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**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). | | | | | | |
| **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 maths  Story 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. |
| 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 |