

Checklist for “visible learning inside”

Strongly disagree	Generally disagree	Partly disagree	Partly agree	Generally agree	Strongly agree
1	2	3	4	5	6

1. All adults in my school recognise that:						
a. that there is variation among teachers in their impact on pupil learning and achievement;	1	2	3	4	5	6
b. all (school leaders, teachers, parents, pupils) place high value on having major positive effects on all pupils; and	1	2	3	4	5	6
c. all are vigilant about building expertise to create positive effects on achievement for all pupils.	1	2	3	4	5	6
2. My school has convincing evidence that all of its teachers are passionate and inspired – and this should be a major promotion attribute of the school.	1	2	3	4	5	6
3. My school has a professional development programme that:						
a. enhances teachers’ deeper understandings of their subject(s);	1	2	3	4	5	6
b. supports learning through analyses of the teachers’ classroom interactions with pupils;	1	2	3	4	5	6
c. helps teachers to know how to provide effective feedback;	1	2	3	4	5	6
d. attends to pupils affective attributes; and	1	2	3	4	5	6
e. develops the teacher’s ability to influence pupils’ surface and deep learning.	1	2	3	4	5	6
4. This school’s professional development also aims to help teachers to seek pathways towards:						
a. solving instructional problems;	1	2	3	4	5	6
b. interpreting events in progress;	1	2	3	4	5	6
c. being sensitive to context;	1	2	3	4	5	6
d. monitoring learning;	1	2	3	4	5	6
e. testing hypotheses;	1	2	3	4	5	6
f. demonstrating respect for all in the school;	1	2	3	4	5	6
g. showing passion for teaching and learning;	1	2	3	4	5	6
h. helping pupils to understand complexity	1	2	3	4	5	6
5. Professionalism in my school is achieved by teachers and school leaders working collaboratively to achieve ‘visible learning inside’.	1	2	3	4	5	6

Planning

6. The school has, and teachers use, defensible methods for:						
a. monitoring, recording, and making available on a ‘just in time’ basis, interpretations about prior, present, and targeted pupil achievement;	1	2	3	4	5	6
b. monitoring the progress of pupils regularly throughout and across years, and this information is used in planning and evaluating lessons;	1	2	3	4	5	6
c. creating targets relating to the effects that teachers are expected to have on all pupils’ learning.	1	2	3	4	5	6

7.	Teachers understand the attitudes and dispositions that pupils bring to the lesson, and aim to enhance these so that they are a positive part of learning.	1	2	3	4	5	6
8.	Teachers within the school jointly plan series of lessons, with learning intentions and success criteria related to worthwhile curricular specifications.	1	2	3	4	5	6
9.	There is evidence that these planned lessons:						
	a. invoke appropriate challenges that engage the pupils commitment to invest in learning	1	2	3	4	5	6
	b. capitalise on and build pupils' confidence to attain the learning objectives	1	2	3	4	5	6
	c. are based on appropriately high expectations of outcomes for pupils;	1	2	3	4	5	6
	d. led to pupils having goals to master and wishing to reinvest in their learning; and	1	2	3	4	5	6
	e. have learning objectives and success criteria that are explicitly known by the pupil.	1	2	3	4	5	6
10.	All teachers are thoroughly familiar with the curriculum – in terms of content, levels of difficulty, expected progressions – and share common interpretations about these with each other.	1	2	3	4	5	6
11.	Teachers talk with each other about the impact of their teaching, based on evidence of pupil progress, and about how to maximise their impact with all pupils.	1	2	3	4	5	6
Starting the lesson							
12.	The climate of the class, evaluated from the pupils' perspective, is seen as fair: pupils feel that it is okay to say 'I do not know' or 'I need help'; there is a high level of trust and pupils believe that they are listened to; and pupils know that the purpose of the class is to learn and make progress.	1	2	3	4	5	6
13.	The staffroom has a high level of relational trust (respect for each person's role in learning, respect for expertise, personal regard for others, and high levels of integrity) when making policy and teaching decisions.	1	2	3	4	5	6
14.	The staffroom and classrooms are dominated more by dialogue than by monologue about learning.	1	2	3	4	5	6
15.	The classrooms are dominated more by student than teacher questions.	1	2	3	4	5	6
16.	There is a balance between teachers talking, listening and doing; there is a similar balance between pupils talking, listening and doing.	1	2	3	4	5	6
17.	Teachers and pupils are aware of the balance of surface, deep and conceptual understanding involved in the lesson intentions.	1	2	3	4	5	6
18.	Teachers and pupils use the power of peers positively to progress learning.	1	2	3	4	5	6
19.	In each class and across the school, labeling of pupils is rare	1	2	3	4	5	6
20.	Teachers have high expectations for all pupils, and constantly seek evidence to check and enhance these expectations. The aim of the school is to help all pupils to exceed their potential.	1	2	3	4	5	6

