Forest School

Teaching and Learning Policy

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Contents

Introduction

Purpose of this Policy

A. The children and young people in our care have one chance to gain the best education possible. We will do everything we can to deliver this for our pupils, and for their families who put their trust and hopes in us.

The fundamental purpose of this policy is to ensure that teaching and learning at Forest is outstanding in all areas and to create a culture of expert teaching and learning.

The policy aims to achieve this by clearly stating:

- For our teaching and learning to be amongst the most forward-thinking and pedagogically advanced in the world.
- To be recognised as a centre of excellence in teacher development.
- To provide outstanding opportunities and experiences for Forest pupils by offering the most effective teaching and fostering impactful learning rooted in evidence.
- To provide outstanding developmental opportunities for the wider community relating to teaching and learning.

'The children and young people in our care have one chance to gain the best education possible.'

Rationale for the Nature of the Policy

B. This policy adopts the definition of effective teaching as used in Durham University and the Sutton Trusts' *'What makes great teaching? Review of underpinning research.' (Coe, Aloisi, Higgins, Major. 2014):*

'Great teaching is defined as that which leads to improved pupil progress. We define effective teaching as that which leads to improved pupil achievement using outcomes that matter to their future success.'

C. There is no one fixed approach to teaching that leads to this improved pupil progress. There is no 'checklist' for effective teaching. High-quality teaching is multi-dimensional and defies simple definitions.

As such, this policy sets out what have been identified as the principles, rather than definitive practices, that extensive research suggests are the best overall approaches to teaching and learning:

"There is no single best teaching method. It is less a matter of advocating a particular method of teaching and more of asking about the impact of the teaching that was used."

(10 Mindframes for Visible Learning, Hattie & Zierer, 2017)

The evidence from research must be balanced with professional judgement. We must avoid the 'anything goes' approach which discards research in favour of individual preference, while also avoiding blind conformity to the research.

D. It is the individual and collective responsibility of leaders and teachers to continually review and reflect on the impact our teaching is having on pupil progress. More important than the methods used in teaching is the evidence of their impact. Effective teaching is about:

> *'…change, leading to all teachers in the school thinking in powerful ways about their role, their impact, and their collegiality in assisting all to have high expectations of success. It is about having multiple sources of evidence about impact on all pupils, and esteeming – and publicly and privately valuing – this evidence of impact.'*

(Visible Learning for Teachers, Hattie, 2011)

E. We want to ensure that all Forest teachers are experts. As John Hattie () states, expert teachers:

- Can identify the most important ways in which to represent the subject they teach.
- Are proficient at creating an optimal classroom climate for learning.
- Monitor learning and provide feedback.
- Believe that all pupils can reach the success criteria.
- Influence surface and deep learning outcomes.

This policy also wishes to draw a distinction between 'expertise' and 'experience' regarding teaching, acknowledging that whilst experienced teachers can be experts, this is not always the case. For example, surface level achievement between expert and experienced teachers is broadly in line, whereas the deeper understanding of pupils taught by teachers who embody the traits of the expert teacher are notably deeper.

Responsibility for Implementing the Policy

F. It is the responsibility of Senior Leadership to ensure this policy is implemented across the school and that the right conditions are created for its implementation. It is the responsibility of Heads of Department to ensure it is implemented in their departments, and for teachers to ensure it is implemented in their teaching.

The Forest Teacher Framework

The Forest Teacher Framework is a helpful heuristic/framework for colleagues to refer to in order to best extrapolate the contents of the Teaching and Learning Policy. Whilst the Teaching and Learning Policy is the first port of call for all teachers at Forest, the Forest Teacher framework provides an 'at-a-glance' summary of this document.

The Forest Teacher Framework informs lesson observations, learning walks, probation, and appraisal of colleagues.

The Forest Teacher Framework is accessible both as an 'at a glance' reference document (as it is presented here) and is also manifested on Steplab, the teacher development software Forest is using to drive the development of teachers through Instructional Coaching (T+L Trios), developmental learning walks (drop ins), probation, formal lesson observation, and the T&L component of the appraisal cycle. In its iteration on Steplab, the FTF Domains and Goals are accompanied with a range of suggested action steps.

The Forest Teacher is resourceful, reflexive, and responsive. We engage in dialogue with our pupils about their learning and our teaching. We promote evidence-informed learning strategies and explicitly model what success looks like in our subjects. We are expert communicators and can construct the highest impact learning opportunities which lead to sustained and excellent progress for **all** pupils, irrespective of their starting point. The Forest Teacher possesses an enthusiasm and an energy which is infectious. We are expert, rather than just experienced, teachers.

At Forest, we believe that there is no one fixed approach to teaching that leads to this improved pupil progress. High-quality teaching is multi-dimensional. However, we have identified the best overall **approaches** to teaching and learning, drawing on evidence-informed wisdom.

Domain 1: Behaviour and Ethos Aim: We foster an impactful and respectful learning environment.
(Goals) In practice: My lessons have clear entry and exit routines that maximise learning time and contribute to a purposeful learning environment. I have effective systems for gaining and holding pupils' attention. As a result, pupils' attention is firmly on the intended learning within my lessons. I give clear behavioural instructions that support pupils in understanding the expectations in my lessons. My expectations for behaviour support pupils to learn more effectively. I have clear systems for celebrating behaviour and effort. I use these fairly and consistently. I can redirect behaviour least invasively using non-verbal, and verbal instructions. My behavioural interventions are humane and help pupils to learn more effectively. I use impactful teaching strategies to develop the motivation of my pupils.
Domain 2: Planning for Progress **Aim: Our planning ensures that pupils make the best possible progress.**
(Goals) In practice: I plan for medium and long-term progress. As a result, my lessons form part of a broader sequence of learning.

My planning is centred on learning intentions. These intentions are clear, precise, and measurable. All learning activities support pupils in meeting these learning intentions.

I carefully plan what success 'looks like' in my lessons, pre-empt misconceptions, and plan how I will respond to these misconceptions.

I adapt my planning to meet the needs of all pupils. As a result, all pupils can access, and are challenged by, the content of my lessons.

My lessons have a clear sense of pace. Time is used effectively and maximises pupils' learning.

Domain 3: Feedback and Assessment

Aim: We use feedback and assessment to effectively close the gap between where pupils are and where they are going.

(Goals)

In practice:

My lessons have a clear culture of error around feedback. Pupils feel comfortable identifying and sharing their mistakes.

I have effective systems for actively monitoring pupils' work during my lessons. I can identify misconceptions effectively.

I have effective systems for providing whole class feedback (both verbal and written). As a result, pupils are made aware of how they can improve and take steps to do so.

I have effective systems for providing individual, formative feedback (both verbal and written). As a result, pupils are made aware of how they can improve and take steps to do so.

I can effectively facilitate peer-assessment. As a result, pupils can effectively support one another in knowing how they can improve and take steps to do so.

I can effectively facilitate self-assessment. As a result, pupils can effectively identify how they can improve and take steps to do so.

Domain 4: Communication and Questioning

Aim: We use communication and questioning to effectively expose and shape pupil's thinking.

(Goals)

In practice:

My lessons have a clear culture of error around questioning. Pupils feel comfortable identifying and sharing their mistakes.

I use effective questioning strategies that ensure pupil engagement. As a result, all pupils think hard about the questions I am asking and the intended learning.

I prepare pupils to answer questions effectively. As a result, all pupils can provide answers to my questions.

I am skilled at developing partially correct answers from pupils.

I can effectively build on correct answers with stretch and challenge.

My explanations are clear, concise, and precise. As a result, pupils are clear about what I am asking.

My explanations are memorable.

CHARACTERISTICS OF AN EXCELLENT LESSON – NOT ALL ASPECTS MIGHT BE SEEN IN AN INDIVIDUAL LESSON
BEHAVIOUR AND ETHOS
1 - Entry and exit routines that maximise learning time and contribute to a purposeful learning environment are evident.
2 - Effective systems for gaining and holding pupils' attention are evident. As a result, pupils' attention is firmly on the intended learning within the lesson.
3 - Behavioural instructions are clear and support pupils in understanding expectations in the lesson. These expectations support pupils to learn more effectively.
4 – The teacher has clear systems for celebrating behaviour and effort. These are used fairly and consistently.
5 – The teacher redirects behaviour least invasively. For example, by using non-verbal, and verbal instructions. These behavioural interventions are humane and help pupils to learn more effectively.
6 – The teacher uses impactful strategies to develop pupils' motivation.
PLANNING FOR PROGRESS
1 - It is clear that the lesson forms part of a broader sequence of learning. Pupils can articulate how the learning in the lesson relates to learning from prior lessons.
2 – The lesson is centred on a clear, precise, and measurable learning intention(s). All learning activities support pupils in meeting thee learning intention(s).
3.1 – Pupils are clear about what success 'looks like' in the lesson.
3.2 – It is clear that the teacher has pre-empted pupil misconceptions and planned how they will respond to them.
FEEDBACK AND ASSESSMENT
1. There is a clear culture of error around feedback in the lesson. Pupils feel comfortable identifying and sharing their mistakes.
2. The teacher has effective systems for actively monitoring pupils' work during the lesson and identifies misconceptions effectively.
3. The teacher has effective systems for providing whole class feedback (both verbal and written). As a result, pupils are made aware of how they can improve and take steps to do so.
4. The teacher has effective systems for providing individual, formative feedback (both verbal and written). As a result, pupils are made aware of how they can improve and take steps to do so.

5. The teacher effectively facilitates peer-assessment. As a result, pupils can effectively support one another in knowing how they can improve and take steps to do so.
6. The teacher effectively facilitates self-assessment. As a result, pupils can effectively identify how they can improve and take steps to do so.
COMMUNICATION AND QUESTIONING
1. There is a clear culture of error around questioning in the lesson. Pupils feel comfortable identifying and sharing their mistakes.
2. The teacher uses effective questioning strategies that ensure pupil engagement. As a result, all pupils think hard about the questions they are asked and the intended learning.
3. The teacher prepares pupils to answer questions effectively. As a result, all pupils can provide answers to the questions they are asked.
4. The teacher is skilled at developing partially correct answers from pupils.
5. The teacher effectively builds on correct answers with stretch and challenge.
6. The teacher's explanations are clear, concise, and precise. As a result, pupils are clear about what they are asked to do.
7. The teacher's explanations support pupils to remember important information.

Our Policy Statements

Ethos (School)	Planning and Curriculum (Department)	Learning (Pupil)	Teaching (Teacher)	Feedback and Assessment (Department/ Pupil/ Teacher)
1. We believe all pupils can make significant progress. 2. We build positive relationships with all our pupils. 3. We aim for mastery of skills and concepts, as well as high levels of attainment. 4. We adopt the mindframes of expert teachers. 5. We know that learning is challenging and requires hard work from all involved. 6. All members of the Forest community are responsible for upholding optimum behaviour for learning in classrooms and around the school.	1. Our departments and individual teachers have a shared understanding of what progress means in their subject. 2. Our planning is explicit for surface, deep and transferable knowledge, concepts and skills. 3. Our planning is spiraled and interleaved. 4. Our short-term planning is explicitly derived from medium and long-term planning. 5. Our planning is constantly reviewed and updated.	1. Our pupils take responsibility for their own learning. 2. We teach pupils how to be better, life-long, learners. 3. We make the learning process explicit to pupils. 4. We tell learners why they are learning what they are learning. 5. We make the intended learning explicit for pupils. 6. We make what success in learning looks like explicit for pupils.	1. We are inspired and passionate teachers. 2. We explicitly teach the most effective thinking skills and learning strategies. 3. We use the most effective teaching strategies and monitor their impact. 4. We see learning through the eyes of the learner and strive to meet their needs. 5. We teach pupils how to thrive in the environment in which they will be assessed. 6. We are a collaborative and supportive body of teachers. 7.We make purposeful use of lesson time. 8. We adhere to the *Teacher Standards (2011).*	1. Our feedback closes the gap between where pupils are in their learning and where they are going. 2. Pupils seek, receive, act upon and give feedback. Feedback is a dialogue and not a monologic. 3. Our assessments explicitly assess the intended learning. 4. Our assessments explicitly assess surface, deep and transferable knowledge, skills and concepts. 5. Our assessments provide regular, timely and pertinent formative feedback, which informs all stages of future planning. 6. We seek and act on formative feedback from pupils.

1. Ethos

A. We believe all pupils can make significant progress

1.1.1 Through our interactions and use of language with all pupils we show our high expectations of all pupils in classrooms and throughout the school.

