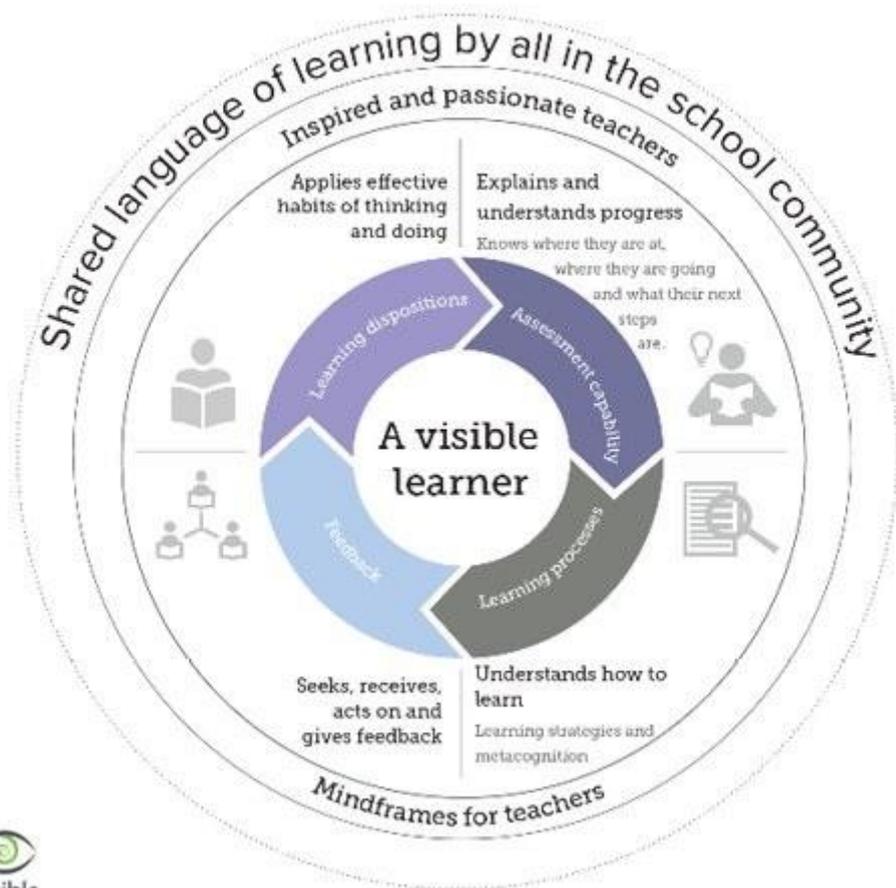# Visible Learning

Perth Academy

Parent / Carer Information

Session 2019-20

What is Visible Learning?

Visible Learning is an approach to learning & teaching. It is based on the work of Professor John Hattie , which synthesises the results of more than 15 years' evidence-based research from around the world into what actually works in schools to improve learning.

Hattie's research will help us at Perth Academy to focus on the things that have the most impact on learners' progress, and in turn to raise attainment. The greatest effects on learning come when learners are their own teachers and teachers see learning through the eyes of the learner.

What does Visible Learning look like at Perth Academy?

Throughout the next three school sessions we will be focusing on improvements within learning and teaching and the leadership thereof, through a strategic focus on making Perth Academy a Visible Learning school.

We are currently gathering baseline evidence and identifying our priorities for development. Some of the key ideas from Visible Learning research that we aim to build into our School Improvement Planning are:

- The Perth Academy school community should have a shared language of learning
- Learners are at the centre of a Visible Learning Approach, surrounded by inspired and passionate teachers
- When learning is made "visible" (teachers know the impact of their teaching and learners know what they are learning), achievement and attainment increases
- A Visible Learning approach supports pupils to become effective, assessment-capable learners who know where they are in their learning, where they are going next and how they are going to get there
- Effective feedback is crucial - it should be personal for each child and embedded in their teaching and learning; "just for me, just in time"
- Teachers recognise assessment evidence as feedback about their approaches to learning and teaching

Session 2019-20 we embark on this journey with a focus on developing effective, assessment capable learners; developing the learner dispositions/ habits of thinking and doing, which will make Perth Academy learners, effective learners.

This work will build on the characteristics of the Perth Academy Learner identified through our curriculum consultation session 2018-19 and will be based on termly themes, launched in assemblies, explored in Home Room inserts and developed and reinforced in every classroom in the school.

