TOBERMORY HIGH SCHOOL- VISIBLE LEARNING ACTION PLAN

Context:

Tobermory High School is an all through 3-18 school situated in Tobermory, Isle of Mull in Argyll and Bute. The Pre 5 unit has 23 children, Primary 60 and the Secondary school 148 (Roll 231). Staffing overall is stable and the schools national exam performance is generally at or above the national average. The school has well developed relationship with learning partners in the community. Staff members are supportive of a change agenda.

Baseline Evidence Statement:

● Most learners are beginning to develop awareness of themselves as assessment capable learners. In walkthroughs they thought they knew where they were in their learning and what their next steps were. This was also reflected in Student Evaluations and Assessment Surveys."

● The type and quality of feedback in learning events across the school can be variable and we need to seek more baseline evidence of the frequency of use of different types of feedback and how well it closes the gap between where they are now and where they need to go.

● Teachers working at the broad general phase of education (P1-S3) do not have a common conception of what progress looks like across the levels of the curriculum.

 ● We do not yet effectively use data and evidence (e.g. effect size) to drive practice in the school.

Aspiration

Nearly all students* at Tobermory High School will become assessment capable learners who receive regular high quality feedback from their teachers to close the gaps in their learning and make progress. Teachers and students will take part in a dialogic process in class that enhances learning. Student progress is tracked and evaluated at classroom, faculty and whole school level to help us make decisions about how we improve learning for progression. Progress is measured across the totality of the curriculum not just in relation to academic performance in exams.

- *Nearly all is used as an aspiration as in some cases students may not be capable of the level of cognitive functioning to be seen as assessment capable learners.

Focus Areas

- **Feedback –** Four levels of feedback – i.e. task, process, self-regulation, self-level

  - Feedback research and practical guide for classrooms to improve learning

  - Tutors system / classrooms– feedback observations to improve learning

- **Assessment Capable learners**

  - Assessment related feedback – Criteria referenced assessment model (rubrics)

  - Developing dialogic teaching approaches* to increase learning through discussion and reflection (cognition / meta-cognition)

  - Developing Teachers understanding of progression in BGE through the use of the THS Assessment tool kit and criteria referenced assessment (rubrics)

  Non- VL development areas that will support assessment capable learners

  - Continue to develop lead learners programme to model student voice in learning

  - Develop ELLI tool in Primary

- **Use of Data**

  - Develop the use of baseline data (standardised data)

  - Develop the use of Effect size calculations in learning areas

  - Developing Teachers understanding of progression in BGE through the use of data collected from criteria referenced assessment rubrics and THS data collection systems

Guiding Coalition

Visible learning lead group – this team will support the work of delivery team units

Delivery team

Staff groups to be developed based on Faculty or short life working groups

*Dialogic teaching - Dialogic Teaching" means using talk most effectively for carrying out teaching and learning. Dialogic teaching involves on going talk between teacher and students, not just teacher-presentation.

What do we mean by assessment capable learners?

How do we develop learners who can answer our three key questions: Where am I going? How am I doing? Where to next?

We want learners who...

- Know what quality looks like

- Know the criteria for quality work

- Know how to compare and evaluate their own work against such criteria

- Provide better information to teachers

- Hold a concept of quality work roughly similar to the teacher

- Able to continuously monitor the quality of what is produced

- Have a repertoire of alternative learning strategies to draw on in and out of school

- Are able to discuss their learning with each other , staff and parents / carers

What knowledge is needed?

1. Feedback

Students	Teachers	Leaders	Families / Community
● An understanding of the role of feedback in improving their learning ●How to evaluate and seek effective feedback to improve their learning	●Understand the four levels of feedback and how they may be effectively used in the classroom ●Ways to observe colleagues teaching and give feedback on their use of the four types of feedback in the classroom ● Walkthrough / observation forms and techniques	● Understanding of the four levels of feedback so they can provide instructional leadership to develop better feedback in the classroom ● Walkthrough / observation forms and techniques ● Micro teaching techniques to improve the quality of teacher development work based on classroom observations ● Lead professional learning for staff	● Understand the four levels of feedback and how we are using them to improve learning in the classroom.

What knowledge is needed?

2. **Assessment Capable learners (ACL)**

Students	Teachers	Leaders	Families / Communities
● Understand the characteristics of an assessment capable learner ● Understand what dialogic teaching means, why it is important and how they can contribute in their classroom ● Continue to understand the use of rubrics (teacher / student developed) as an assessment tool with explicit learning outcomes and extended performance criteria at curriculum levels	● Understand the characteristics of an assessment capable learner. ● Understand how this is to be developed in students across the range of strategies currently in place <u>or</u> to be developed after consultation. ● Understand what dialogic teaching means, why it is important and what it looks like in the Classroom. ● Understand how it can be developed using AiFL / assessment rubrics and other school wide strategies that increase dialogue in classes. ● Continue to understand and develop the use of rubrics (teacher / student developed) as an assessment tool with explicit learning outcomes and extended performance criteria at curriculum levels.	● All items for teachers ● Effective observation and walkthrough techniques ● Effective <u>action research techniques</u> as a research tool to collect information ● How to lead effective professional learning for Staff in relation to ACL ● Knowledge to develop their own dialogic approach with learners as part of management and learning interactions ● Knowledge and understanding of AiFL and assessment strategies in use at school.	● Understand the characteristics of an **assessment capable learner** ● Understanding generally that **dialogic teaching** is better than passive, didactic based learning ● Understand the assessment currency at THS – **criteria referenced assessment,** rubrics, descriptors, grade point averages in use as part of assessment at BGE.

*Information about lead learner and assessment tool kit related plans are contained the School Improvement plan

What knowledge is needed?