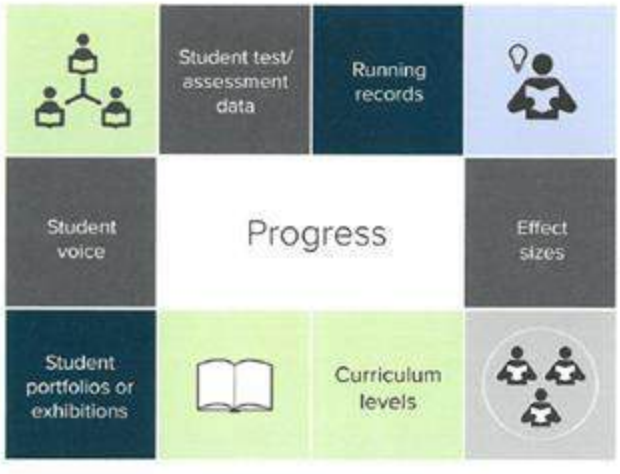
We explicitly and consistently communicate high expectations of conduct and progress to all pupils in terms of:

- **The Forest Learner**
- **The Forest Classroom Expectations**
- What they can achieve in terms of intellectual and personal growth
- 1.1.2 We never use such language as 'that pupil will never get it' or 'they're just not clever enough', either publicly or privately. While we are not naïve and acknowledge that not all pupils can make the same level of progress, we do believe that no one has the right to cap and limit what a pupil's potential progress might be.

We plan for stretch and challenge for all pupils, depending on their starting points, including the most able.

Supporting Explanation and Material

Teachers, departments and leaders should ask what evidence we use to understand our impact on pupil progress. The below diagram shows a range of sources that could be used:



(Visible Learning Folder, Section 1)

It is important to distinguish between Progress and Achievement:


High achievement
Low progress
High achievement
High progress
Low achievement
Low progress
Low achievement
High progress
Achievement
Progress

Some pupils, certain scholars for example, may achieve highly but make little progress. They are coasting at the top end. We ensure that all pupils make progress, including the most able. The grid is a useful tool for pupil self-evaluation and teacher evaluations of pupils.

1.2 We build positive relationships with all our pupils

1.2.1 In their interactions with pupils, all adults ensure that each and every Forest pupil feels known, liked and valued.

1.2.2 We are unfailingly positive and optimistic in our attitude, use of language and behaviour towards all pupils.

1.2.3 We never give up on any pupil.

1.2.4 We use the **Behaviour Policy** consistently and fairly.

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Supporting Explanation and Material

a. 'It has long been known that one of the most fundamental insights from educational research is that a positive teacher-pupil relationship is essential for successful learning.'

(10 Mindframes for Visible Learning, Hattie & Zierer, 2017)

b. 'Teachers can have a profound effect on life chances, but sadly, not all will weave that magic. From time to time during conferences, I ask the audience to write down the names of three people who inspired them. There is always a teacher. But asked to list three people who diminished them, there is always a teacher.'

(Sir John Jones in Progress, Wallace & Kirkman, 2017)

c. 'Research suggests that teachers knowing their pupils well can have a positive impact on classroom behavior…regularly and intentionally focusing small amounts of time working on relationships with individual pupils can have a big impact. This could be as simple as asking about their weekend or how their football team is performing.'

(Improving Behaviour in Schools, Guidance Report, Education Endowment Foundation, 2019)

1.3 We aim for mastery of skills and concepts, as well as high levels of attainment

1.3.1 As a collective body of teachers and leaders we constantly reinforce the message that the goal of an academic education is a young person's growth in terms of understanding, skills and abilities. Academic achievement, while crucially important, is an outcome of this growth.

1.3.2 Department planning uses a cognitive taxonomy such as SOLO to ensure the surface, deep and transferable aspects of the subject are rigorously taught. This is reflected in long, medium and short term planning.

1.3.3 We teach pupils to set mastery goals and our systems are designed to support this.

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Supporting Explanation and Material

What is 'mastery' of skills and concepts? The following definition for primary mathematics can be applied to any subject:

> *'A mathematical concept or skill has been mastered when a pupil can represent it in multiple ways, has the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations.*
>
> *Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. At each stage of learning, pupils should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.*
>
> *This is not about just being able to memorise key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. Pupils should be able to select which mathematical approach is most effective in different scenarios.'*

(https://www.tes.com/teaching-resources/teaching-for-mastery-in-primary-maths (22nd July, 2019))

In summary, a concept has been mastered when a pupil can:

1. represent it in multiple ways

2. can communicate related ideas

3. can independently apply the concept to unfamiliar situations

Departments and teachers need to be very clear about the small 'steps' required in learning to master a concept or skill. We need to master the small steps in order to master the whole.

We aim to move pupils' motivation towards mastery of skills and concepts: 'Self- motivation can be towards intrinsic or extrinsic attributions – is the learning itself the source of satisfaction (intrinsic) or are perceived rewards the source of satisfaction (extrinsic)?

Intrinsic	• The greater the investment in learning, which then leads to greater learning gains • *How do I reinvest my time and energies into learning?* • *How do I move to the next, more challenging task?* • *Now I understand…*
Extrinsic	• Greater shallow learning of surface features, and completion of work regardless of the standard and for the sake of praise or similar rewards • *Is this on the test?* • *Do I get a sticker?* • *Is this enough to pass?*

A combination of both (intrinsic and extrinsic) is probably needed, but the more the balance moves towards intrinsic motivation, the greater the investment in learning, which then leads to greater learning gains.

There are three major types of goal:

Mastery	• Pupils aim to develop their competences, and consider ability to be something that can be developed by increasing effort
Performance	• Pupils aim to demonstrate their competences particularly by outperforming peers and consider ability to be fixed, rather than malleable or able to be changed
Social	• Pupils are most concerned about how they interact with, and relate to, others in the class

(Visible Learning for Teachers, Hattie, 2011)

	Performance	Mastery
Goal or purpose	To look smart To avoid looking dumb To outperform peers	To increase competence To learn, understand, master
Types of tasks students choose	Tasks that are easy for the student but difficult for others	Tasks that are challenging and promote learning
Student response when encountering challenging work or failure	Helpless response Self-denigration Lowered problem-solving ability	Mastery-oriented response Persistence in trying various problem-solving strategies
Impact of "You're smart" message	Increase persistence	Remain mastery-oriented
Impact of "You won't do well" message	Helpless response	Remain mastery-oriented
Effort expended	Low	High
Example of how teacher statements can encourage goal type	This activity will evaluate how well you can do [some task].	This activity will help you learn some important things that you will need to know for your profession.

https://actlearnlead.files.wordpress.com/2012/12/mastery-v-performance-goals.png

While our goal is to encourage pupils to adopt a mastery approach, this is not something that can be done separate to the teaching of content and the initial success of pupils – we must provide every opportunity for pupils with poor motivation (from across the ability spectrum) to succeed:

> *'Teachers who are confronted with the poor motivation and confidence of low attaining pupils may interpret this as the cause of their low attainment and assume that it is both necessary and possible to address their motivation before attempting to teach them new material. In fact, the evidence shows that attempts to enhance motivation in this way are unlikely to achieve that end. Even if they do, the impact on subsequent learning is close to zero (Gorard, See & Davies, 2012). In fact the poor motivation of low attainers is a logical response to repeated failure. Start getting them to succeed and their motivation and confidence should increase.'*

'What makes great teaching? Review of underpinning research.' (Coe, Aloisi, Higgins, Major. 2014)

1.4 We adopt the mindframes of expert teachers

1.4.1 All teachers know, understand and model the *Mindframes* for Visible Learning:

1. I am an evaluator (Know Thy Impact)

2. I am a change agent

3. I talk about learning, not about teaching

4. I see assessment as feedback to me

5. I engage in dialogue, not monologue

6. I strive for challenge

7. I develop positive relationships

8. I inform all about the language of learning

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Supporting Explanation and Material

a. See *Visible Learning Folde*r, Section 1, pages 56 – 66

b. See *Visible Learning Folde*r, Section 3 (Visible Learning into Action for Teachers Two), pages 10 – 16

Hattie's 8 Mindframes

1.5 We know that learning is challenging and requires hard work from all involved

1.5.1 As a collective body of teachers and leaders we constantly reinforce the message that learning is challenging and that this challenge should be embraced. We stress that if a pupil doesn't find their learning hard, they're not learning at all.

1.5.2 We explicitly teach pupils the value of and methods for concentration, perseverance and deliberate practice.

1.5.3 Success Criteria:

- All pupils are committed to furthering their own learning through hard work. Teachers consistently report that all their pupils are hard working.
- Pupil learning grades show that all pupils are committed to their own learning.
- The expectations of the **Forest Classroom** are consistently applied and met.

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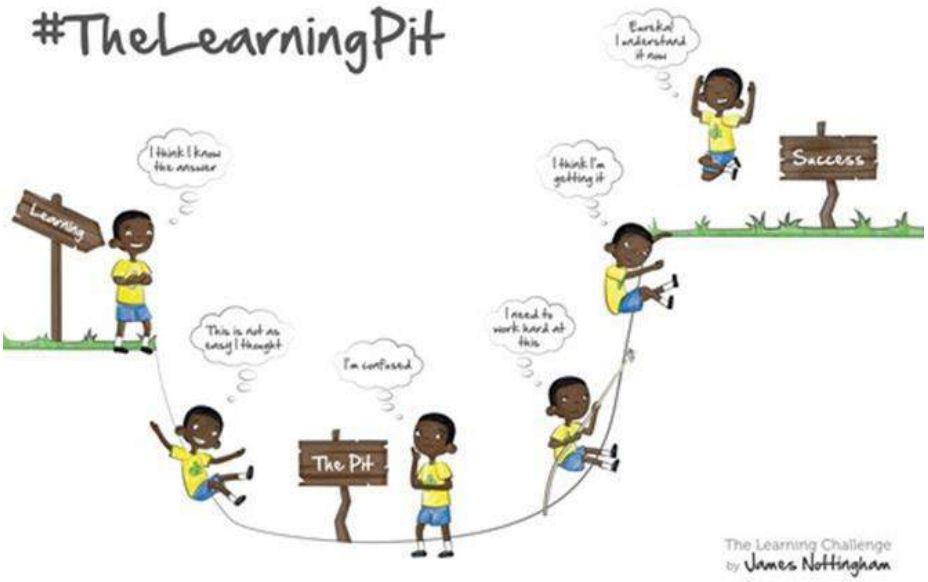
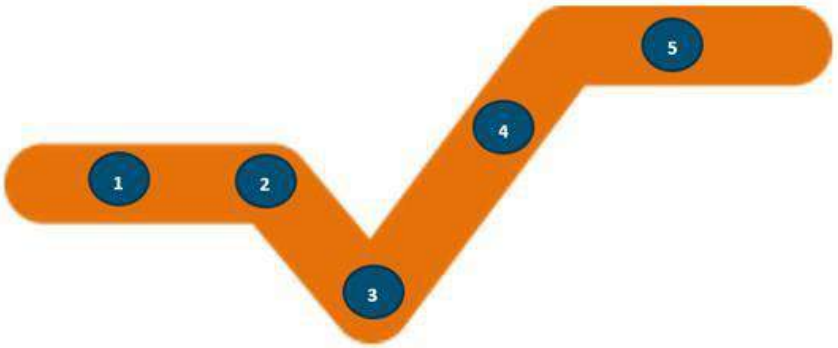
Supporting Explanation and Material

a. The Learning Pit and Learning Line (can be used with older pupils) are tools to show that all true learning requires feelings of confusion and lack confidence to



(https://www.jamesnottingham.co.uk/learning-pit/ - 22nd July 2019)



The Learning Line

1. A student's current understanding and competencies.
2. New learning is introduced – their understanding, competencies and hence confidence dip.
3. Students must struggle and wrangle with learning at the point they feel most uncomfortable.
4. With hard work, students' understanding and competencies increase, eventually surpassing their previous level.
5. The new higher level becomes a student's new norm. New learning is introduced and the process starts over again.

b. Cognitive Conflict

Professor of Psychology Daniel Willingham shows us that all learning is really centered around challenge – challenging the current way we think and creating a 'cognitive conflict' in our pupils' minds:

'There is a conflict in almost any lesson plan, if you look for it. This is another way of saying that the material we want pupils to know is the answer to a question – and the question is the conflict...Start with the material you want pupils to learn, and think backward to the intellectual question it poses.'

(p. 84, *Why Don't Pupils Like School?*, Willingham, 2009)

1.6 All members of the Forest community are responsible for upholding optimum behaviour for learning in classrooms and around the school

1.6.1 The expectations of our Behaviour Policy and the Forest Classroom are consistently applied and met.

1.6.2 Success Criteria:

- There are very few sanctions given for poor learning behaviour. If a sanction is given to a particular pupil, it is not repeated. This is reflected in sanctions statistics.
- All teachers and pupils report that the learning behaviour in their classes is excellent.
- Individual teachers and departments apply the policy fairly and consistently, as shown by behavior statistics.

2. Planning and Curriculum

A. Our departments and individual teachers have a shared understanding of what progress means in their subject

2.1.1 Teachers continually ask what skills, knowledge and understanding are important, and what will lead to the most significant cognitive gains.

2.1.2 Teachers have a clear grasp of how skills, knowledge and understanding progress (a model of progression) in their subject and plan accordingly.

2.1.3 Success criteria:

- Short, medium and long-term plans explicitly reference progress in skills, knowledge and understanding, not just in terms of topics.

