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| **Learners** | **Teachers and the school systems** |
| 80% of pupils could name 3+ of the school learning powers and explain their thinking around what they mean.  All staff have an understanding of the powers and observations show it’s fully embedded for some staff.  All staff have some understanding of the learning pit.  75% of the pupils know of the stuck/unstuck ladder but only 25% can access it independently to support them with their learning when stuck.  100% of KS2 pupils use red, amber, green trays for self-assessment.  Weekly certificates given in celebration assemblies reflect learning powers | **Effective Feedback**  Marking /feedback policy has been reviewed recently and codes shared with pupils. 80% of pupils are secure in recognising codes.  New teachers/ support staff receive internal visible learning training  Leaders report that impact cycles have created a professional supportive culture for teaching staff. This is mirrored in discussion with VL coach.  **Inspired and Passionate teachers**  Teachers share assessment results in a positive and constructive framework.  Leaders use both formative and summative assessment data in all subjects to inform decisions around provision and teaching.  Systems are in place to feedback/ information to colleagues about children’s learning in both classes, but aren’t embedded yet.  Learning intentions are consistently used in both classes, but sometimes lack clarity in pupils’ learning. |
| **Focus Areas** | **Aspiration** |
| Ensure all have a clear definition of what an effective learner is at Boyton Primary.  Raise the profile of visible learning with all stakeholders.  Demonstrate clarity in learning intentions  Whole school focus on effective feedback (medium)  Whole school focus on learning powers language and language of metacognition. | All stakeholders have a clear definition of what an effective learner is at Boyton Primary.  Learning intentions are consistently written in a way that is specific to the skill/ knowledge being taught. |

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| **Targets/ Actions** | **What will we do to know whether we are on track as we go?** | **How will we know when we have achieved our target at the end of the specified time period (KPI)** |
| 1. To raise the profile of learning powers, VL coach will update the website with current impact cycles foci 2. Staff meetings – foci learning dispositions/ learning intentions 3. Instructional coaching Walk-thrus framework of CPD- teacher as researcher in own classroom/ improving own practice – learning dispositions and learning intentions.   Ensure all pupils and parents can name and describe the learning powers.  Raise the profile by introducing learning stickers, whole school weekly learning power focus and newsletter.  Children to complete learning power slips to display around learning in school. | **Monitoring**  **Pupils** – pupil conferencing to assess confidence in recall of learning powers and what they constitute.  Add own comments – where they have used a certain learning power  Floor book – gathering of evidence from weekly focus learning power review  **Teachers / staff** – ongoing CPD/ additional training for new staff / reminders of visible learning in staff meetings  **Parent/ carers** – newsletter / stickers and encouraging pupils to talk about why they got a sticker  **Governors –** LAB reports / evidence around the school / pupil conferencing | Pupil survey results and VL coach monitoring show approximately 90% increase pupil confidence and knowledge of learning powers.  VL coach monitoring will evidence that teachers have taken at least one tool forward into daily practice for each Walkthru  Parents/ carers can talk about the learning powers  Governors give an overview of the learning powers at Boyton |