**Action Plan Visible Learning**

 Monitoring of Impact (Rolling Record)

**Start Date** – October 2020 **End Date** – **Updated by** – Jan Buckthought **Reported to** – J Phillpotts LGAB

**RAG Rating** – Red = Not started Amber= Underway but limited IMPACT evidence Green= Good IMPACT evidence

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| **Actions** | **Narrative** | **Evidence of IMPACT** |
| **Create whole school approach****to encourage independence and ownership of learning** | Decide on the strategies and orderShare with children remotely and in classroomDisplays in classrooms - link to learning dipHelp children to interact during lessons | Some children can talk about how they can support each other but not consistent across school |
| **Feedback** **Children contributing to and understanding targets** **Purposeful and meaningful feedback** | Children understanding their targets - English front covers. Children active participants in setting targets – targets used across the curriculum – high expectations Use of year group writing expectation cards to encourage children to recognise their own next steps.Not using well done on its own and use of open-ended questions– staff to support each other with this | Some of the children confidently talk about their targets especially in English - evidence of children applying their writing targets in other subjects. |
| **Learning Language****Continue to embed**  | Visible Learning very visible around school – update displays with children’s input to maintain focus.Introduce ‘Brave writer certificate’ - linked to a focus on writing/spellingNew staff – Visible Learning training  | Video – children referring to the learning language – Giving examples of the learning dispositions they use and able to say how they use things in the class to help them.  |