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Explanation and Supporting Material

a. 'How should we make decisions about what knowledge is worth remembering, and what isn't? Willingham proposes three categories of content that are particularly worth practicing and remembering:

- The core skills, concepts and knowledge that will be used again and again.
- The knowledge that pupils need to know well in the short term to enable long-term retention of key concepts.
- The knowledge we believe is important enough that pupils remember it later in life b.

Hattie:

> *'…our team analysed the status of achievement in New Zealand schools in reading, writing, and mathematics (Hattie, 2007)…the single greatest issue that we identified was the need for teachers to have common understandings of progress. For too many teachers, it seems a badge of valour to dismiss the evidence of progress from previous teachers and thus every time a pupil comes into a new class or school, there is a 'hold' on his or her progress while the new teacher reassesses for his or her purposes the levels of this new pupil.'*

(p. 65, Visible Learning for Teachers, Hattie, 2011)

c. 'Sharing a common understanding of progression is the most critical success factor in any school; without it, individualism, personal opinions, and 'anything goes'.'

(p. 67, Visible Learning for Teachers, Hattie, 2011)

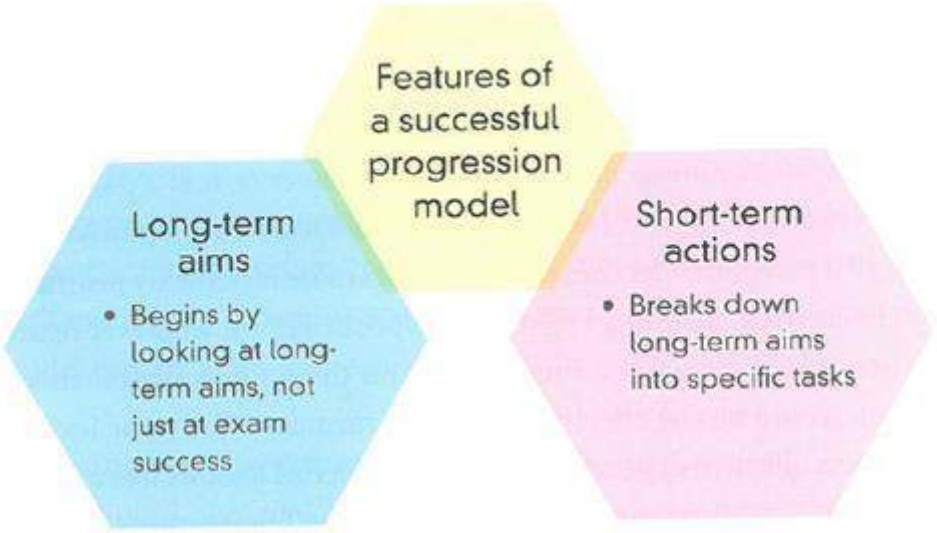
d. Hattie:

> *'Finding ways in which to have this discussion (about progression) is the starting point, the sustenance of any school. This requires many methods: moderation; sharing indicators of milestone performance (using examples of pupil work); sharing marking across classes; collaborative pre-planning.'*

(p. 67, Visible Learning for Teachers, Hattie, 2011)

e. How understanding progress leads to planning:

f. All departments have clear models of progression:



(p. 152, Making Good Progress?, Christodoulou, 2016)

B. Our planning is explicit for surface, deep and transferable knowledge, concepts and skills

2.2.1 Pupils are taught about the cognitive difference between the different levels of understanding – surface, deep and transferable.

2.2.2 Planning begins with a clear understanding of pupils' current understanding.

2.2.3 Planning for progress through these levels is explicit, using the SOLO taxonomy as a guide.

2.2.4 Success Criteria:

- Short, medium and long-term plans reflect the surface, deep and transfer distinction.
- All in the school community report they understand the surface, deep and transfer distinction to the appropriate level.

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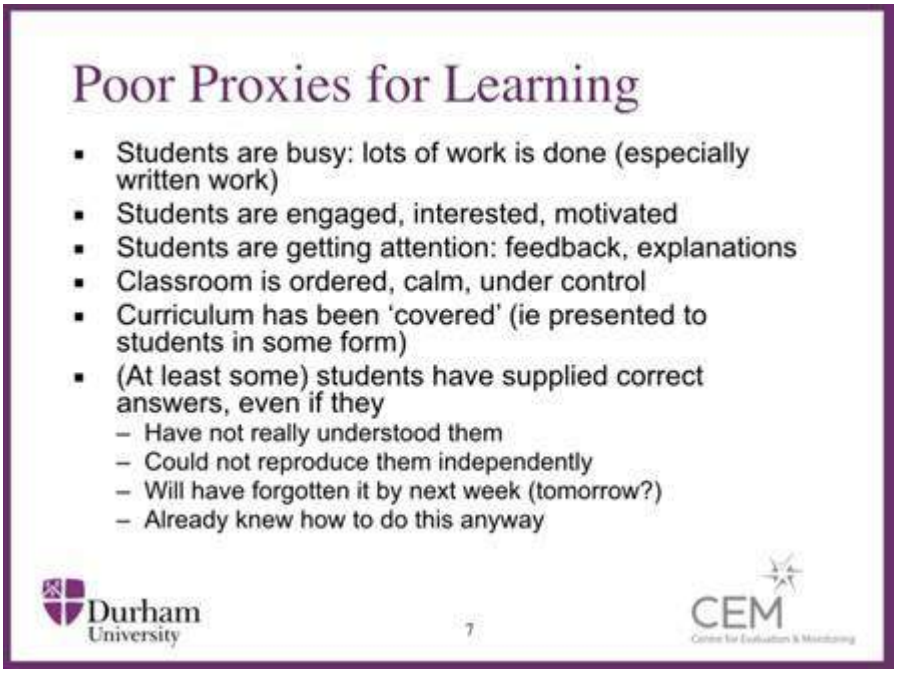
Explanation and Supporting Material

(Additional resources can be found in: *Visible Learning Folder, Section 6 -Creating Effective Assessments for Teaching & Learning Using the SOLO Taxonomy)*

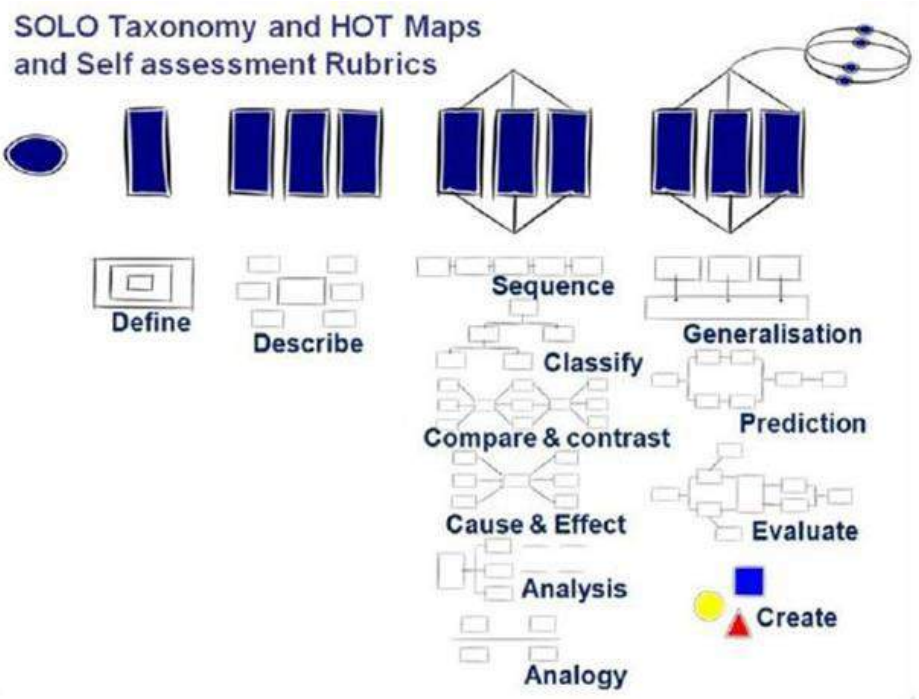
a. An unwavering focus on genuine deep learning means we constantly avoid the following 'proxies for learning':



b. A taxonomy is defined as: 'a system for naming and organizing things, especially plants and animals, into groups that share similar qualities.' (Cambridge Dictionary).

The SOLO taxonomy organizes ways of *thinking*, based on common features of that thinking:

SOLO Technical Term	Level of Thinking	Simple Explanation	Example
Uni-structural	Surface	Pupils have one idea	Knowing one word in a language
Multi-structural	Surface	Pupils have many unconnected ideas	Knowing many words and memorized phrases in a language.
Relational	Deep	Pupils connect and relate ideas to one another. Pupils see and understand the *relationship* between ideas.	Being able to form sentences independently.
Extended Abstract	Transferable	Pupils can abstract principles and concepts from specific examples and apply these principles and concepts to new contexts.	Understanding grammatical principles and applying these to new contexts, such as comparisons with other languages.



c. Our goal should always be to move pupils to the deep and transfer levels of thinking: "A teacher's goal should almost always be to get pupils to think about meaning."

(*Why Don't Pupils Like School?, Willingham, 2008*)

Planning is fundamentally about the deep mental models we want pupils to have in their long term memories.

> *'When we want to think or solve problems, we can call on the resources from long-term memory, and also from working memory. Working memory, which can be equated with consciousness, is where we hold all the things we are thinking about at a particular moment in time. Unfortunately it is very limited…We need the help provided by the mental models stored in long-term memory and in order to get that help we need to acquire such mental models in the first place.'*

(p.35, Making Good Progress?, Christodoulou, 2016)

Planning is essentially about making those models explicit to ourselves (we have them implicitly in our minds as subject specialists), and breaking them down into the small chunks pupils need to piece together in order to create a unified model in their own minds. This process starts at the surface level, and as pupils start to see connections, and then moves
to the deep and transferable levels.

Research by Smith, Baker, Hattie and Bond (2008) showed that an experienced teacher will set far more work at the surface level than does an expert teacher. The expert teacher ensures pupils have the necessary background surface knowledge to engage in deep thinking, but once they do pupils are moved to deep-thinking activities.

(Smith, Baker, Hattie & Bond, 2008)

> *'Surface knowledge is necessary for deep thinking: 'Critical thinking processes are tied to background knowledge (although they become less so when we become quite experienced…). The conclusion from this work in cognitive science is straightforward: we must ensure that pupils acquire background knowledge parallel with practicing critical thinking skills.'*

(*Why Don't Pupils Like School?, Willingham, 2008*)

d. Why is it important to use something like SOLO to structure our planning, why not just get on with the learning?

The main point of SOLO is that it makes thinking, and therefore learning, *explicit*. The whole idea behind 'visible' learning is that we make the learning as visible to the pupils, and to ourselves as teachers, as possible. We all intuitively think along the lines of the SOLO taxonomy, but this usually remains hidden in our minds.

Making the learning more explicit gives pupils more ownership of their own learning. If they can classify their own thinking, they can classify their learning needs. For example:

What's my current level of thinking about this topic?	What's my learning need?	What strategies can I use?
I know one thing – so unistructural.	I need to know more facts to move to the multi-structural level	As I need to learn more facts I need to use strategies to help build long-term memory: • Retrieval practice • Flashcards and get someone to test me • Explain an idea to a friend • Layout flashcards and try to make links between them

SOLO provides a framework in which notions of progress actually make sense. Fundamentally, how do we actually progress in our thinking? How does thinking get more complicated? SOLO answers this. We move from surface to deep to transferable thinking.

In practical terms, SOLO helps us to set meaningful learning intentions and success criteria.

e. 'As with anything which looks like a linear model of learning, it is easy to fall into a trap of labelling pupils by the SOLO steps…Pupils move through the SOLO phases depending more on how you structure the learning in that lesson, and labelling them can condemn them to a level, and ignores the ebb and flow of learning. Learning is more a staccato than a linear process.

(p 76, Visible Learning Feedback, Hattie & Clarke, 2019)

C. **Our planning is spiraled and interleaved**

2.3.1 Medium and long-term plans explicitly provide opportunity to revisit previously covered material. (The 'spiral' refers to continually going back over things.)

2.3.2 Pupils are encouraged and required to see links between current and previously studied material.

2.3.3 Success criteria:

- Medium and long-term plans show reference back to previous material.
- Questioning and class discussion often links back to previous material, even if they superficially seem unrelated.
- All teachers encourage pupils to see ideas as interconnected.