21.	Pupils have high expectations relative to their current learning for themselves.	1	2	3	4	5	6
22.	Teachers choose the teaching methods as a final step in the lesson planning process and evaluate this choice in terms of their impact on pupils	1	2	3	4	5	6
23.	Teachers see their fundamental role as evaluators and activators of learning.	1	2	3	4	5	6
	During the lesson: learning	1	2	3	4	5	6
24.	Teachers have rich understandings about how learning involves moving forward through various levels of capabilities, capacities, catalysts and competencies.	1	2	3	4	5	6
25.	Teachers understand how learning is based on pupils needing multiple learning strategies to achieve surface and deep understanding.	1	2	3	4	5	6
26.	Teachers provide differentiation to ensure that learning is meaningfully and efficiently directed to all pupils gaining the intentions of the lesson(s).	1	2	3	4	5	6
27.	Teachers are adaptive learning experts who know where pupils are on the continuum from novice to capable to proficient, when pupils are and are not learning, where to go next, and who can create a classroom environment to attain those goals.	1	2	3	4	5	6
28.	Teachers are able to teach multiple ways of knowing and multiple ways of interacting, provide multiple opportunities for practice.	1	2	3	4	5	6
29.	Teachers and pupils have multiple strategies for learning.	1	2	3	4	5	6
30.	Teachers use principles from 'backward design' – moving from the outcomes (success criteria) back to the learning intentions then to the activities and resources needed to attain the success criteria.	1	2	3	4	5	6
31.	All pupils are taught how to practice deliberately and how to concentrate.	1	2	3	4	5	6
32.	Processes are in place for teachers to see learning through the eyes of pupils.	1	2	3	4	5	6
During the lesson: feedback							
33.	Teachers are aware of, and aim to provide feedback relative to, the three important feedback questions: 'Where am I going?'; 'How am I going there?'; and 'Where to next?'	1	2	3	4	5	6
34.	Teachers are aware of, and aim to provide feedback relative to, the three important levels of feedback: task; process; and self-regulation.	1	2	3	4	5	6
35.	Teachers are aware of the importance of praise, but do not mix praise with feedback information.	1	2	3	4	5	6
36.	Teachers provide feedback appropriate to the point at which pupils are in their learning, and seek evidence that this feedback is appropriately received.	1	2	3	4	5	6
37.	Teachers use multiple assessment methods to provide rapid formative interpretations to pupils and to make adjustments to their teaching to maximise learning.	1	2	3	4	5	6

38. Teachers:						
a. are more concerned with how pupils receive and interpret feedback;	1	2	3	4	5	6
b. know that students prefer to have more progress than corrective feedback;	1	2	3	4	5	6
c. know that when students have more challenging targets, this leads to greater receptivity of feedback;	1	2	3	4	5	6
d. deliberately teach pupils how to ask for, understand, and use the feedback provided; and	1	2	3	4	5	6
e. recognise the value of peer feedback, and deliberately teach peers to give other pupils appropriate feedback.	1	2	3	4	5	6
The end of the lesson						
39. Teachers provide evidence that all pupils feel as though they have been invited into their class to learn effectively. This invitation involves feelings of respect, trust, optimism and intention to learn.	1	2	3	4	5	6
40. Teachers collect evidence of the pupil experience in their classes about their success as change agents, about their levels of inspiration, and about sharing their passion with students.	1	2	3	4	5	6
41. Together, teachers critique the learning intentions and success criteria, and have evidence that:						
a. pupils can articulate the learning intentions and success criteria in a way that shows that they understand them;	1	2	3	4	5	6
b. pupils attain the success criteria;	1	2	3	4	5	6
c. pupils see the success criteria as appropriately challenging; and	1	2	3	4	5	6
d. teachers use this information when planning their next set of lessons/learning.	1	2	3	4	5	6
42. Teachers create opportunities for both formative and summative interpretations of pupil learning, and use these interpretations to inform future decisions about their teaching.	1	2	3	4	5	6
Mind frames						
43. In this school, the teachers and school leaders:						
a. believe that their fundamental task is to evaluate the effect of their teaching on pupils' learning and achievement;	1	2	3	4	5	6
b. believe that their success and failure in pupil learning is about what they, as teachers or leaders, did or did not do.....We are change agents!	1	2	3	4	5	6
c. want to talk more about the learning than the teaching;	1	2	3	4	5	6
d. see assessment as feedback about their impact;	1	2	3	4	5	6
e. engage in dialogue not monologue;	1	2	3	4	5	6
f. enjoy the challenge and never retreat to 'doing their best';	1	2	3	4	5	6
g. believe that it is their role to develop positive relationships in classrooms/staffrooms; and	1	2	3	4	5	6
h. inform all about the language of learning.	1	2	3	4	5	6