Visible Learning^{plus}

School Capability Assessment

Hørningskolen

June 2016

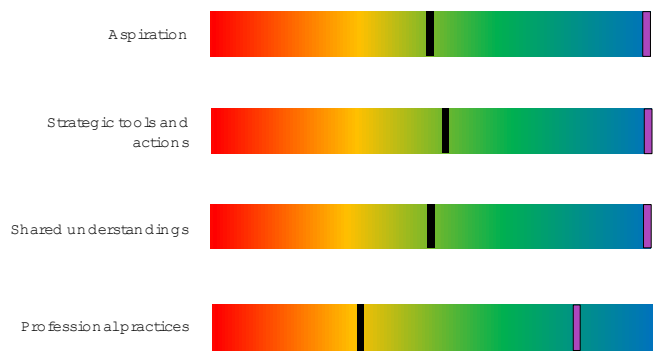# visible learning^plus

Hørningskolen School

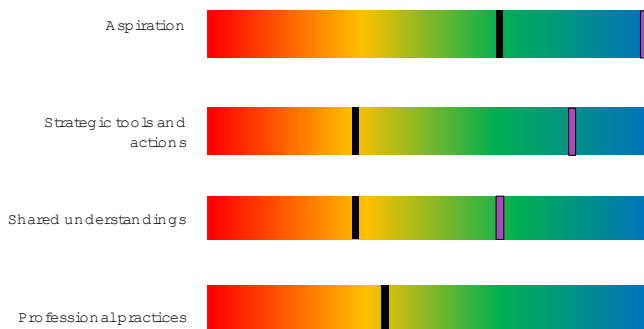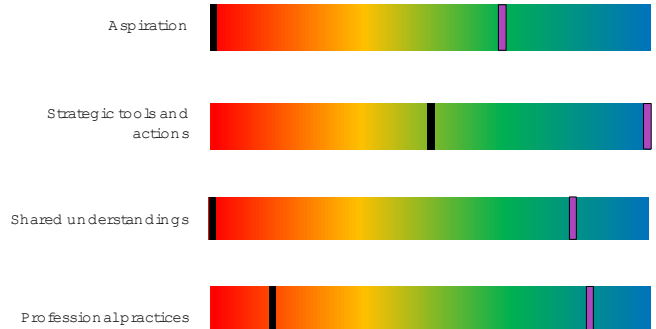|	
Blue	This is common-place and systematically embedded in the school
Green	This exists in the school but couldn't yet be considered common-place or systematic
Orange	This exists in the school in small pockets
Red	This is not established practice in the school

The Visible Learner

Aspiration

Strategic tools and actions

Shared understandings

Professional practices

Know thy Impact

Aspiration

Strategic tools and actions

Shared understandings

Professional practices

Inspired and passionate teachers

Aspiration

Strategic tools and actions

Shared understandings

Professional practices

Effective feedback

Aspiration

Strategic tools and actions

Shared understandings

Professional practices
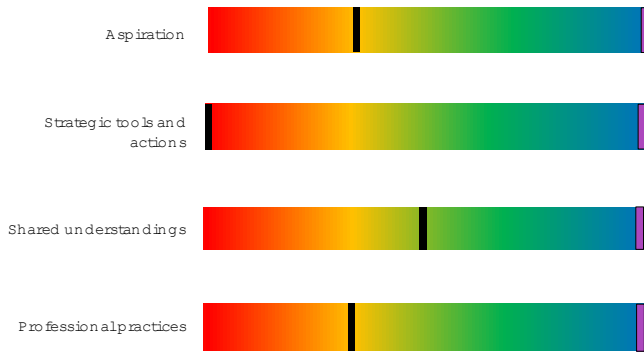
T1: Black line
T2: Purple Line

If only one line is visible, the rating is the same as for the previous capability assessment

Comments

Hørningskolen June 2014	Hørningskolen June 2016

What characterised a good student has priority at the school and the whole staff have been working on this. We have not seen any evidence on whether the school has a common picture of the type of students they want, and we made no observations at this school where this was visualised. The school has a clear picture of what they want for the individual student.

Both management and teachers emphasise the importance of having a clear framework and structure for teaching. For learning to happen at the school, the framework must be clear and predictable. This is clear in every classroom we visit. We observed a lot of visual support for students, a clear plan, clear routines and the same system in numerous classrooms. Here we observed that it is this which is the common learning language at school.

The school uses individual action plans for students where progression is described. Students are little involved in this plan, where possible. We cannot say anything about whether students can talk about their own learning, when we spoke directly with students about this.

We made no observations on the use of learning goals and criteria of traditional learning, but much clarity in relation to the framework and structure of education.

The leadership team were able to desribe very clearly what the characteristics of a Visible Learner were and have a coherent vision about the types of learners they want their students to be. There is a framed definition (co-created by the whole team) of the Visible Learning students on the wall in every classroom. The school have progress data boards in every classroom indicating what students have achieved, what they are currently learning and what they will learn in the future. The data boards are coded Red, Gold and Green, which all parents, teachers, pedagoues and students (who have the capability) undersatnd in the learning (and behavioural) context.

Individual learnin plans are firmly in place and the school are planning to increae the frequency of these processes. The school report that over the last 2 years they have emphasised the progress that the students are making in terms of learning rather than behaviour.

There are regular student conferences (every 2 weeks) where the adgenda is built around the concept of 'now' and 'next.' Leadership are invited to take part in these meetings and frequently do. The puplis contribution to these conferences is a primary concern.

The school values reflect the empahsis on develop the Visible Learning student. In particular the school prioritises that 'high expectations' are held for every student, and takes the view that the diagnosis is not a prognosis .