Term	Themes
1	**PA learners are ready to learn, ambitious and have a go**
2	**PA learners cooperate, never give up and know what to do when they don't know what to do**
3	**PA learners question things and keep improving (know how they are doing, where they are going and how to get there)**
4	**Perth Academy learners practice self-care**

Through our collaborative professional development activity, staff in Perth Academy will be considering our own impact as leaders of learning, sharing practice and evaluating research through the Visible Learning programme.

Some of the themes we will explore across the school include…….
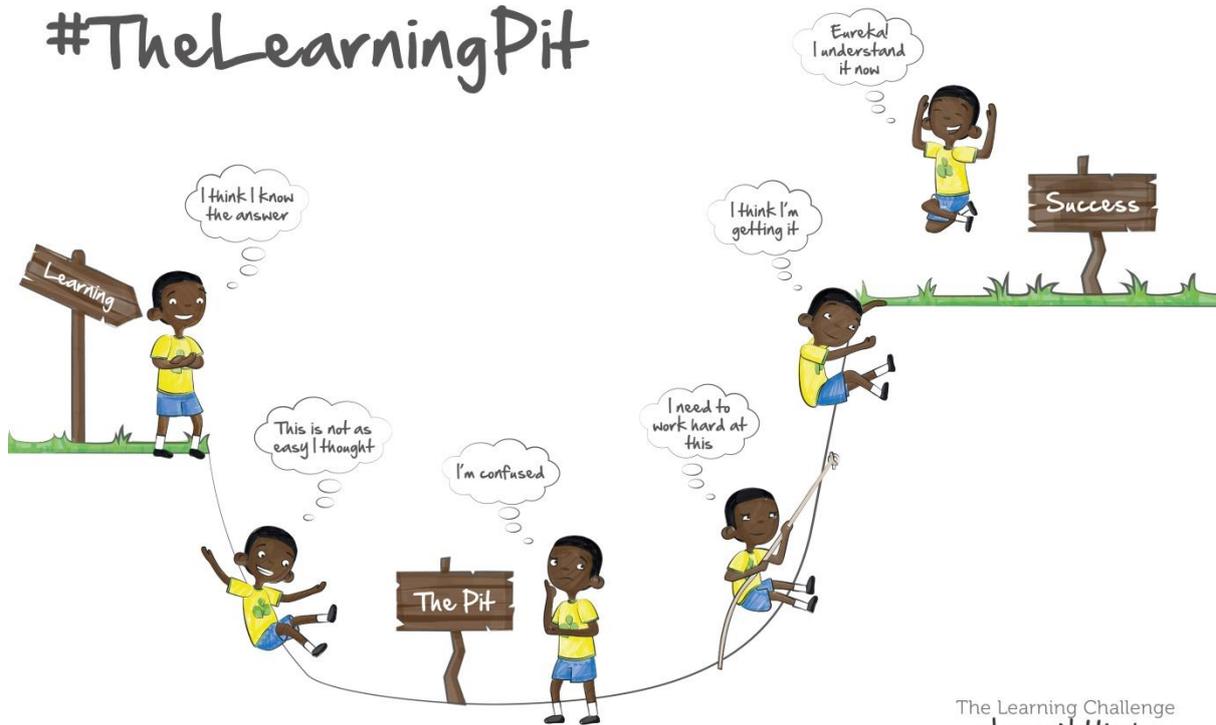
Approaches to setting and achieving goals

SMARTER GOALS

Specific	**S**	Specific result or outcome *What is it that I want to accomplish?*
Measurable	**M**	Quality, quantity, cost or time *How will I know when I have reached it?*
Ambitious	**A**	Challenging but achievable *Is my goal realistic?*
Relevant	**R**	Aligned with your desires and dreams *Why is this important to me?*
Time bound	**T**	Completion dates, milestones *What are my timescales? What are my deadlines?*
Evaluate	**E**	Be clear on your progress *Is this goal still relevant? Am I on track?*
Readjust	**R**	Adjust and refine as necessary