—

Explanation and Supporting Material

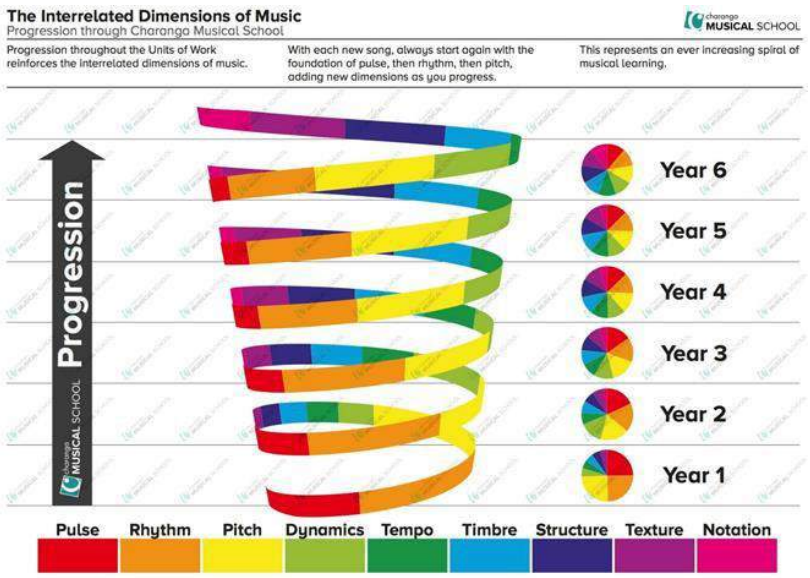
a. 'It is…becoming increasingly clear that using spaced or distributed practice, where knowledge is rehearsed for short periods over a longer period of time, is more effective than so-called massed practice, where we study more intensively for a shorter period of time. It is therefore good practice to block learning and repeat practice over time, as this leads to better long-term retention of knowledge.'

(*Rohrer & Taylor, 2006; Rawson & Kintsch, 2005*).

> *'A related practice is interleaving. Traditionally, most schools use blocking, where practice of particular knowledge happens in blocks (e.g. AAA BBB CCC). In interleaving, we instead mix practice of A, B and C (e.g. ABC ABC ABC). There is growing evidence that this can improve retention, and research in mathematics is particularly promising (Richland et al, 2005; Rohrer et al, 2015).'*

(Education Inspection Framework. Overview of research. Oftsed. 2019)

b. An example of spiraling in Music:



D. Our short-term planning (planning a lesson or two) is explicitly derived from medium and long-term planning

2.4.1 No individual lesson is seen as a 'stand-alone'. There is a clear link for each lesson to a wider picture of medium and long-term plans (which is in turn informed by feedback from pupils.)

2.4.2 Success Criteria:

- Departments ensure that individual lessons are planned in accordance with medium and long-term learning intentions.
- Teachers share where the topic is going, what the purpose of the whole topic is and how this individual lesson contributes to reaching the desired goal.

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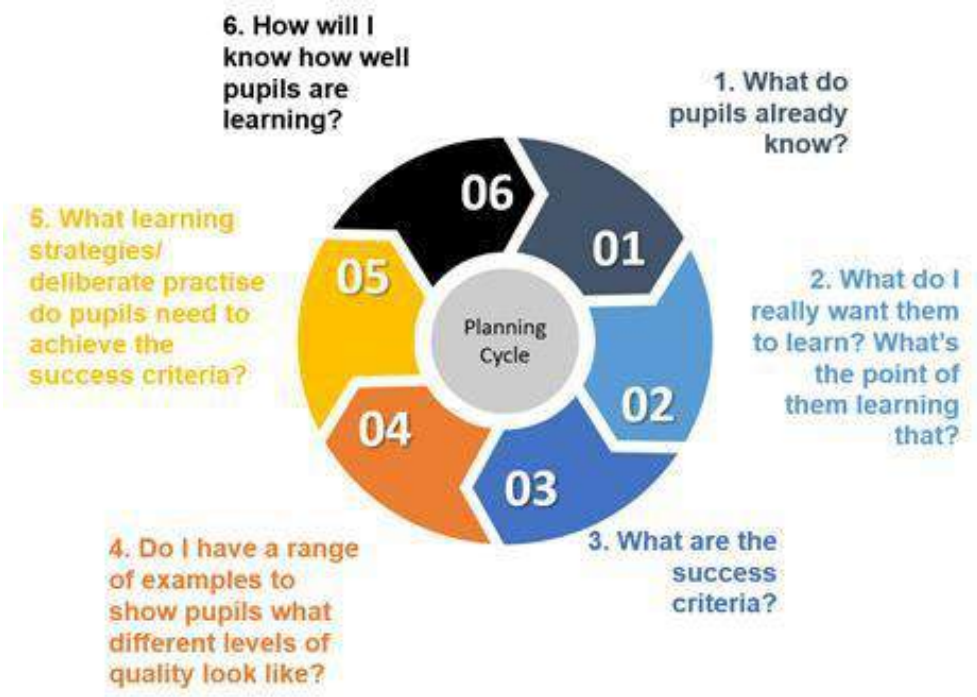
Explanation and Supporting Material

a. Short-term planning (lesson planning) essentially involves steps 3 – 6:

b. The following can be used as a useful planning tool for individual lessons



c. lesson planning and lesson observation pro formas (to be added)

d. Daniel Willingham's seminal work *Why Don't Pupils Like School* identifies 9 core principles for teaching and learning. Principle 3 provides the basic guideline for any lesson planning. We must think deeply about what we are asking pupils to do and about what it will make them think:

> *'If the goal of a lesson plan is to get pupils to think about the meaning of some material, then it's pretty clear that the best approach is one in which thinking about meaning is unavoidable.'*

(p 83, Why Don't Pupils Like School?, Willingham, 2008)

Willingham states that getting pupils to think about how slaves were fed on the Underground Railroad that supported runaway slaves but getting them to bake cookies (this is one way the slaves were fed) would make the pupils think more about measuring flour and milk than about the experience of the slaves. It would have been much better to ask pupils where they supposed the slaves would have got their food from. (p. 83)

'Start with the material you want your pupils to learn and think backwards to the intellectual question it poses.' (p. 84)

'Although deep knowledge is your goal, you should be clear-eyed about what pupils can achieve…Deep knowledge is hard-won and is the product of much practice. Don't despair if your pupils don't yet have a deep understanding of a complex topic. Shallow knowledge is much better than no knowledge at all…It may be years before your pupils develop a truly deep understanding, and the best that any teacher can do is to start them down that road, or continue their progress at a good pace.' (p. 104)

e. A key question to ask when planning, and reviewing planning, is whether the smallest building blocks of the skill/concept have been covered sufficiently.

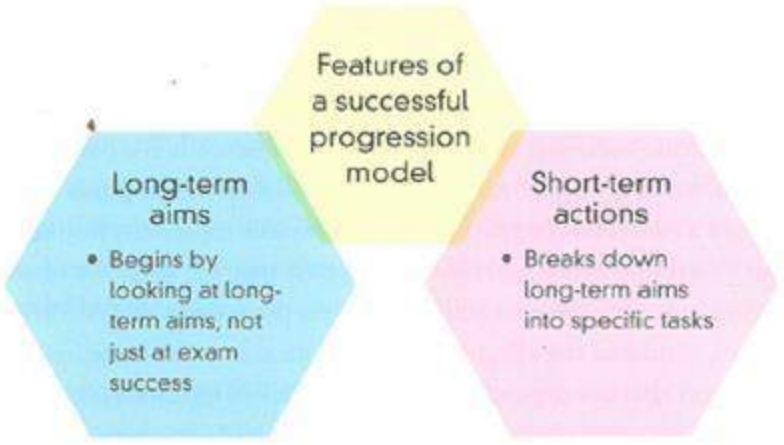


Figure 6.1: Features of a successful progression model

(p 152, Making Good Progress?, Christodoulou, 2016)

An example from football is the dribbling training drill (building blocks) as opposed to the actual match (final performance). Dribbling is a key skill needed in the final performance, and a player could improve their dribbling by playing lots of matches. But no coach in the world would simply send players out to play lots of matches. Each skill that makes up what is required in the final performances is identified and broken down.

There are no cones and poles on a pitch during a match. So why do coaches use them in training?

This is essentially the idea of **deliberate practice**:

'This method is based around the isolation and practice of the particular subskill one wants pupils to be able to do. In the case of the capital letter, the best approach would be to set up a series of activities that that require pupils to use the capital letter correctly.'

And: 'Up to this point, many of our examples have focused on the very basic building blocks of the progression model. That's because **these basic building blocks are often the hardest to infer if we only look at final performance, and because they are the ones that expert adults are so likely to take for granted. As pupils progress through a subject and master the smaller building blocks, they are able to deal with larger tasks.'**

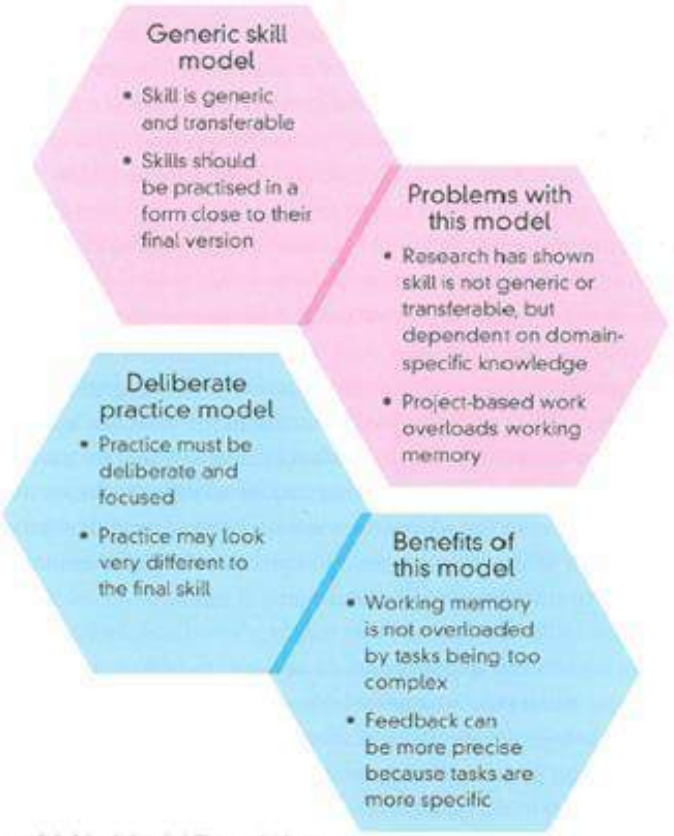


Figure 2.2: Models of skill acquisition

(p 46, Making Good Progress?, Christodoulou, 2016)

f. How to Master Anything – Anders Ericsson

How to Master Anything: PEAK by Anders Ericsson | Core Message

E. Our planning is constantly reviewed and updated

2.5.1 Departments regularly review their planning collectively, based on their shared understanding of progression.

2.5.2 Departments seek out the latest research into progressions in pupil understanding.

2.5.3 Teachers complete the syllabus within the guided learning hours assigned.

—

Explanation and Supporting Material

A key question to ask when planning, and reviewing planning, is whether the smallest building blocks of the skill/concept have been covered sufficiently.

3. Learning

A. Our pupils take responsibility for their own learning

3.1.1 Pupils live out the expectations of the **Forest Learner.**

3.1.2 Success criteria:

- Teachers report that all their pupils take responsibility for their own learning and are increasingly able to articulate where they are in the learning cycle.
- There are no sanctions awarded for pupils not taking responsibility for their learning.
- Learning Grades show all pupils are developing or have mastered the skills of the **Forest Learner.**

—

Explanation and Supporting Material

a. Hattie & Zierer:

> *'Aiming for pupils to have agency in their learning is indeed a major aim in learning, but this does not mean we leave them alone; rather, ask them to take control over their learning, but work with them in gaining this agency – which includes asking for help, seeking to find out what they do not know, and working beyond what they can do now.'*
>
> *(10 Mindframes for Visible Learning, John Hattie & Klaus Zierer, 2017)*

b. Without engaging in the learning, we simply cannot learn – that's just how our brain works and how learning happens. It is not a teacher's job to *make* a pupil engage. No one can make anyone else engage. Teachers can do things to make engagement *more likely,* but once all these things have been exhausted it is fundamentally a
pupil's *choice* whether they engage or not.

c. Pupil engagement is also crucial for teaching. Forest teachers are expected to adapt their teaching based on pupils' learning needs. But if a pupil hasn't engaged or tried their hardest, a teacher cannot gauge accurately where pupils are in their learning. If a pupil shows limited progress the teacher will naturally review their approach. However, if a pupil hasn't engaged in the first place, there may be nothing wrong at all with the original methods and the teacher is unjustifiably changing their approach and wasting their time.

Moreover, a teacher can only give feedback on what pupils produce. If they haven't put maximum effort in, the teacher is not giving feedback on where a pupil actually is in their learning, but rather on a sub-par piece of work that the pupil could have done better anyway. Such feedback is pointless for the pupil, and a waste of time for the teacher.

B. We teach pupils how to be better, life-long, learners

3.2.1 All teachers, in all subjects, interweave learning strategies and thinking skills into their lessons as an integral part of their practice.

3.2.2 Leadership ensures there are many opportunities to develop shared understanding of these skills and strategies.

3.2.3 We talk about learning skills being life-long attributes that contribute to fulfilment, purpose and future success.

