

# What happens in Fabulous Learning sessions?

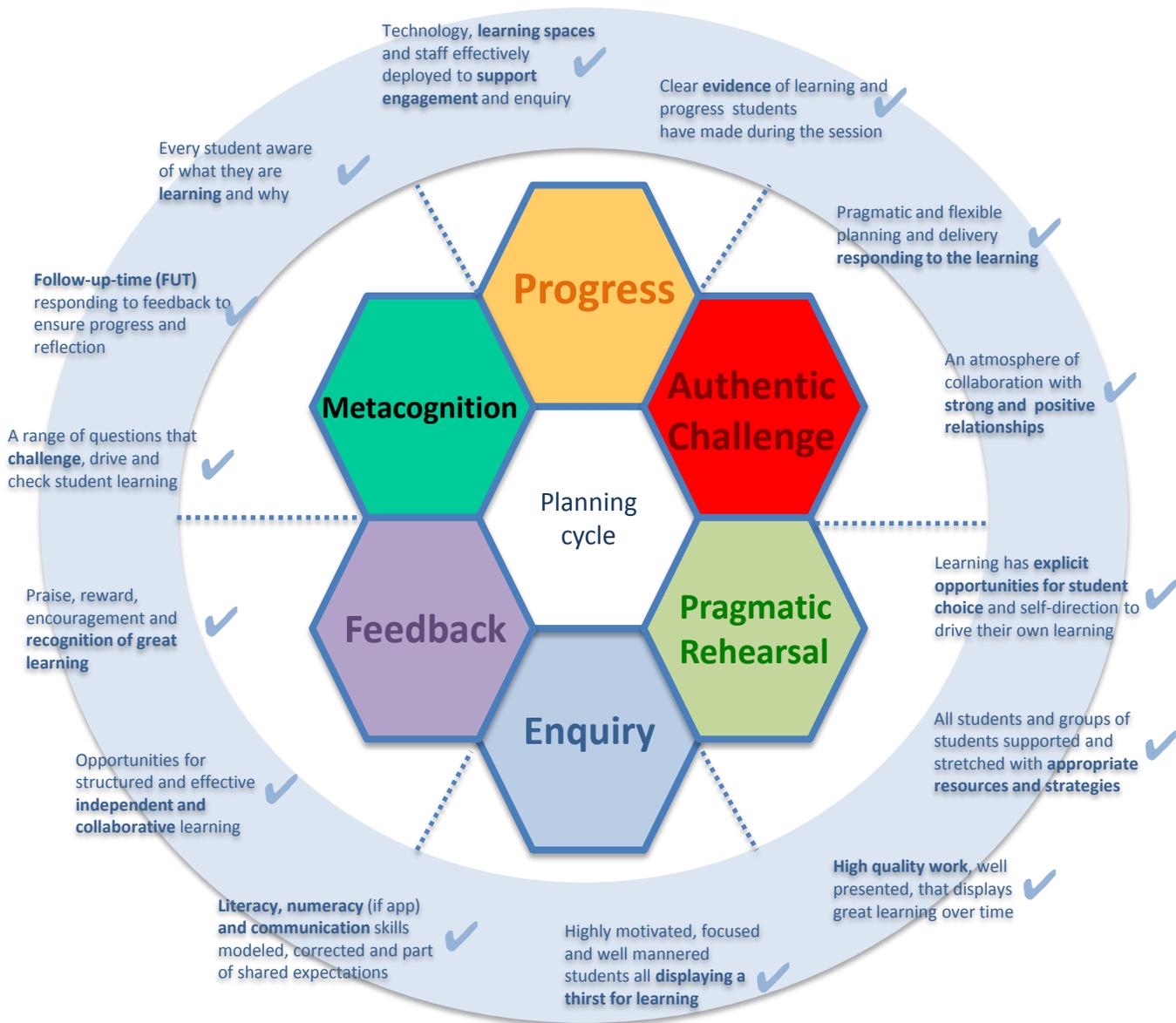
(how do I actually do it!?)

What do I need to make sure fabulous learning is taking place in my learning sessions?

**Check all the points of the wheel.**

If all of those are happening then we have our achieved goal!