Fixed and Growth Mindsets

| FIXED MINDSET		GROWTH MINDSET
• SOMETHING YOU'RE BORN WITH • FIXED	SKILLS	• COME FROM HARD WORK. • CAN ALWAYS IMPROVE
• SOMETHING TO AVOID • COULD REVEAL LACK OF SKILL • TEND TO GIVE UP EASILY	CHALLENGES	• SHOULD BE EMBRACED • AN OPPORTUNITY TO GROW. • MORE PERSISTANT
• UNNECESSARY • SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH	EFFORT	• ESSENTIAL • A PATH TO MASTERY
• GET DEFENSIVE • TAKE IT PERSONAL	FEEDBACK	• USEFUL • SOMETHING TO LEARN FROM • IDENTIFY AREAS TO IMPROVE
• BLAME OTHERS • GET DISCOURAGED	SETBACKS	• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

The Learning Challenge/ Learning Pit

This is a helpful analogy of learning to use with learners to help them understand why more challenge leads to enhanced learning. The tool fits in well with visible learning and can help young people to visualise their learning journey, see the purpose in what they are learning and understand why challenges and effective feedback are important

Mistakes

Learners will explore the role that mistakes play, misconceptions around failure and learn to see failure as a vital part of the learning process and an opportunity to grow. A culture will be promoted in which mistakes are not only welcomed, but shared and celebrated as part of the learning process.
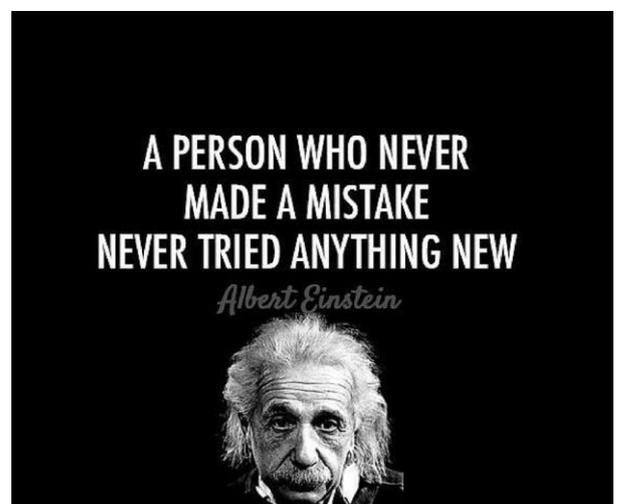
Stuck Strategies: Knowing what to do when I don't know what to do

Learners will be supported to develop a range of strategies to use when they have a block in their learning. These will enable them to become more independent learners and take greater responsibility for their learning. Many classes already promote this concept effectively, where resources are available for learners to use independently, e.g. reference materials, glossary of terms, iPads, and calculators. We also want our learners to develop their capacity to learn effectively with their peers and this includes their ability to support one another in applying strategies.

Wellbeing and Resilience

As a community we are aiming to improve learner wellbeing as one of our strategic aims. The Visible Learning programme will help us to develop strategies of self-care in our learners.

What an effective Learner looks like at Perth Academy

We have identified 9 learning qualities or skills of the Perth Academy learner that we have identified as valuable. We want all learners in our school (including teachers) to be aware of these skills, look for opportunities to practice and develop them and become highly-effective learners by becoming skilled in all of them

Perth Academy
Skills Framework

Learning

I am ready to learn.	LRN 1
I am ambitious in my learning.	LRN 2
I question things.	LRN 3
I have a go.	LRN 4
I practice self-care.	LRN 5
I co-operate.	LRN 6
I never give up.	LRN 7
I know what to do when I don't know what to do.	LRN 8
I keep improving.	LRN 9

Perth Academy

How can I support my child to become a Visible Learner?

To support our work in school on developing languages of learning, we would encourage parents to take every opportunity to talk to children about their learning. A great and simple starting point is to avoid asking children what they DID at school that day, and to focus on their LEARNING and any FEEDBACK they received on their learning.

Tell me.....

- About something you learned in Maths / French / PE…
- About something you enjoyed learning and why
- About something you are finding tricky or challenging
- How you are feeling about your learning
- Where you think you are in the Learning Pit with that particular learning activity
- Something new you have learned / achieved today
- Did you have a go at something new today?
- About a mistake you made and how you used it to move on
- What strategies you are using to help you make progress in English / Maths / Science……this week
- Something you want to learn more about
- What feedback you received today

Discuss the contents of your child's tracking reports using similar questions and give them feedback on their progress and next steps.

Attend parent contact evenings. If possible, do so with the young person in order that they can be a participant in the conversation and to hear directly from them about their learning.

Attend family engagement sessions where we strive to provide you with the tools to support you in this vital role. Information on these sessions will be communicated with you throughout the year.