3.2.4 Success Criteria:

- How to develop the characteristics of the **Forest Learner** is explicitly taught in all subject classrooms.
- Teachers report that all their pupils use learning strategies and thinking skills effectively, becoming increasingly confident self-regulated learners.
- Pupils report that learning strategies and thinking skills have been explicitly taught to them.
- Leadership implements a programme of training and development on learning strategies and thinking skills for pupils, teachers and parents.

—

Explanation and Supporting Material

It must be stressed that this statement does not relate to a specific programme of generic 'thinking skills' such as 'evaluation' or 'analysis'. Research has shown that notions of generic skills are misguided:

> *'These kinds of generic-skill lessons are not actually effective at instilling the skills they claim to because they misinterpret skill as something that is generic, when in fact, skill is specific. Skills such as problem solving and critical thinking – even the ability to learn itself – are in fact dependent on large bodies of domain-specific knowledge, and they are not easily transferable to different domains.'*

(p 34, Making Good Progress, Christodoulou, 2016)

As such, we do not believe that we can create a generic superior learner outside specific subject domains, who we then send into classrooms where they then apply their learning skills. **We are in fact creating better learners, Forest Learners, *in each subject*, not per se.** Each of the statements of the Forest Learner should actually be prefaced by: 'In this subject…'

The Forest Learner provides a framework in which this subject-specific teaching of skills and strategies can happen.

This is why it is crucial that all subject departments explicitly teach the skills and strategies in *relation to their subject.* They will not transfer from another subject, nor from a whole- school session or programme:

> *'…if there is no such thing as a transferable skill, then suddenly the specifics of the content that is taught start to*

become very important again. Teaching pupils how to manage information in the context of some work on map skills does not guarantee that they will be able to manage information in the context of a nineteenth-century novel, or vice versa.'

(p 34, Making Good Progress, Christodoulou, 2016)

The application of skill in relation to subject specific content is crucial:

'A pupil may be excellent at analyzing non-fiction texts, but much less good at analyzing a Shakespearean text simply because they have more familiarity and knowledge of the kind of vocabulary and context referred to in non-fiction texts. To get better at their analysis of Shakespearean texts, they don't need to improve their generic skills of analysis but to improve their knowledge and understanding of Shakespearean texts.'

(p 38, Making Good Progress, Christodoulou, 2016)

What then is the point of anything that is generic like SOLO or the Forest Learner? These models help to make the learning more explicit (visible) and give greater ownership to pupils of their own learning. Essentially, they give pupils metacognitive tools to think about their own learning. Taking the quote above, while it is certainly the case that improving analysis of Shakespearean texts requires much exposure to specific analysis of
such texts, the very concepts of analysis, deliberate practice, knowing success criteria etc. are not specific to Shakespearean textual analysis:

*'It is therefore still a legitimate aim of schooling to try and develop skills such as literacy, numeracy, problem solving and critical thinking. It is just that we need to accept that in doing so, we have to pay a lot more attention to the specific
domains we want pupils to be skilled in, as well as to the specific area of content we will have to teach in order for them to achieve this.'*

(p 38, Making Good Progress, Christodoulou, 2016)

C. We make the learning process explicit to pupils and parents

3.3.1 All teachers and leaders make explicit reference to the learning process at the appropriate times.

3.3.2 Success Criteria:

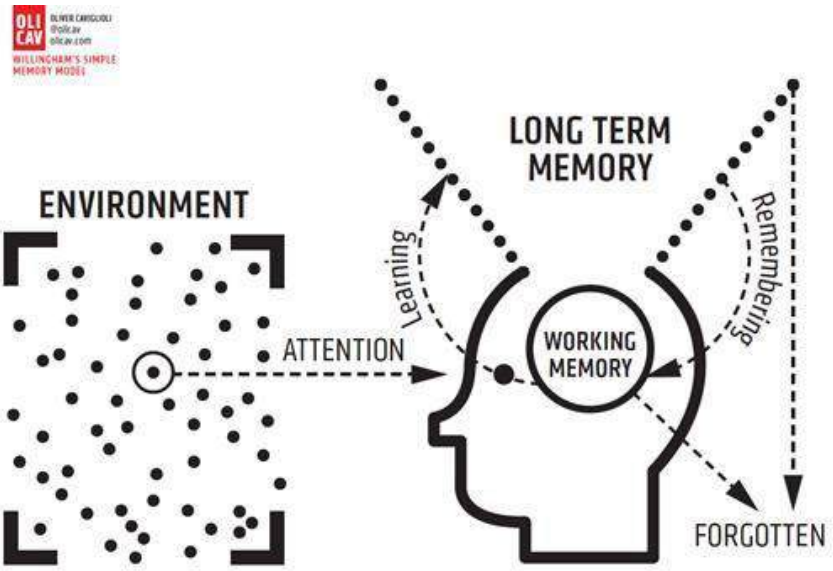
- All pupils, teachers, leaders and parents know what the learning process is.
- All pupils, teachers, leaders and parents effectively refer to the process in discussions about learning and pupil progress

—

Explanation and Supporting Material

a. See Learning Site

b. Learning is fundamentally about getting things, mainly mental models (or schema), into our long-term memory:



The knowledge and understanding to interpret, say, a painting is held in our long-term memory.

The mental models (schema) that a child has will be very different to an adult's, and the expert art historian's models will be very different to the lay person.

Learning then is about creating long-term memories, relating and interconnecting those memories, which eventually form into powerful and complex mental models.

c. How do we create these long-term memories? By thinking about meaning.

The cycle of learning is therefore fundamentally about how we go about creating long- term **memories in school learning**:

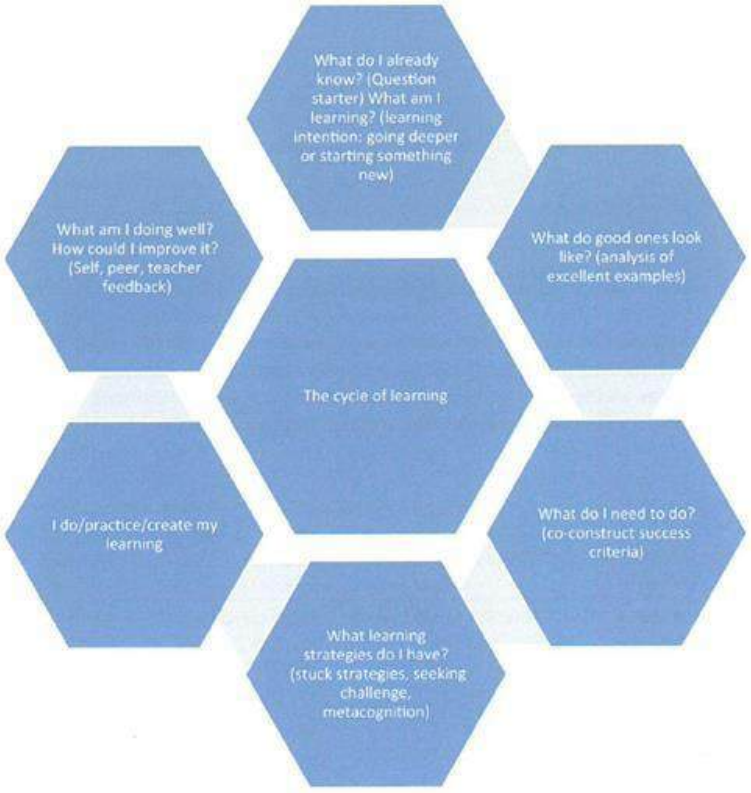
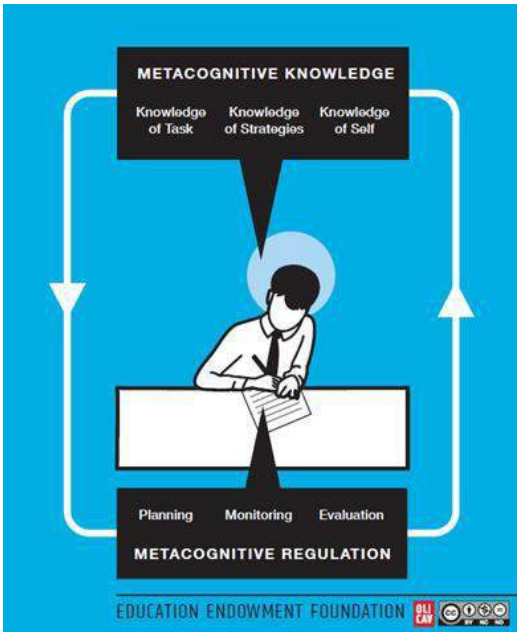


Figure 3.1 The cycle of learning

The pupil then needs to play their role in the cycle – being explicitly aware of the tasks, strategies for learning and how they approach their learning. The sum of these parts is known as 'metacognitive' knowledge or awareness. This is basically when we are aware of our own thinking and approach to learning, as opposed to simply executing a task because a teacher has told us.



D. We tell pupils why they are learning what they are learning

3.4.1 We make explicit to learners the value of what they are learning in terms of:

- Cultural and intellectual understanding (cultural capital)
- Life-long skills and dispositions
- How what is being learned is a fundamental constituent of the subject on which future learning depends
- Internal or external assessments

3.4.2 Pupils are able to articulate and explain to others the value of what they are learning.

—

Explanation and Supporting Material

a. How often do we tell learners why they are learning what they are learning? 'Why' as in what is the fundamental value of what is being learnt? Why are we bothering to spend time on this? Often, this is implicit and based on our own values and assumptions, usually grounded in our own love for our subject. We value our own subjects so naturally assume others will.

While we would hope this to be the case, it's extremely unlikely any pupil loves every subject they are studying. The usual aim of developing a passion for a subject in our pupils is unlikely to ever be fulfilled universally. Moreover, even if this were to be the case, is it sufficient justification for teaching anything? Developing a love of Origami is as much a rationale for teaching Origami in schools as developing a love of literature is for teaching English in schools.

We must be clear, explicit, on the fundamental value of the subjects we teach, and we must communicate these things explicitly to pupils. This is crucial if we want them to take responsibility for their learning.

Subject departments and individual teachers should think about:

- The cultural and intellectual understanding (cultural capital) their subjects give to pupils, and how this will help them to grasp and navigate the world
- The background knowledge their subject provides, enabling pupils to access things like respectable newspapers and journals, high-level film and TV content
- The language of academic and intellectual discourse their subject provides, facilitating studies in any future area
- The skills and dispositions the subject provides that will help pupils live meaningful and fulfilling lives
- How what is being learned is a fundamental constituent of the subject on which future learning depends

b. 'How should we make decisions about what knowledge is worth remembering, and what isn't? Willingham proposes three categories of content that are particularly worth practicing and remembering:

- The core skills, concepts and knowledge that will be used again and again.
- The knowledge that pupils need to know well in the short term to enable long-term retention of key concepts.

- The knowledge we believe is important enough that pupils remember it later in life.'

(p 150, Making Good Progress?, Christodoulou, 2016)

E. We make the intended learning explicit for pupils

3.5.1 Intended learning (the **Learning Intention**) is made explicit to all pupils at the appropriate stage in their learning.

3.5.2 We provide all pupils with the materials that make the intended learning explicit including:

- Course outlines
- Exam board specifications
- Examiners' reports
- Mark Schemes
- Copious examples of finished work, of varying quality

—

Explanation and Supporting Material

a. Sharing what the intended learning is (the Learning Intention) and the Success Criteria (what do you have to do to achieve the learning?) of all intended learning is central to our practice:

> *'Sharing learning intentions is a fundamental requirement both for learning and feedback (Sadler, 1989.) Without it pupils have no idea how they will be evaluated, and their task becomes a matter of finding out or guessing what the teacher wants them to do, rather than engaging with the activity and its learning goals.'*

(p 52, Visible Learning Feedback, Hattie & Clarke, 2019)

b. We must be explicit about the actual deep learning we want to see, not just the tasks through which that learning will be achieved:

> *'If I am asked to paint a rainbow for instance, without the learning intention, I have no idea upon which criteria my work will be assessed or what is in the teacher's mind. If I am told that we are learning to blend colours, on the other hand, the whole lesson focus will be about this skill and therefore my purpose and focus would be clear. Another reason for sharing learning intentions is that the skill in hand can be seen in its wider setting and therefore the potential for its application. I once watched a teacher, for example, tell the pupils they were learning about the journey of a banana. The real intention was for them to understand the extraction of resources, and she had chosen this example to teach the concept. The real intention was never mentioned, however, so the children's experience was to know only how bananas get from their place of origin to our country. If she had, on the other hand, explained that the learning intention was the extraction of resources, or how different products get from one place to another, the pupils could have brainstormed with her different resources that are found, packaged and then travel from one place to another. The journey of a banana, therefore,*

now becomes just one of any possible journeys which could be explored, and the pupils now see its place and the possibilities for other resource is. Knowing core learning intentions rather than just the activity allows for greater application and understanding. As success criteria are a breakdown of the learning intention, knowing the exact skill involved makes the process of teacher/slash pupil co construction clearer and easier.'

(p 53, Visible Learning Feedback, Hattie & Clarke, 2019)

c. When devising learning intentions for an individual lesson teachers must refer to medium and long-term planning goals. When setting the lesson's learning intention, teacher's need to answer the following:

'What do I want them to learn (not do – an important distinction.)* How do

I articulate that, what would be a good way of learning it?

