**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 order  Share with children remotely and in classroom  Displays in classrooms - link to learning dip  Help 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/spelling  New 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. |