Windmill Hill Academy

**Visible Learning and Metacognition Strategies Progression Map**

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| **Whole school*** New WHA vision in September 2019 which links to VL: *Inspiring Passionate Lifelong learners.* This is promoted through the Learning sails (condensed to 5) – stakeholders involved in the process.
* Visible Learning sails introduced and embedded throughout the school: Reflection, Self-awareness, Curiosity, Resilience and Tenacity and Connect
* Linked animals to learning sails (selected through pupil voice): Reflective Ralph (Chameleon), Self-aware Sophie (Elephant), Curious Clive (Cat), Resilience and Tenacity Tom (Tortoise) and Connecting Connie (Magpie)
* Learning pit in every classroom (some may have individual examples if relevant) which is referred to and modelled on a regular basis
* Learning language and metacognition language displayed in every classroom.
* Tiers of vocabulary displayed which links to a range of subject areas.
* Sentence examples/starters in every classroom, e.g. I predict, I think, I wonder if …
* Displays in the classroom following the learning journey approach.
* Regular opportunities for learning talk is embedded throughout all lesson sessions with lots of opportunities for modelling.
* Focus learning sail of the week (following collective worship schedule) which is visible in the classroom and referred to frequently
* Learning Intention and Success criteria for each learning session
* Updated feedback guidance (Autumn 2020) to aid LI/SC and feedback
* Self-assessment as part of each learning session (against LI/SC)
* Regular opportunities for reflection, e.g. reflection at the start of each learning – reviewing previous learning.
* KWL grids at the start and end of a learning connection block and Science
* Pre/mid/post quizzes for each learning connection block
* Weekly reflection sheet on a Friday (with a focus on the learning sail of the week) – see template
* Weekly ‘Star of the week’ certificates linked to visible learning/learning sails
* Half termly Visible Learner awards which link to pupils’ demonstrating the VL sails and making good progress in their learning as a result
* The learning sails and metacognition is embedded throughout all sessions but each half term one of the sessions is taught from the Thinking Classrooms examples (by Shirley Clarke).
* Stakeholder voice valued through monitoring, surveys, Pupil Parliament and throughout lessons.
* Parental engagement: sharing learning each week on ClassDojo and in newsletters monthly with learning linked to Visible Learning (with a particular focus on metacognition).
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| **Year F** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Explicitly talk through and model the language for learning (what do the learning sails mean?)
* Introduce the animals to the learning sails.
* Thinking aloud: adults to talk through their thinking behind the learning process.
* Focused adult modelling and questioning.
* Introduction to sentences, e.g. I think, I predict.
* Talk partners
* Verbal self/peer assessment
* Generally verbal feedback.
* Opportunities for pupils to respond verbally.
* Cognitive rehearsal:

‘Hold a sentence’‘Phoneme fingers’‘Story maps’ for Talk 4 Writing* Introduction to the VIPERS reading skills.
 | * Continue to embed the language for learning (learning sails).
* Fully embed animals to the learning sails through the use of soft toys.
* Thinking aloud: adults to talk through their thinking behind the learning process.
* Focused adult modelling and questioning.
* Introduce a wider range of sentences, e.g. I wonder if…
* Talk partners including think, pair and share
* Verbal and some written self/peer assessment.
* Generally verbal feedback.
* Opportunities for pupils to respond and introduce the use of purple pen for editing.
* Cognitive rehearsal:

‘Hold a sentence’‘Phoneme fingers’‘Story maps’ for Talk 4 Writing* Development of the Reading VIPERS (including props and visuals to support skills)
* ‘Figurative transformations’ (Their Superhero transformations, superpowers and kryptonite)
* ‘Speak like an Expert’ (S&L Challenge)
 | * Continue to embed the language for learning (learning sails).
* Fully embed animals to the learning sails.
* Thinking aloud: adults to talk through their thinking behind the learning process.
* Focused adult and pupil modelling and questioning.
* Introduce a wider range of sentences, e.g. I wonder if…
* Talk partners including think, pair and share in all subjects.
* Written self/peer assessment.
* Verbal and written feedback.
* Opportunities for pupils to respond and further develop the use of purple pen for editing.
* Further development of the Reading VIPERS
* Ways of recall/remembering. (Cognitive rehearsal)