What do I think a range of excellent finished products would look like?'

(p 53, Visible Learning Feedback, Hattie & Clarke, 2019)

(* It's important to consider if the thing to be learnt has been sufficiently broken down into the smallest appropriate chunks or building blocks. For example, a learning intention 'To learn to analyse a poem' is far too broad. This is a long-term goal and such goals should be reflected in department plans.)

d. When should learning intentions be introduced?

'Writing the learning intention on the white board before the lesson begins might be appropriate for some lessons, but for others might kill pupil interest before the lesson begins… The bottom line for the timing of when to share learning intentions is that it must be known if not knowing it would effect pupil performance and therefore any evaluation made by the teacher.'

(p 53, Visible Learning Feedback, Hattie & Clarke, 2019)

e. What should they look like? As far as possible learning intentions should be decontextualized so the skill can be applied to new contexts:

Contextualised: We are learning to design a poster for holiday in St Lucia.

Decontextualised: We are learning to design an effective poster.

(p 56, Visible Learning Feedback, Hattie & Clarke, 2019)

f. How many learning intentions should you set?

' There are often two forms of learning intentions at play: the knowledge you want them to acquire and the skill they will use either in acquiring that knowledge or in applying it.

Both learning intentions need to be known, but the skill-based learning intention will be the one which has accompanying process success criteria. Some examples:

a. To know the key events of the Iraq War + To be able to write a diary (context: diary of a refugee)

b. To know the properties of 3D shapes + To be able to use a Venn diagram

Both learning intentions would be displayed, but only the skill would usefully have associated success criteria, which, as breakdown of the learning intention, break the skill into its component parts or possible ingredients.'

(p 56, Visible Learning Feedback, Hattie & Clarke, 2019)

g. Success Criteria

Success criteria are simply a breakdown of the learning intention and provide a benchmark for the quality of the learning. The concept of the intention becomes complete when examples of the goal in real terms (i.e. the finished product) are shown analysed or developed.

When the success criteria are co-constructed with the pupils, rather than simply given to them, pupils have a still greater chance of understanding and internalizing their meanings.

Once the learner has success criteria they have a framework for a formative dialogue, with peers or adults, which enable them to:

- Know what the learning intention means
- Know the compulsory steps involved with a closed learning intention (e,g. to find percentages of whole numbers) or the elements of a particular writing form
- Know the possible ingredients for an open learning intention (e,g. a ghost story opening)
- Identify where success has been achieved and where help might be needed
- Be clearer about where improvements can be made
- Discuss strategies for improvement
- Reflect on progress

(p 58, Visible Learning Feedback, Hattie & Clarke, 2019)

h. Co-constructing success criteria:

1. Showing excellent and different examples of the same skill either in written form or finished product and asking, 'What features can you identify in these examples?'
2. Demonstrating a technique or skill, stopping after each step and asking, 'What did I just do?'
3. Doing it wrong – the teacher asks pupils to correct her
4. Showing a wrong example
5. Jigsaw the pieces of the success criteria and invite pupils to reassemble them

(p 68, Visible Learning Feedback, Hattie & Clarke, 2019)

F. We make what success in learning looks like explicit for pupils

3.6.1 **Success Criteria** are made explicit for every level of learning and tasks pupils are given.

3.6.2 We provide all pupils with the materials that make the success criteria explicit including:

- Course outlines
- Exam board specifications
- Examiners' reports
- Mark Schemes
- Copious examples of finished work, of varying quality

—

Explanation and Supporting Material

a. Success Criteria

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(p 58, Visible Learning Feedback, Hattie & Clarke, 2019)

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4. Showing a wrong example
5. Jigsaw the pieces of the success criteria and invite pupils to reassemble them

(p 68, Visible Learning Feedback, Hattie & Clarke, 2019)

4. Teaching

A. We are inspired and passionate teachers

4.1.1 All teachers exhibit the characteristics of inspired and passionate teachers:

- Expert subject knowledge
- Have high expectations and challenge pupils
- Explain things in a way pupils can understand (teacher clarity)
- Help pupils see what progress looks like
- Help pupils understand what is required of them to be successful (success criteria)
- Use a range of teaching and learning strategies
- Allow for pupil autonomy/control of their learning
- Welcome errors
- Create high-trust learning environments
- Manage the learning environment
- Give feedback at the appropriate instructional level (task, process, self-regulation)

(p 24, Visible Learning Folder, Visible Learning Into Action for Teachers Two)

—

Explanation and Supporting Material

John Hattie describes Inspired and Passionate Teaching

B. We explicitly teach the most effective thinking skills and learning strategies

4.2.1 All teachers explicitly teach effective thinking skills and learning strategies.

4.2.2 This explicit teaching is integrated into subject-domain teaching and is not seen as a stand-alone.

—

Explanation and Supporting Material

a. Link to Learning Site to be added

b. Hattie:

> *'Observations of classrooms typically show that there is little direct instruction in 'how to learn', or the development and use of various learning strategies. Moseley et al. (2004), for example observed 69 classrooms for evidence of strategy teaching… Teaching that involved the use or suggestion of strategies was observed infrequently.'*

(p. 103, Visible Learning for Teachers, Hattie, 2011)

C. We use the most effective teaching strategies and monitor their impact

4.3.1 All teachers adopt the most effective teaching strategies into their practice, including:

- Avoiding Proxy Learning
- Aiming for deep learning
- Presenting material in multiple ways
- Having pupils interact with material in multiple ways
- Multiple and deliberate practice
- Goal setting and Target setting
- Implementing Cognitive Load Theory
- Spiraling and Spacing
- Concrete Examples
- Retrieval Practice

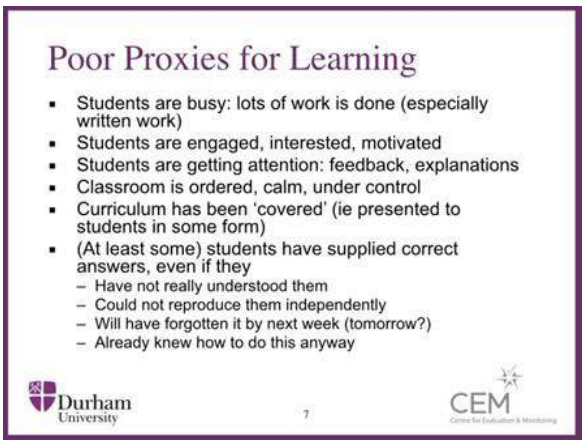
4.3.2 Through assessment and monitoring, the effectiveness of these strategies is constantly evaluated.

4.3.3 We set the most effective homework in accordance with our homework setting guidelines.

—

Explanation and Supporting Material

a. The best teachers avoid **proxy learning** at all costs:



b. Daniel Willingham's seminal work *Why Don't Pupils Like School* identifies 9 core principles for teaching and learning. Principle 3 provides the basic guideline for any lesson planning. We must think deeply about what we are asking pupils to do and about what it will make them think:

> *'If the goal of a lesson plan is to get pupils to think about the meaning of some material, then it's pretty clear that the best approach is one in which* ***thinking about meaning is unavoidable****.'*

(p 83, Why Don't Pupils Like School?, Willingham, 2008)

Willingham states that getting pupils to think about how slaves were fed on the Underground Railroad that supported runaway slaves but getting them to bake cookies (this is one way the slaves were fed) would make the pupils think more about measuring flour and milk than about the experience of the slaves. It would have been much better to ask pupils where they supposed the slaves would have got their food from. (p 83)

> *'Start with the material you want your pupils to learn and think backwards to the intellectual question it poses.' (p 84) 'Although deep knowledge is your goals, you should be clear- eyed about what pupils can achieve…Deep knowledge is hard-won and is the product of much practice. Don't despair if your pupils don't yet have a deep understanding of a complex topic. Shallow knowledge is much better than no knowledge at all…It may be years before your pupils develop a truly deep understanding, and the best that any teacher can do is to start them down that road, or continue their progress at a good pace.' (p104)*

c. In *Visible Learning for Teachers (2011)* Hattie explains:

> *'When we learn something new to us (struggling or bright), we need more skill development and content; as we progress, we need more connections, relationships, and schema to organise these skills and content; we then need more regulation or self-control over how we continue to learn the content and ideas.' (p 96)*

> *'The major message, however, is that rather than recommending a particular teaching method, teachers need to be evaluators of the effect of the methods that they choose. When pupils do not learn via one method, it is more likely that it then needs to be re-taught using a different method: it will not be enough merely to repeat the same method again and again. We, as teachers, need to change if the pupils do not change in their leaning.' (p 96).*

d. **Multiple ways of knowing/Dual Coding:**

Multiple ways of presenting material need to be provided close to each other with minimal distracting material:

- Ideas that need to be associated should be presented near to each other in space and time
- Materials presented in verbal, visual, and multimedia form provide richer representations than can a single medium
- Materials should present multiple viewpoints that link facts, skills, procedures, and deep conceptual principles.
- The information presented should not overload working memory

(p 113, Visible Learning for Teachers, Hattie, 2011)

(Multiple ways of representing material should not be confused with learning styles which have now been DEBUNKED)

Dual coding

- Ask pupils to compare pictures that represent an idea. How are they similar and different?
- Ask pupils to describe in words or draw an image that represents what they have read in text
- Help pupils work their way up to drawing visuals from memory – that is combining dual coding with retrieval practice.'

(p 140, Understanding How We Learn, Weinstein & Sumeracki, 2019)

e. **Multiple ways of interacting:**

We learn best by interacting with the ideas, by deliberately rephrasing the ideas, and by finding 'coat hangers' to link to previous notions (or examples)…

- Outlining, integrating, and synthesizing information produces better learning than rereading materials or passive strategies.
- Stories and example cases tend to be remembered better than facts and abstract principles.
- Deep reasoning and learning is stimulated by problems that create cognitive disequilibrium, such as obstacles to goals, contradictions, conflict, and anomalies
  - pupils need to be told that this is a normal part of learning.
- Success at fluent and flexible transfer requires a deep understanding of the rich, 'big ideas' that connect the surface knowledge. We need 'coat hangers' to which to attach our understandings across problems, situations and content domains.

f. **Multiple opportunities for practicing and deliberate practice:**

'Most of us, struggling or gifted, need multiple opportunities to learn new ideas, preferably over time, and we need to see the purpose of deliberately practising.

- An understanding of an abstract concept improves with multiple and varied examples.
- Spaced schedules of studying produce better long-term retention than a single session.

- To maintain engaged and sustained learning, there is a need to see value and purpose in the practice, and a need to develop a growing sense of confidence when facing challenges in this learning.

Lavery (2008)'

> *'Sometimes, learning is not fun. Instead, it is just hard work; it is just deliberate practice; it is simply doing some things many times over…and thus it is important to choose tasks that invite pupils to engage in deliberate practice, being transparent about the end value of the practice, and providing much formative feedback to enhance the impact of the practice.'*

(p 121, Visible Learning for Teachers, Hattie, 2011)

> *'When learning a new skill, particularly one where the final outcome is clear to see, there is often a conflict between working on the small process you're getting ugly with and the overall big picture...if you're working on your golf shot off the tee and you're addressing a specific area of your stroke or posture, it's impossible to avoid seeing the outcome (where the ball goes) and difficult not to be distracted; the brain is trying to avoid the negative – the bad shot. When working on a new aspect in a process, it's common for the outcome to suffer in the short term.'*

(P 109, The Pressure Principle, Alred, 2017)

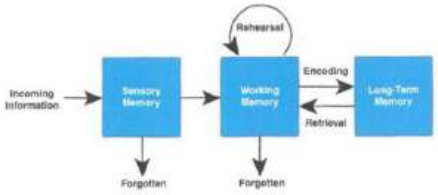
g. **Goal-setting and target-setting**

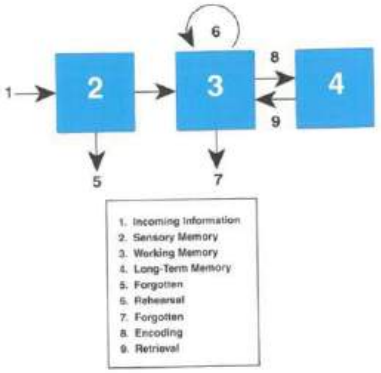
- Self-instruction – (that is using self-talking and self-questioning)…but these skills need to be taught
    - Self-evaluation strategies allow the learner to self-reflect on performance in relation to the previously set goals

h. Cognitive Load Theory

'Implications for teaching

- Since working memory has a limited capacity, we should avoid overloading pupils with additional activities that don't directly contribute to learning. For example, compare figure 4.1 with 4.2, where the diagram is now represented with labels listed at the side, which places greater demand on our working memory because our attention
is 'split' as we look back and forth between the information.





