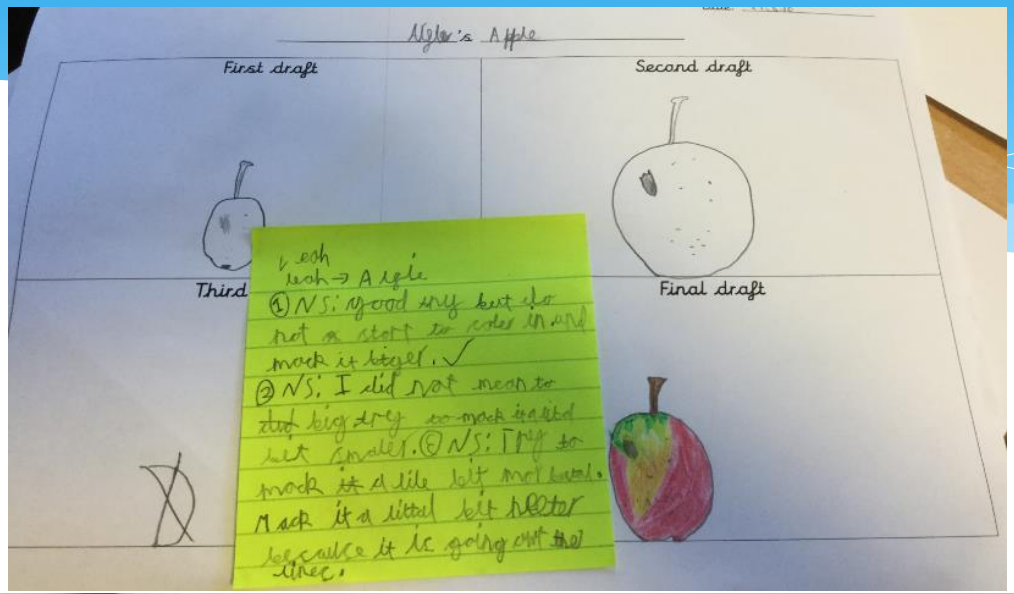
Feedback is evidence about

Where am I going?
How am I going?
Where to next?

Effective Feedback



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Profile within Schools

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*"I feel that the greatest impact has been on **pupil attitudes** towards their learning. Pupils are able to **talk confidently about their learning** using a shared language of learning. Pupils can **talk about what they have learned, what they need to do to improve and most importantly how they are going to improve.** They are able to articulate their next steps and know what to do if they need support."*

Jo Callow, Deputy CEO and Executive Headteacher

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*"Throughout the schools there is a **real buzz around learning**. Visitors to the school frequently commend pupils on how clearly they are able to **discuss their learning.** This has enabled parents to become more engaged in their children's learning as **children are talking about learning at home** and are **taking responsibility for continuing their learning at home.** "*

Jo Callow, Deputy CEO and Executive Headteacher

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"My role as a Headteacher is **to evaluate the effect our teachers are having on their pupils – Know thy Impact. It is important that data is used to inform learning .**

Calculating Effect Sizes using our raw scores I was able to see the pupil's progress as groups or individuals over different time points. **Having an effect size progress measure allows us then to target our interventions and thus get the best from our precious time as teachers and leaders."**

Jon Phillpotts, Headteacher, North Petherwin and Werrington

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"We try to create a school that welcomes errors and **sees mistakes as being part of the journey to good learning.**

Each classroom has a **learning pit** and pupils are encouraged to put themselves in it when they are struggling. The visual representation has served many purposes especially allowing reluctant children to admit they can't do something and to see that they aren't alone"

Jon Phillpotts, Headteacher, North Petherwin and Werrington

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"Our Foundation children have discovered that their time spent in school **is a time for 'learning' rather than 'doing'.**

Introducing elements such as 'The Learning Pit' and our school 'Learning Powers' has meant that our **pupils are beginning to understand the process of learning and how they can each become better 'learners'.**

Visible Learning has helped empower our pupils."

Kelly Moore, EYFS Teacher, St Stephen Community Academy

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"Having introduced clear learning intentions and success criteria from Foundation, we have found that the children have a better understanding of what they are learning and how to achieve it. **Children can verbalise** what their next steps are and are always striving to improve."

"We have a clear focus on mistakes as tools for learning and as a result of this, **the children are more willing to take risks and challenge themselves within their learning.**"

Sarah Jones, EYFS Teacher, Windmill Hill Academy

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Partner School Status 2019

Reference: https://www.visiblelearning.com/content/visible-learning-school-awards-register

The list recognises and celebrates those schools that have been awarded as Visible Learning Schools, **acknowledging their exemplary practice in developing visible learners** and their implementation of Visible Learning principles across their community of learners.

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Partner School Status 2019

Level 2: Visible Learning^{plus} Partner School

Requirements

Your school must have met the requirements for Level 1 and have submitted a case study detailing how it has implemented the Visible Learning^{plus} programme. You must have completed the Foundation Series, submitted a case study and agreed to host a school visit.

Benefits of Visible Learning^{plus} Partner School Status

- Formal recognition that the school has made a commitment to implementing the Visible Learning^{plus} principles
- Signals that the school is on track to become a Certified School, should it wish to
- Opportunity to use the Visible Learning^{plus} Partner School logo on the school's website and letterhead
- An opportunity to celebrate and recognise the efforts of teachers and school leaders through sharing experiences of Visible Learning^{plus} principles via publication of the school case study on the Visible Learning^{plus} website.
- Inclusion in the Visible Learning^{plus} online registry of Partner and Affiliate schools.

Reference: https://www.visiblelearning.com/content/visible-learning-school-awards-register

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Partner School Status 2019

Partner Schools

The An Daras Multi Academy Trust, UK	October 2019
Buerup Skole, Jyderup, Denmark	September 2019
Firhøjskolen, Føllenslev, Denmark	September 2019
Gørlev Skole, ørlev, Denmark	September 2019
Skolen på Herredsåsen, Kalundborg, Denmark	September 2019
Hvidebækskolen, Jerslev Sj, Denmark	September 2019
Høng Skole, Høng, Denmark	September 2019
Kathøj og Svallerup, Kalundborg, Denmark	September 2019
Nyrupskolen, Kalundborg, Denmark	September 2019
Rynkevang Skole, Kalundborg, Denmark	September 2019
Specialcenter Sigrid Undset, Kalundborg, Denmark	September 2019
Svebølle Skole, Svebølle, Denmark	September 2019
Tømmerup Skole, Kalundborg, Denmark	September 2019

Reference: https://www.visiblelearning.com/content/visible-learning-school-awards-register

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Partner School Status 2019

Wendy Delf, Visible Learning Consultant, leading the An Daras Trust training shared:

"I am delighted that the An Daras Trust has been recognised by Osiris Educational and Corwin Press for their success in achieving Visible Learning Plus Partner School. The schools have invested time, energy and investment in providing all staff with quality professional development over the last three years, which has provided opportunities to challenge thinking, collaboration in learning across the Trust and now celebration on achieving their award".

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An Daras Trust: Platform

* Eden Conference Presentation: Autumn 2019
* National Webinar: September 2020
* World Summit/Conference: March 2021
* Ongoing external links nationally

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