Pembroke Dock Community School

Visible Learning

Equity dimension: tick the dimension related to the practice
□ Fairness □ Access □ Opportunities
✓ <mark>Personalised learning</mark> □Personal and social development

Subject: Ownership of learning

Target groups: choose the educational level focus of the practice
□ Early Years ✓ <mark>Primary education</mark> □ Lower secondary education
□ Upper secondary education □ Vocational Training □ Other

Source:

Pembroke Dock Community School is a purpose built school a short distance from the town centre. The facilities are of exceptionally high quality and have been very well planned and designed. Provision also includes Pembrokeshire's designated Learning Resource Centre for pupils with ASC which is modern and well resourced. The school, opened in 2001 and was the first school in Wales to be constructed under a private finance initiative.

Currently, the school has a total roll of 650 pupils aged three to eleven, including 80 nursery children. The school provides full-time education for all nursery age pupils. There is also Flying Start provision for 64 two year olds.

Pembroke Dock's catchment area can be described as economically disadvantaged and is in a Communities First Area. Approximately 31% of pupils are currently entitled to free school meals (which is higher than the all Wales average figure of 20%). The annual intake covers the full ability range, although many pupils are from disadvantaged families. Pembroke Dock Llanion and Central ward are ranked as the 1st and 10th most deprived area in Pembrokeshire, (Llanion being in the top 10% most deprived in Wales). According to the Townsend Deprivation Index, Pembroke Dock Central and Llanion fall into the 'Most Deprived' electoral divisions in Wales. The Centre for Economic and Social Inclusion report that 69.2% of children in Pembroke Dock are deemed to be from low income families and 45.5% are from workless families. The school has provision for specialist speech and language provision for pupils with communication difficulties and nurture groups to support pupils with social, emotional and behavioural difficulties. The school takes pride in its family and community engagement and provision. We have adopted the UNCRC (United Nations Convention Right of the Child) and are a Gold Level Rights Respecting School. We are a Professional Learning Pioneer School, working with the Welsh Curriculum on the New Curriculum for Wales, as well as a designated Professional Learning School.

Mission Statement
Proud to be a community school, striving for success for all!

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Description: At Pembroke Dock Community School we are a Visible Learning School. The Visible Learning development model is based upon the principles developed by John Hattie's research. It is a process of gathering, analysing, interpreting and using information about pupils' progress and achievement to improve teaching and learning. Pembroke Dock Community School took on this approach in light of Professor Graham Donaldson's Successful Futures document and the development of the new curriculum for Wales. This approach supports the development of numerous aspects of one of the four purposes of the curriculum – all children and young people will be ambitious, capable learners.

Methodology:

The school bases its teaching and learning strategy on research carried out by Professor John Hattie on a visible learning approach. In order to encourage pupils to be responsible for their own learning and to become more capable to assess their own work, the school introduced the following strategies:

- A process of gathering, analysing, interpreting and using information about pupils' progress and achievement to improve teaching and learning.
- Allowing pupils to take ownership of their own learning and skills development. They know where they are on the skills continuum and what their next steps are. Using their 'Learning Ladders' booklets, many can track and assess their own progress effectively.
- Enabling pupils to recognise what they need to do when they come across something they don't know and to have appropriate strategies to progress with their learning.
- Encouraging pupils to seek feedback from their teachers and respond to it effectively, and, more importantly, encourage them to give feedback to staff about their teaching.
- Enabling pupils to become active in their learning. They can ask and find the answer to the following questions. Where am I going? How am I going there? Where to next? These questions correspond to notions of feed up, feedback, and feed forward.
- Enabling pupils to employ a range of meta-cognitive strategies developed through a shared language of learning.
- Encouraging pupils to see learning as hard work, with a growth mind-set and a desire to succeed.
- Encouraging pupils to understand what the learning intentions are and the importance of being challenged by the success criteria.
- Enabling pupils to use effective tools for self-assessment and challenge themselves well to improve.
- Using effective assessment for and of learning. The school has a highly successful marking policy so that teachers provide consistent and effective written feedback to pupils.

Resources:

Outcomes: Through this approach, pupils can learn more independently and can articulate what they are learning and why. They can talk about their learning and the strategies they are using to learn. Pupils can articulate their next learning steps and can use self-regulation strategies effectively. Pupils can also set their own goals and aspire to challenge. They also see errors as opportunities to learn. Teachers use pupils' feedback to adapt their planning and teaching to take pupils' learning further. Pupils want to succeed in their learning and recognise effective ways to move this forward. Pupils know their learning needs very well.

Supporting documents:

http://www.pembrokedockcommunityschool.co.uk/visible-learning-6/

https://visible-learning.org

Video attached.