> *Det er hverken fagpersoner, diagnoser eller forældre, der sætter grænser for, hvad et barn kan lære. Barnet skal tilbydes uanede muligheder for vækst på alle områder. En diagnose fortæller intet om, hvor langt barnet kan nå..*

It was highly evident from the small number of classroom visits that students could describe how the 3 colour helped them to understand their progress and the individual progress of their classmates. The data board are supported by a 'learning log' that provides the detail on the progress that they have made. Students were able to descibe the progress they had made and how the learning values of hard work and practising was helping them progress through success criteria towards clear learning goals.

Know thy impact

The management team expresses that there is progression of the individual who is the focus, not results. The school has a plan for progression in reading, and plan for progression in writing is planned.
Progress is clearly documented in the individual action plan. It documented in a number of areas - both academic and social skills - it collected data in different ways, and it describes the current situation, what one wants to achieve and how to do it. Teachers, educators and leaders are to share this information. There is a high degree of awareness that this is necessary to meet the individual's needs. Teachers use conscious student data to facilitate teaching and plan the next learning step

The Leadership team have a shared understanding that it is crucial to 'build the school around the child.' To do this they have set progress criteria that are below the expectations set by the education ministry. This in embedded in Danish and Langauge Development. This attention to evidence is ensuring that the teacher, the school leadership, the students and parents are able to understand the progress that they are making. This and other streams of evidence are considered at all team meetings. In an atmosphere of shared responsibility this evidence drives practice at all levels. The multiiple evidence sources that are used to assess student progress include data boards, individual action plans, language development, national tests / examinations. There also has been extensive use of 'Impact Cycles' in which evidence and data have been used to drive changes in practice, (2 impact Cycle records have been supplied to support this).
Because the school prioritises reading across every level and phase (not always so well emphasised in the special education context), data taken from reading assessments regulary are used to inform professional development, appraisals and walkthroughs (conducted daily by the school leader).
A very high number of students observed could explain where they are in their learning, by referencing the data boards and log books.

Inspired and passionate teaching

The management team expresses firm belief that teachers / educators know what is effective teaching at their school and that there is a common understanding of this. Here it is primarily about creating a good framework for learning. This is confirmed by our observations in classrooms, all of which were characterized by very clear structure, clear limits and a lot of visual support.

The leadership team also say that the school has some values that characterise a good teacher and this is also discussed by the staff. They believe it is high relational trust among staff where there is room for addressing problems, trial and error, and a low threshold for requesting assistance. This was also confirmed by the teachers we talked to. Teachers/educators using a part-time team, both in the planning lessons and conversation and reflection about the training of the individual.

The school have very clear expections for their teaching and support staff, which are made explicit through the 4 school values. These values include ensuring that the teaching team are focused ideas around

- Vygotsky's Zone of Proximale developmnent and a particular emphasis on knowing where the chikd is now and identifying and prioritising appropriate next steps
- Building strong relational trust
- Ensuring that what ever diagnosis the child has, does not influence expectations
- Every child should be met as an individual

These values seem entirely 'in tune' with Visible Learning focus areas. Amongst other initiatives to ensure that the teachers are inspired and passionate, the school have fully committed to all aspects of the Visible Learning professional learning programme, conducted Impact Cycles across the schools and are embarking on the first round of Classroom observations, all of which constitutes the drive to raise teacher capability.

The results of the recent Trivselsundersøgelsen for staff, evidence suggests that levels of relational trust and general well being of staff are very positive (they are the most positive in Skanderborg kommune). Thay have an active policy of monitoring staff well being between reports and this is very supportive in providing an environment where learning can thrive.

It was evident from conversations students that teachers were explicit in their use of learning goals and success criteria and that student voice in setting these was embedded (where possible) in all class rooms.

Feedback

The school has no clear picture of the feedback culture one wishes when it comes to students, nor when it comes to staff. Management conducts no systematic walkthroughs with feedback to teachers / educators, or other ways to provide systematic feedback. Both management and staff would like to achieve this. Colleagues can give feedback to each other in team meetings, but this is not systematic. Although the relational trust is high, it is still easier to ask for help than to help someone who has not prompted. Teachers/educators largely use feedback from students (in terms of behaviour) as feedback on their teaching, and our observations show that teachers/educators constantly take responsibility for what happens in classrooms. Many seeking small degree feedback from students in other ways. We made an observation in which a teacher tries to apply the time to feedback from students at the end of the hour. Many seeking small degree feedback from students in other ways. We made an observation in which a teacher tries to apply the time to feedback from students at the end of the hour.

Observed feedback to pupils is praise in the form of stickers or similar. We observed no other forms of feedback to learners. We made no observations of students who were involved in any kind of feedback or rating.

The leadership explain the ways in which Feedback is present throughout the school. In classrooms boards and logs are used to track progress, students have weekly meetings with their teachers to review their goals and extablish next steps. Teachers are provided with Feedback based on evidence of student progress in drwan from their individual action plans and national tests from the school leader and reading tests are used in feedback conversations with the reading coach (Impact Coach). The school leader is regularly making informal walkthroughs.The school also reports that as the learners often have complext communication issues Feedback from student to teacher often has to be 'read' in terms of behaviour.

Many of the teachers have taken part in the VL plus Effective Feedback courses and although the know what the levels of effective Feedback are, Leadership have not ast yet established the extent of the application of this framework in the classroom. They plan to use the Classroom Observation Tool to make a round of observations and follow up coaching sessions, a focus on Feedback would provide useful data towards establishing a baseline for determining next steps in understanding and improving the feedback culture in the school.