

COLLECTING HARD EVIDENCE OF LEARNING GROWTH

The many types of evidence available to teachers to enable them to make the kinds of Judgement necessary to supporting growth in *Learning Power* fall into three broad categories:

1. A student's perception of him- or herself as a learner ...

Once given the opportunity, students are often happy to reflect on, talk about or write about themselves as learners. Learners' own self-reports offer a rich and legitimate source of evidence through, for example:

- extracts from students' learning logs
- digital records of memorable personal moments recorded by students themselves;
- student responses to self-report exercises and questionnaires;
- testimony recorded in the student's personal school planner;
- student testimony when voluntarily submitting themselves for 'proficiency badges' to demonstrate the use of particular habits and behaviors, their learning muscles;
- students' personal statements such as this submitted to UCAS;
- testimony from alumni of the school—reports on how their *Learning Power* development helped their transition from Primary to Secondary School or from Secondary to the worlds of further study or work.

2. What teachers observe about their students as learners ...

Taking on the role of a learning coach offers teachers more time to observe students developing their learning habits. As they mark students' work they will also notice and commentate upon their use of learning behaviors. Such evidence might include:

- student project work, product or performance;
- records of memorable moments;
- dynamic assessment—observations and records made of students in:
 - the process of learning
 - when and how they ask for help
 - the kinds of questions they ask
 - their 'think aloud protocols'
- a record of to whom, when and why celebratory recognition was justified.

3. What others beyond the formal curriculum perceive of students as learners ...

Evidence of students using their habits more widely can be drawn not only from other teachers but from people who see the students outside school. It might include:

- unsolicited comments from parents;
- digital records from home or school clubs or other out-of-school activities;
- testimony from employers regarding a student's attitude to work during work experience;
- testimony from piano teachers, sports coaches, youth club leaders and the like.

Schools have also found it helpful to assess *Learning Power* over different timescales ...

Day-to-day assessment where the emphasis is on self- and peer assessment and helping students to develop fine-grained understanding of their learning habits and how they grow. This is a consciousness raising process.

Teachers should note that ... the effort to notice when different kinds of learning are happening helps students to observe (and be proud of) their own progress. It also helps to train the observational powers of the teacher. Whilst being used to noticing if students are 'on task', 'working well', 'playing nicely' or 'looking happy', teachers are often less familiar with noticing when students are using their imaginations purposefully, deriving meaning from apparently disparate data, or using their empathetic skills. This process of raising consciousness helps both student and teacher to focus their attention on the nature of learning itself.

Periodic assessments where a teacher might expect to look at the broader aspects of Progression have the special benefit of ad hoc inspection. This might include a more random observation of whether students are using particular learning habits more strongly, with greater depth, and with increasing independence than others.

Transitional assessment (annually or at the end of a particular Key Stage) has particular significance because the outcome might influence a student's future opportunities and choices. To this end, the school may well have to adjust and develop its assessment practices.