- When presenting pupils with information, we need to incorporate visual and written cues as far as possible so that working memory can deal with it more easily. Visual and auditory channels should be combined where possible to extend working memory (e.g. a video clip with narration rather than additional screen text: Mayer & Moreno, 1998).
- Breaking learning into parts which can be linked. The more connections, forming chunks, the less our working memory is overloaded. Linking items is the beginning of deep understanding.
- Analysing examples of excellence as a class eases the cognitive load, as the pupil sees not only how the learning in question has been applied, but also what good learning looks like.

(p 85, Visible Learning Feedback, Hattie & Clark, 2019)

i. **Spiraling and Spacing:**
- Give lagged homework, so that pupils have to do homework on a topic you taught a while back
- Integrate brief reviews of previous ideas into later classes
- Give pupils opportunities to engage with material covered in previous classes – this can be most effectively done with spaced quizzes

j. **Elaboration**
- Help pupils come up with relevant 'how' and 'why' questions + help them come up with the answers
- Provide feedback on the relevance and depth of their questions
- Ask, compare and contrast questions: 'How are these two ideas similar?'
- Encourage pupils to make connections to their own memories or experiences
- This sort of interrogation is best used when consolidating understanding rather than introducing a topic.

k. **Concrete examples**
- Use more than one example. Present several examples that are different in surface features but allow pupils to generalise to the principle (such as different breeds of dogs but the general principle is what constitutes a 'dog')
- Guide pupils in their understanding of the surface features of the examples to the principle – this is what they will find most difficult
- Don't assume pupils will know which part of the example is the most salient or relevant – make that explicit in your explanation
- Use visual examples

l. **Retrieval Practice**
- Frequent low-stakes quizzes
- Pupils write down everything they remember on a particular topic
- Pupils draw a diagram about a previous topic
- Explain what they can remember to a pee
- ANY activity that requires pupils to bring information to mind from memory

m. Clarke (2019) has identified these effective approaches:
- Teachers believing that all pupils can improve, knowing that intelligence is expandable, where challenge and improvement is the focus and error is welcomed
- Increasing motivation and ownership by involving pupils in planning activities for the topics to be covered
- Having random talk/learning partners, regularly changing, classroom discussion is a key feature of lessons and pupils are activated as learning resources for one another.
- Prior knowledge lesson starts and effective questioning throughout

- The sharing of learning intentions and co-constructing success criteria
- Analysis of examples of what excellent or good products look like relating to the desired success criteria
- In-lesson feedback via mid-lesson learning stops and analysis of work in progress
- Feedback in oral or written form focusing on success and specific improvement suggestions

n. **Homework:**

The exact nature of a homework task is at the teacher's discretion and must relate to pupils' learning needs and the curriculum intent, but the research suggests:

- Shorter pieces of work are more effective – the positive effects of homework are negatively related to the duration of the homework
- Tasks at the surface level (rehearsal of basic skills for example) are generally more effective. Homework involving higher level conceptual thinking or project-based learning have shown to be least effective. This is likely because deep learning requires the learning, feedback and monitoring from a teacher.
- Short, frequent homework monitored by the teacher seems best for pupil motivation

(p. 235, Visible Learning, 2008)

D. We see learning through the eyes of the learner and strive to meet their needs

4.4.1 We understand the starting points of all pupils and adapt our teaching and their learning accordingly.

4.4.2 We constantly review progress data and evaluate our teaching methods as a result.

4.4.3 We have dialogues with pupils about their learning.

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Explanation and Supporting Material

a. A pupil's 'starting point', and their subsequent progress, should be thought of in terms of the skills and concepts they have mastered, not in terms of assessment or baseline data alone. There is little value in knowing a pupil's starting point is a Progress Grade 6 without having a secure grasp of what that means in terms of skills and conceptual understanding.

b. This statement is very much linked to Learning 7 – We see learning through the eyes of the learner, and fundamentally involves identifying the learning needs of each pupil based on their starting points in terms of SOLO, learning skills, deliberate practice, literacy, numeracy and so on.

We reject any notions of 'one-size-fits-all' teaching and learning, while acknowledging the great challenge in meeting the learning needs of a wide range of pupils. Therefore, it is so important that pupils take responsibility for their own learning as per the Forest Learner.

c. As experts in our fields, teachers can naturally forget what it's like to learn a subject or be a learner in general.

Pupils bring a host of mental models, background assumptions, experiences, expectations and emotions to their learning and we need to see learning from this angle:

'…most teaching literature also emphasises the importance of empathy with the person being instructed…It means experiencing all that angst and frustration and trying and failing and trying again.'

(p 114, The Pressure Principle, Alred, 2017)

Whatever we do in the classroom we need to constantly ask ourselves 'what would this be like for a pupil?'. This then leads to our understanding of where pupils are at in their learning in terms of SOLO for example, whether there has been enough teaching of surface knowledge and deliberate practice.

This will then naturally impact our planning and how we gather feedback from pupils to us as teachers.

E. We teach pupils how to thrive in the environment in which they will be assessed

4.5.1 Pupils are explicitly taught how to deal with the pressurized environments of exams, assessments and other forms of performance.

—

Explanation and Supporting Material

Pupils need to be taught how to cope with the often-stressful environments in which they are assessed. It's just a fact of the modern education system, but also a good life lesson, that pupils need to 'perform' under pressure.

We teach pupils to cope with these pressurised environments based on the work of Dr Dave Alred in *The Pressure Principle*. The principles for dealing with high pressure environments are:

1. **Framing Anxiety** as high-octane fuel for elite performance and as a normal reaction to elite performance.
2. **Skillful use of Language** directly increases self-esteem and develops confidence: the fundamental prerequisite of your ability to perform at full potential under pressure.
3. Practicing skills in the environment and **match conditions** of the final performance
4. How to **delay** the onset of **Sensory Shutdown**
5. Thinking correctly under pressure involves **focusing on the outcome** and its implications rather than the process

F. We are a collaborative and supportive body of teachers

4.6.1 The expectations of this policy are demanding, and we work together as a collective body of teachers to support one another in personal and combined development.

—

Explanation and Supporting Material

a. The collective belief of teachers and leaders that they can make a huge impact on pupil learning is a critical component of successful schools. This is known in the literature as 'Collective Teacher Efficacy' (CTE):

> *'CTE is the collective belief of the staff of the school in their ability to positively affect pupils…A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.'*
>
> *This is why it is so important that teachers and leaders within and across departments collaborate and support one another in making a positive difference on pupil learning. It is the responsibility of the leadership team to create the environment in which this is possible, and to fashion specific opportunities for collaboration and support.*
>
> *'This (visible learning) is a developmental, shared concept of excellence and impact, which needs to involve all staff in shared success of the effects on all pupils in the school. The process must be seen as supportive of teachers, provide opportunities for teachers to discuss their beliefs and concerns about the nature of the evidence and the meaning of the ways in which the school decides to 'know its impact', and see the value and esteem that comes from engaging in the this process.'*

b. CTE was introduced in the 1990s by Albert Bandura and is rooted in his concept of self-efficacy, Bandura (1993, 1997).

He defines collective efficacy as:

> *'a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.'*

Bandura found that the positive effects of CTE on pupil academic performance more than outweigh the negative effects of low socioeconomic status.

His findings were later confirmed by Goddard, Hoy, and Hoy (2000). In their studies, they could demonstrate that between-school differences of collective teacher efficacy were more important in explaining pupil achievement than socioeconomic status. Moreover, Hoy, Sweetland, and Smith (2002) found that the strength of CTE helps the positive effects of individual teacher efficacy and vice versa. A stronger collective teacher efficacy seems to encourage individual teachers to make a more effective use of the skills they already have.'

(https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/ - 13th August 2019)

G. We make purposeful use of lesson time

4.8.1

Establishing a clear purpose for learning content serves as a priming mechanism for new learning and results in increased pupil understanding of the content (Gagné & Briggs, 1974; Hunter, 1976; Mager, 1962). Simply put, when pupils understand the purpose of a lesson, they learn more (Fraser, Walberg, Welch, & Hattie, 1987).

4.8.2

In stating a purpose, we make our expectations for learning clear. When teachers have high expectations for pupils, communicate those expectations, and provide the support necessary to achieve them, pupil performance soars; conversely, when teachers have low

expectations and communicate this either verbally or nonverbally, pupil achievement suffers (Marzano, 2011). Evidence from high-poverty schools in London, England, suggests that high expectations can also help reduce delinquency and behavioral disturbances (Rutter, Maughan, Mortimore, Ouston, & Smith, 1979). We also know that teachers' low expectations for pupils from traditionally underperforming groups contribute to the achievement gap (van den Bergh, Denessen, Hornstra, Voeten, & Holland, 2010).

4.8.3

It follows that purposeful use of time must also be considered when teaching. This means that pupils spend the majority of their learning time focusing on the intended outcomes, reflecting on success criteria and deploying their time in a way which has been strategically and carefully crafted by the teacher to maximise progress and learning.

4.8.4

This means that the following behaviours/expectations and actions would fall short of the definition of 'purposeful use of lesson time':

- Building in a break from lesson content where pupils are dismissed from a room or allowed to pursue a task which does not advance the intended learning.
- Screening films or content which is irrelevant to the curriculum or scheme of work.
- Allowing irrelevant conversation or off topic discussion to dominate the intended learning.

4.8.5

Of course, there are caveats and exceptions to these points, and they include the following:

- Teachers should allow pupils to access toilets and other facilities and services within the school, dependent on need. They should be dismissed individually in these circumstances and not in a group. There should not be an 'open ticket' for all to use the facilities in between lessons.
- Teachers should feel free to screen content which is relevant and serves a defined curriculum purpose. However, they should be mindful of passive or proxy learning and should ensure that activities are scaffolded to mitigate 'vacant watching'.
- Classrooms are fundamentally social (but professionally bounded) settings and to nourish and develop strong, professional, and trusting relationships, so sometimes peripheral conversations are necessary. Forest wants all pupils to be known, liked and valued. However, teachers should be mindful of when such conversations are clearly impacting, or straying away from, intended learning and they should take effort to refocus the class as per the Forest Teacher and

H. We adhere to the *Teacher Standards*

4.8.1 We adhere to the Teacher Standards which set out the minimum level of practice for trainees and teachers to achieve Qualified Teacher Status (QTS).

4.8.2 As these are minimum levels of practice, we maintain and build on these standards throughout our teaching careers at Forest.

5. Feedback and Assessment

A. Our feedback closes the gap between where pupils are in their learning and where they are going

5.1.1 As we know where our pupils are in their learning in terms of skills, knowledge and concepts, our feedback closes the gap between where a pupil is and where they are going.

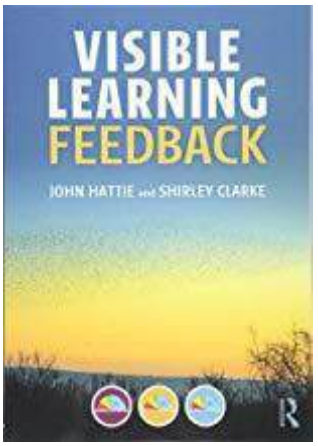
5.1.2 We only give feedback that will be received and acted upon.

5.1.3 We ensure feedback is given in proportion to its impact on pupil learning.

—

Explanation and Supporting Material

a. Extensive details on feedback can be found in the Visible Learning Green Folder *'Feedback that Makes Learning Visible'* and in *'Visible Learning Feedback'* by John Hattie and Shirley Clarke (available in the library and in every department).



b. Feedback is not a stand-alone activity and must take place within the wider ethos set out in this policy.

c. What's the point of feedback?

'When we elicit evidence about what our pupils have actually learned, we frequently find out it is not what we wanted them to learn; therefore, we need to provide feedback to get the learners back

on track.'

Only one thing matters – the reaction of the recipient: feedback that the pupil does not act upon is a waste of time.'

(Embedded Formative Assessment, Wiliam, 2015)

d. What's the relationship between feedback and the task?

'Many teachers find that while grading pupil work, they realise the work needs improvement but are not sure what kind of feedback would be most effective. This is most often because the teacher didn't design the task with feedback in mind.

Often, all we learn by looking at pupils' responses is that they haven't gotten it yet, so we must teach it again, but somehow better this time. This is an important illustration showing that if the teacher hasn't designed the task specifically to support feedback, it is unlikely to do so.'

(Embedded Formative Assessment, Wiliam, 2015)

e. When should pupils respond to feedback?

Pupils must be given dedicated time in lessons to review their feedback:

'We recommend that you should not give feedback to your pupils unless you build in time on the next occasion they are with you for the pupils to respond to the feedback. Put simply, if it's worth spending time generating the feedback, it's worth taking instructional time to ensure pupils respond.'

(Embedded Formative Assessment, Wiliam, 2015)

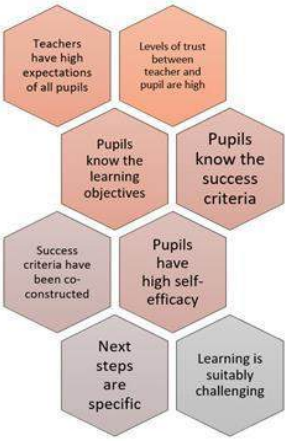
f. How does feedback link to future learning?