Use the architecture, collaborate with colleagues, the Academy's CPL, TPIP, and professional reflection to **make it all happen.**



Wheel of Fabulous learning

Metacognition	Progress	Feedback
<p><i>"Metacognition provides a set of practices to heighten student awareness and understanding of how they learn and solve problems - and how their everyday beliefs, behaviours and responses impact on their learning and problem-solving."</i></p>	<p><i>"Progress provides meaningful demonstrations of improvement in individual learning over time; it gives a clear guide to its nature and pace and, in the best, builds from prior knowledge."</i></p>	<p><i>"Feedback provides an on-going process of formative evaluation, drafting and improvement with purposeful assessment involving student, peer and teacher."</i></p>

Why do we need it?		
<ul style="list-style-type: none"> <li>• Improve the students' capacity to learn independently</li> <li>• Make each student more self-aware</li> <li>• Help each student to be more aware of the impact they have on others</li> <li>• Encourage students to see the 'connectivity' in our Academy approach to learning</li> <li>• To achieve the extended abstract thinking needed to be successful at the higher academic levels</li> <li>• Help students manage anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate and engage students and staff by sharing landmarks on the learning journey</li> <li>• To provide clear and concise information to students, parents and teachers about the nature and pace of learning</li> <li>• To provide a context for mentoring and guidance of students</li> <li>• To allow data analysis and comparisons to identify trends and intervention points</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to understand what they need to do to improve</li> <li>• Embed a learning culture of support and challenge</li> <li>• Regularise meaningful discussion around the notion of improvement</li> <li>• Build resilience in learners</li> <li>• Recognise that learning is often hard work</li> </ul>

How do we develop it?		
<ul style="list-style-type: none"> <li>• Appreciate the thinking which lies alongside knowing</li> <li>• Build thinking about our thinking into our feedback and marking methods</li> <li>• Improve how we ask and invite questions to make thinking explicit</li> <li>• Use learning protocols for independent, group and whole-class learning</li> <li>• Design learning challenges which require and develop high levels of self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, deliver, evaluate and improve quality learning experiences – the core business</li> <li>• Define what progress means within and across subjects and share those discussions</li> <li>• Agree how we calibrate progress in a context of no NC levels</li> <li>• Become adept at recognising evidence of progress within lessons</li> <li>• Regularly engage the learners in discussing what progress looks and feels like and how we evidence it</li> </ul>	<ul style="list-style-type: none"> <li>• Establish whole academy mechanisms for giving and receiving feedback</li> <li>• Develop the skills of giving and receiving feedback</li> <li>• Embed best practice for marking and response</li> <li>• Improve use of success criteria and target setting</li> <li>• Individualise progress plans</li> </ul>

Pragmatic Rehearsal	Authentic Challenge	Enquiry
<p><i>"Pragmatic Rehearsal provides spaced 'practice' and opportunities in applying learning to practical applications and or testing regimes."</i></p>	<p><i>"Authentic Challenge provides personalised and differentiated learning experiences which link to a real purpose, scenario or outcome."</i></p>	<p><i>"Enquiry provides active engagement through independent, or collaborative, research and problem solving."</i></p>

Why do we need it?		
<ul style="list-style-type: none"> <li>• Build learning structures which embed regular review</li> <li>• Identify gaps in knowledge and understanding</li> <li>• Encourage reflection and resilience</li> <li>• Demonstrate the real world utility of learning</li> <li>• Coach exam craft and success within public examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Meaningful engagement of all of our students</li> <li>• Active ownership and involvement of students in work which they value and which stretches them</li> <li>• Real world applicability</li> <li>• To create an excitement and a 'buzz'</li> <li>• Opportunities to showcase independence and responsibility</li> <li>• Personalised learning for all students ensuring effective differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage curiosity and innovation</li> <li>• Understand the nature of knowledge</li> <li>• Foster a willingness to pursue answers to compelling questions</li> <li>• Provide systematic techniques to make sense of information and experiences</li> <li>• Experience wonder and a fascination with what learning can offer</li> </ul>

How do we develop it?		
<ul style="list-style-type: none"> <li>• Utilise a learning approach which embeds purposeful review</li> <li>• Heighten awareness of testing and assessment practices through our everyday teaching</li> <li>• Identify and revisit key concepts</li> <li>• Use spaced, informal testing regimes to help develop exam craft</li> <li>• Prepare for and practice test situations</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student choice across and within the curriculum</li> <li>• More co-construction of success criteria within lessons</li> <li>• Trust in teachers' professional expertise to align the curriculum offer with real world applicability</li> <li>• Utilising the Concept of Personal Best(s)</li> <li>• Use IMYC and Project Based Learning successfully</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and encourage really great questions</li> <li>• Become more confident in, and adept at, problem solving</li> <li>• Evaluate and make judgments on the utility of information</li> <li>• Model the research process and its related skills</li> <li>• Continue to be reflective practitioners</li> </ul>