Visible Learning Implementation: Progression of **Reflectiveness** 2019-2020

Intent: Supporting children with the social aspects of learning

Allerton Church of England Primary School

EYFS & KS1 Beautiful	KS2: Gandalf

Learning Behaviour	Nursey	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key meta-cognitive and self- regulatory strategies							
	Green Pen challenge		**Ten, Two edit challenge (work for 10 minutes edit for 2 minutes)**		**Five, one edit challenge**			
Planning: Thinking about where you are going, the action you are going to take, the time and resources you will need and the obstacles you may face.	Knows what the task is	Understands what they need to do to complete the task.	Collects appropriate resources to support the completion of their task.	**3B4ME** Is aware of what can go wrong when learning and has a 'plan' for this. Uses 3B4ME (3 things to do before being directed by an adult).	**Plan = outcome Level 1** Include enough details to complete learning using planning tool such as SPOs, Learning Lines, Mind Bubbles, diagrams, story mountains, planners etc.	**Learning Routes** Planning steps in 'learning actions' to enable them to direct a task. **Pupil:** *First I'll look for A, after I'll do B as that will lead me to C.*	**Time management** Children start to consider how much time tasks will take and plan for this before starting an activity.	Uses a range of 'planning strategies' to support learning. They adapt these depending on the contexts they are learning in.
Distilling: Looking at what is being learned – pulling out the essential features – carrying those forwards to further learning. Being your own learning coach.	Follows a simple instructions	Follows a sequence of instructions – do this, then that.	Identify key details relating to the learning objective. **Pupil:** *We are learning about making 10 so we need to use our number bonds.*	**Retrieving** Can retrieve specific details by using scanning, spotlighting and underlining strategies.	**Summarising** Begins to summarise information with the support of story maps, diagrams and recall strategies.	**Black it out.** Black out strategy to support summarising. Children remove all unnecessary information to isolate key details	**Timed distillation** Can retrieve and summarise key facts and information in time pressured situations	**Personal Best** Can speed up the retrieval of key facts/ information through practice and perseverance.
Revising : Being flexible, changing your plans in the light of difference circumstances, monitoring and reviewing how things are going and seeing new opportunities		Checks what that they are doing against what they have been asked to do. Will mark work with a green pen to show changes	With prompting, makes at least one Green Pen mark per lesson With support uses **C**apitals **O**rganisation (Presentation/ layout) **G**rammar (Does it make sense) **S**pelling	Makes independent changes to work in all lessons. Uses **COGS** and checks work against success criteria identifying **Monkey and Magic Mistakes.**	Will use the above symbol to show a change of thought or direction. Uses COGS and with support uses **A**dd **R**emove **M**ove **S**ubstitute strategy	**Plan = outcome Level 2** With support, ensures their planning strategies (SPO/IPEELL Success Criteria, reasoning steps) have informed the outcome. Uses **ARMS** to re-directs learning.	**Dual Editor** Becomes the editor of their own learning by checking work twice. **Look 1** – COGS, ARMS **Look 2** – take a **positive risk** to extend learning.	Uses a range of revision strategies to produce the best quality work they can.
Meta- Learning – Knowing yourself as a learner – how you learn best, how to talk about the learning process		Say how they did something	Say why they did something	Remembers success they've had in learning and uses them to motive them in new learning	Remembers what didn't work and makes a plan to avoid the same issues. **Pupil:** *When I wrote about x last week I did Y. So I'm going to write myself a reminder*	**Learning Tracks** Starts to link things that went well in one areas of learning to the experience of new learning. **Pupil:** *In Football we look at tactics and predict what the other players will do so let's do that with the variables in this experiment*	**Learning Webs** Create learning webs to consider how new learning can be used in multiple different contexts.	**Meta cognitive mentors.** Understands themselves as a learner. Mentors others by explaining their learning processes.

Ensure you are revisiting previous year group strategies as you progress through the year. For **Impact** see Relationship Behaviour Ranking