As a general rule, feedback should always give pupils something that they can take from the current task into their future learning and help them answer the three questions:

- Where am I going? (The learning intention)
- How am I going? (Feedback on current performance)
- Where to next? (Feed forward – specific next steps in learning)

What are the requirements of feedback at Forest?

a. Feedback must happen in the following environment:

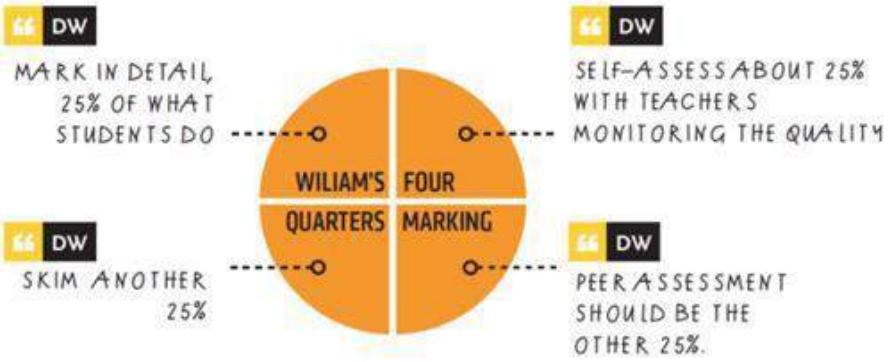


b. Forms of feedback should only be given if they actually work:

> *'Anything which happens after the lesson has questionable value compared to what happens in the moment, yet teachers are often bogged down with copious books to mark, grade or write comments for after lessons, much of which has limited value in helping pupils to progress.'*

(p 123, Visible Learning Feedback, Hattie & Clarke, 2019)

c. Broadly speaking, feedback should be given in the proportions recommended by Dylan Wiliam:



d. Feedback should be more work for the recipient than the donor (Wiliam). e.

Feedback should reference the 3 levels of feedback:

- **Task Level**
- **Process Level**
- **Self-Regulation Level**

The Task or 'Me' Level

The 'me' refers to me the teacher. The teacher gives the feedback directly, usually identifying error.

> *'At this level feedback is focused on how well the task is being accomplished or performed. Such feedback usually aims to help acquisition, storing, reproduction and use of knowledge.*
>
> *When pupils are learning content and the surface aspects of learning it is probably better to provide corrective feedback and move on.'*

(p. 29 and 76, Visible Learning Feedback, Hattie & Clarke, 2019)

The Process or 'We' Level

The 'we' is the pupil and teacher, the teacher guiding the pupil to reflect on a specific aspect of the way they went about fulfilling the task (the process).

'When pupils have acquired surface knowledge, however, and are starting to see connections and think more deeply, this is where errors and the subsequent discussion and analysis and discussion of these are most powerful.'

(p. 29, Visible Learning Feedback, Hattie & Clarke, 2019)

The Self-Regulation or 'You' Level

The 'you' refers to the pupil. The teacher prompts the pupil, who is proficient in their learning, to reflect on their own performance.

'This feedback increases the pupil's capability to create internal feedback and to self- assess, enhances the willingness to invest effort into seeking and dealing with feedback…At this level the learner takes more control…'

(p. 78, Visible Learning Feedback, Hattie & Clarke, 2019)

f. When and how often should feedback be given?

'The best time is when pupils would actually use it. There is no hard rule on this. It might be immediate, or it might be after a judicious lag allowing pupils to try and work things out for themselves.'

'Anything which happens after the lesson has questionable value compared to what happens in the moment, yet teachers are often bogged down with copious books to mark, grade or write comments for after lessons, much of which has limited value in helping pupils to progress.'

(p. 123, Visible Learning Feedback, Hattie & Clarke, 2019)

g. Feedback or redoing the work?

'Next time, remember to…' can be a waste of time, as the advice might not be remembered at a later date, in a different context, especially for younger pupils. More effective is asking pupils to redo or redraft the existing piece.

(p. 136, Visible Learning Feedback, Hattie & Clarke, 2019)

h. The purposes of feedback are various:

- To increase effort, motivation and engagement to reduce the discrepancy between the current status and the goal
- To prompt the use of alternative strategies to understand the material
- Confirm to the pupil if they are correct or incorrect
- To show a pupil how far they have reached the goal
- To indicate that more information is available or needed
- Point pupils in directions to pursue
- Restructing understanding

i. Things to avoid:

- Assess the quantity and presentation of the work rather than the deeper learning
- Overreliance on grading as opposed to advice for improvement
- Comparing learners with each other, leading to some being demoralised

- Information that is not related to the learning intentions and success criteria, though acknowledged excellent learning not related to them is of course important
- Creating 'praise junkies'

(*Visible Learning Feedback, Hattie & Clarke, 2019)*

j. Some effective feedback techniques:

- Highlighting 'best bits' and areas to improve in different colours
- Marking codes
- Whole-class written feedback

k. We must check that pupils have understood our feedback. Feedback given is not the same thing as feedback received.

We can check their understanding by asking the following questions:

- What did you understand from this feedback?
- How would you use this feedback in your next learning step?
- Is there more you want from me right now to help in your learning?

(p. 89 *Visible Learning Feedback, Hattie & Clarke, 2019)*

B. Pupils seek, receive, act upon and give feedback

5.2.1 Pupils are active participants in the feedback cycle.

5.2.2 We teach pupils how to be active participants in the feedback cycle.

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Explanation and Supporting Material.

a. Training pupils to give peer feedback

b. Pupil voice

c. Hattie:

> *'That pupils are taught to receive, interpret and use the feedback provided is probably much more important than focusing on how much feedback is provided by the teacher, as feedback given but not heard is of little use.'*
>
> *Feedback often means more investment in improvement, repeating the work and putting in more effort.'*

(p. 5, Visible Learning Feedback, Hattie & Clarke, 2019)

d. Common Errors pupils make and need to understand (receive)

- Applying the most accessible (easiest) strategy even if it's the wrong one
- Using old routines and discounting unique aspects of the current problem
- Ignoring critical information and knowledge

    - Over reliance on easily obtained information
- Giving greater weight to objective or surface information over deeper understanding
    - Over focus on simple connections or solutions when more complicated solutions are needed
    - Too readily discounting competing explanations
    - Working backwards in the wrong way from a pre-ordained solution
    - Rejecting risks
    - Failure to commit and being unfocused
    - Underestimating the time and resources needed for the solution
    - Working automatically instead of thinking more creatively and exploring different strategies

(p. 28, Visible Learning Feedback, Hattie & Clarke, 2019)

C. Our assessments explicitly assess the intended learning

5.3.1 Teachers and departments must be clear about the following:

- The purpose of a given assessment
- How that assessment actually assesses the intended learning (learning intentions and success criteria)
- Whether the assessment (or any task for that matter) explicitly enables pupils to demonstrate the intended learning
- How the learning prior to the assessment has prepared pupils to demonstrate the learning required in the assessment

—

Explanation and Supporting Material

a. This standard is essentially about avoiding situations where an assessment is given that does not actually assess what has been taught before, moving the goal posts so to speak, or which does not clearly allow pupils to display the learning.

If the assessment is formative in nature, specifically designed to provide next steps in learning on feedback, then the assessment must be designed with this in mind:

'Many teachers find that while grading pupil work, they realize the work needs improvement but are not sure what kind of feedback would be most effective. This is most often because the teacher didn't design the task with feedback in mind…if the teacher hasn't designed the task specifically to support feedback, it is unlikely to do so.'

(p 120. Embedded Formative Assessment, Wiliam, 2015)

b. **Progress Grades**

At present, it is up to Heads of Department to determine the rationale for awarding progress grades within these parameters:

- The method of awarding Progress Grades is reliable and gives as accurate a reflection as possible of a pupil's progress
- The method is fair
- The method is consistently applied by all in the department and there is discussion and moderation to ensure this
- The method is justifiable and explicable to people outside of the department, including

pupils and parents

- **Most importantly, pupils know against what they will be assessed and the success criteria.**

D. Our assessments explicitly assess surface, deep and transferable knowledge, skills and concepts

5.4.1 Our assessments cover the full range of worthwhile and desirable learning.

—

Explanation and Supporting Material

a. Pupils must be given opportunities to show surface, deep and transferable learning as appropriate, though this need not happen in the same assessment.

b. What is to be avoided is the over reliance on assessments that only allow surface learning to be demonstrated.

c. Departments and individual teachers should be clear on whether an assessment is designed to assess surface, deep or transferable learning.

d. Assessments should be related to the progression models used in the department.

e. Christodoulou:

> *'Establishing an accurate and useful progression model is the foundation of any assessment system, because it explains how pupils make progress and what steps they need to take to get from one stage to the next.'*

(p 201, Making Good Progress?, Christodoulou, 2016)

E. Our assessments provide regular, timely and pertinent formative feedback, which informs all stages of future planning

5.5.1 Our assessments not only provide teacher and learner with information on next steps in pupil learning, but also, and perhaps more importantly, with information on next steps in teaching.

—

Explanation and Supporting Material

a. The most critical function of any assessment is to provide feedback from the pupil to the teacher.

b. 'I see assessment as informing my impact and next steps' is a crucial mindframe.

c. Hattie & Zierer:

> *'Pupil assessments are not important feedback just for learners. They are even more useful for the teachers themselves, because they provide indications about the lesson they gave – and accordingly also about all relevant pedagogical issues, such as whether the pupils achieved the learning goals, understood the content, and found the methods appropriate and the media helpful.'*

(10 Mindframes for Visible Learning, Hattie & Zierer, 2018)

d. Teachers and departments should be clear on how they use assessments to understand their impact and how this informs future planning.

e. The exact timing of assessments is generally at the discretion of teachers and departments, with the major exceptions being mock exams and end-of-year exams.

F. We seek and act on formative feedback from pupils

5.6.1 We acknowledge the crucial importance of pupil voice and the need to incorporate it into every major facet of school life.

5.6.2 Every teacher and department should have means of gathering pupil-to-teacher feedback.

5.6.3 Success criteria:

- Pupils are increasingly honest in their feedback as they see themselves and the Teacher as partners in their learning. They become more capable of evaluating their weaknesses and identifying possible strategies for improvement.

—

Explanation and Supporting Material

Some ways of collecting pupil feedback:

- Exit tickets
- Questionnaires
- Feedback Co-ordinates

A simple example of student-to-teacher feedback is the feedback coordinate system. It maps two important aspects of instruction and can be completed by the learners (see Figure 6.8).

There are many ways you can hear your student's feedback. For example, learners who think the group work was productive and the

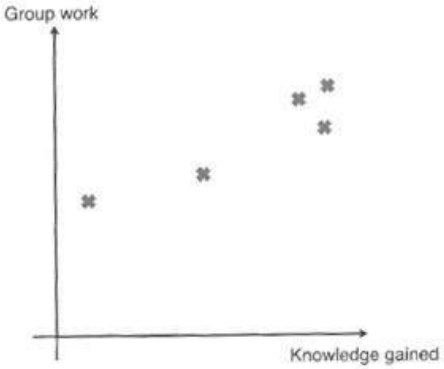

FIGURE 6.8 Feedback coordinate system

Source: Hattie and Zierer (2017).

- Feedback Target

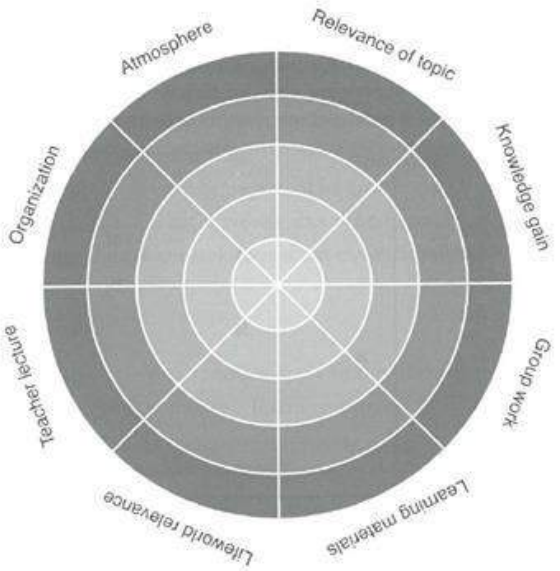

FIGURE 6.9 Feedback target

(Visible Learning Feedback, Hattie & Clarke, 2019)

6. Key Terms and Links

Teaching & Learning Strategies

Cognitive Load

Concrete Examples

Deliberate Practice

Elaboration

Multiple Ways of Interacting

Multiple Ways of Knowing

Retrieval Practice

Planning

Cycle of Learning

Learning Intention

Mastery

Planning Cycle

Proxy Learning

SOLO Taxonomy

Spiraled and Interleaved Curriculum

Success Criteria

Feedback & Assessment

Feedback Guidelines

Levels of Feedback: Task, Process, Self-Regulation

Progress Grades

Ethos

Collective Efficacy

Pit of Learning