‘Phoneme fingers/mnemonics’ ‘Story maps’ * Opportunities to help create elements of a success criteria
* Promotion of children independently seeking resources and strategies to help with their learning (word mats, maths resources, word walls)
 | * Fully embed the language for learning (learning sails).
* Thinking aloud: adults/pupils to talk through their thinking behind the learning process (introduce self-questioning).
* Sentences used in their learning, e.g. I wonder if…
* Talk partners including think, pair and share in all subjects.
* Written self/peer assessment.
* Verbal and written feedback.
* Opportunities for pupils to respond and further develop the use of purple pen for editing.
* Ways of recall/remembering:

Writing: Story Maps: talk for writing; puppet shows; character profiles; hot seat; performances. Maths: daily flashbacks and reasoning and problem-solving challenges. All subject areas: Think, pair and share. Whole class discussions, bouncing questions around the room; having pupils stretch the answers of their peers. * Making Learning Explicit:ensuring this occurs in all subject areas so pupils know what they are learning and how they will learn it. Learning skills identified through the use of a learning intention and success criteria.
* Jigsaw Method: pupils put into groups, learning content divided between each member.
 | * Fully embed the language for learning (learning sails).
* Thinking aloud: pupils to talk through their thinking behind the learning process (develop self-questioning).
* Sentences used in their learning, e.g. I wonder if…
* Talk partners including think, pair and share in all subjects.
* Written self/peer assessment.
* Further develop peer assessment.
* Verbal and written feedback.
* Opportunities for pupils to respond and independently use the purple pen for editing.
* Ways of recall/remembering:

Use of STEM sentences in reading and mathsStory Maps: talk for writing * Jigsaw Method: pupils put into groups, learning content divided between each member.
 | * Pupils can confidently discuss and model the language for learning (learning sails).
* Thinking aloud: pupils to confidently talk through their thinking behind the learning process (self-questioning).
* Sentences confidently used in their learning, e.g. I wonder if…
* Talk partners including think, pair and share in all subjects.
* Written self/peer assessment.
* Further development of peer assessment, e.g. through critiquing.
* Pupils independently and confidently use the purple pen for editing.
* Talk Factory
* Subject Specialist
* Individual jotters/journals
* Developing confidence in writing own success criterias, e.g. in independent writing.
 | * Pupils can confidently discuss and model the language for learning (learning sails).
* Thinking aloud: pupils to confidently talk through their thinking behind the learning process (self-questioning).
* Sentences confidently used in their learning, e.g. I wonder if…
* Further development of peer assessment, e.g. through critiquing.
* Pupils independently and confidently use the purple pen for editing.
* Individual jotters/journals
* Pupils independently seek strategies to support their learning.
* Promotion of independent learning in Year 6 (especially with preparation for college).
* Confidence in writing own success criterias, e.g. in independent writing.
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| Thinking classrooms (Shirley Clarke): 6 lessons (one per half term)* Traffic lights of learning
* The Koala who could
* Odd one out
* You choose: encouraging children to ask questions
* I can do it!
* Strategies for learning
 | Thinking classrooms (Shirley Clarke): 6 lessons (one per half term)* Stuck!
* Learning to learn
* Right or wrong
* Keep on concentrating.
* Being creative
* Wanted!
 | Thinking classrooms (Shirley Clarke): 6 lessons (one per half term)* Battle Bunny
* Forward feedback
* After the fall – developing resilience.
* Learning ladders
* Introducing maths learning logs
* Spelling
 | Thinking classrooms (Shirley Clarke): 6 lessons (one per half term)* An egg of an idea
* Wonderful words
* Maths
* Questions, questions
* Talking paintings
* Decisions, decisions.
 | Thinking classrooms (Shirley Clarke): 6 lessons (one per half term)* What to do with a problem?
* Why?
* Amazing inventions
* What do I need to know?
* Show not tell.
* I can’t do it!
 | Thinking classrooms (Shirley Clarke): 6 lessons (one per half term)* Excuses and avoidance
* My learning power.
* Fear
* My question is.
* True, false or not enough evidence.
* Picture this
 | Thinking classrooms (Shirley Clarke): 6 lessons (one per half term)* Being a learner
* Hidden meaning
* Marvellous mistakes
* Ingenious inventions
* Spelling – can you help me learn?
* Resilience – the story
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