3. **Use of Data**

Students	Teachers	School Leaders	Families/ communities
● Understand how effect size (ES) is useful to measure learner progress ● Understand what the data and ES means for them as learners to develop next steps and close gaps in learning ● Understand how the data collected at BGE or senior phase gives them information about their own progress	●Understand how effect size is useful to measure learner progress ● Understand how to calculate effect sizes from classroom data and how it could be used to create a narrative to assess learner progress over time. ● Understand what the data means for them as Teachers to modify lesson plans and approaches in class and to discuss next steps with learners	● All items listed for teachers ● Understand how effect size can be used with standardised / baseline assessments to measure impact on learners	● Understand how effect size has been used to develop the Visible Learning interventions

What practices need to become routine?

Students	Teachers	Leaders	Families / Communities
● Giving teachers the feedback to help them make progress in their learning	● Taking part in collegial observations and professional dialogue that promotes good feedback and develops assessment capable learners.	● Undertake walkthroughs and observations that reinforce key messages on feedback and developing ACL.	● Parents ask students what they learnt rather then what they did
● Using feedback to improve their knowledge, understanding and skills in their chosen subject areas	● Using the right kind of feedback to help students know; Where am I going?"; "How am I doing?"; "Where to next?"	● Ensure sufficient time and resources for professional learning and development.	● Parents are involved in sharing and discussing the Personal learning plans (PLP) with their child and teacher
● Students displaying the characteristics of Assessment capable learners – knowing and stating; Where am I going?"; "How am I doing?" "Where to next?"	● Analysing and talking about the results of students assessments and next steps in learning to help them make progress.	●Promote the idea of assessment capable learners as a key message with staff and students	
● Analysing and talking about the results of their assessments and next steps in learning with staff/ families.	● Describing and talking about what it means to be an assessment capable learner in your subject.	● Promote dialogic teaching	
● Talking about what the assessment data says about their personal learning progress.	● Focussing on developing more dialogue in terms of meta-cognitive and cognitive tasks in learning (dialogic teaching approaches)	● Routinely gather and analyse data and calculate effect sizes to know the impact of staff	
	● Using data in class and faculty areas to plan and deliver learning that helps students at all levels make progress.	● Evaluate the progress of embedding And developing the key targets to develop Visible Learning in the school.	
		● Attend and contribute to working groups and professional learning events	

Monitoring Progress

Target	What will we do to check progress and know we are track?	How will we check we have achieved our target at the end of the specified period of time?
In six months time (May 2015) during walkthroughs and observations (and or using staff and student focus groups) we will see staff across the 3-18 school using effective feedback in class / tutor sessions that helps close the gap in learning or clarify learning goals	Weekly / monthly walkthroughs and observations – both SLT led and trio based are carried out according to the new self-evaluation calendar (2015), and results are analysed and shared.	Walkthrough and observation data gathered , collated and shared with staff relating to - Use of feedback (teacher understand the four levels of feedback and how to use them effectively) - Effectiveness on closing gaps in understanding - Effectiveness of feedback in producing assessment capable learners – know where I am going, how I am doing and what next.
In twelve months time we will see a change in students ability across the 3-18 school to talk effectively about their learning and that will be consistently displaying the key characteristics of assessment capable learners (This target also encompasses targets within the SIP targeting the development of new policies and practices in assessment and reporting that will assist in the development of ACL)	Weekly / monthly walkthroughs and observations – both SLT led and trio based are carried out according to the new self-evaluation calendar (2015), and results are analysed and shared.	Walkthrough and observation data is gathered , collated and shared with staff relating to ACL and that this indicates most students; • Know what quality looks like • Know the criteria for quality work • Know how to compare and evaluate their own work against such criteria • Provide better information to teachers (trust/ culture of classroom) = Feedback • Hold a concept of quality roughly similar to the teacher • Able to continuously monitor the quality of what is produced • Have a repertoire of alternative strategies to draw on • Are able to discuss their learning with each, staff and parents / carer

In 18 months time we will see a change in the level of dialogue in classes across the 3-18 school with staff talking less and students discussing learning and asking more questions to improve learning. Staff will be using AiFl techniques and other professional learning relating to dialogic teaching available in school.	Self-Evaluation and monitoring tools (2015-16 and 2016-17) - Observations / walkthroughs – collegial and SLT - Focus groups - Survey tools - Micro teaching - Other as developed	Walkthrough /observation and other self evaluation data is gathered , collated and shared with staff relating to the development of more dialogue in classes to improve learning. Students will become assessment capable learners who • Know what quality looks like • Know the criteria for quality work • Know how to compare and evaluate their own work against such criteria • Provide better information to teachers (trust/ culture of classroom) = Feedback • Hold a concept of quality roughly similar to the teacher • Able to continuously monitor the quality of what is produced • Have a repertoire of alternative strategies to draw on • Are able to discuss their learning with each, staff and parents / carer
In 12 months time we will see staff and leaders use data – including effect size calculations to make decisions about learning that impact on learners progress across the 3-18 school. Some aspects of the data are shared with students to improve their own knowledge of their progress and / or the schools improvement plan progress	Self-Evaluation and monitoring tools (2015-16 and 2016-17) relating to - Tracking and monitoring - Standardised testing programme Primary / Secondary - BGE progression analysis - Tutor system monitoring	Self-Evaluation and monitoring tools (2015-16 and 2016-17) Indicate that; - Staff are using data (including effect size- ES) to effectively plan lessons and intervene to positively impact on learner attainment - School leaders are using baseline testing (standardised testing) and effect size calculations as another tool to measure the impact of teaching on learners' progress and achievement. - Students are able to understand data and discuss it in relation to their own progress with teachers, tutors, senior leaders and parent / carers