



what is impact learning?

**“A phenomenally powerful tool
for increasing the performance
of teachers and students”**

C Wardle, DCSF

*“A radical, rigorous and robust framework
that turns learning on its head!”*

Professor John West-Burnham

 **impact learning**

knowledge methodology rigour

*Impact Learning is a radical and robust
'personal development' and whole school improvement
programme, that rigorously improves the quality
of adult instruction and communication*

**All delivery is focused upon advancing knowledge and methodology
whilst supporting teachers *as learners*.**

*Training of the highest calibre is combined with class-based modelling and coaching,
intent on scaffolding learning for staff and students alike.*

What sets Impact Learning apart - transforming expectations and requirements
- is the *quality of training* combined with the *Impact Learning Toolkit*.

*The Impact Learning Toolkit offers leaders a simple and unique set of
class based resources specifically designed to ensure staff practise and progress new skills -
enabling delivery to rapidly move beyond the 'fragile', embryonic stages of implementation,
whilst firmly embedding monitoring, accountability and rigour within each developmental stage.*



ILP is a transformational and revolutionary programme that motivates and inspires teaching
in such a way that one becomes passionate about learning.

The framework should be implemented nationally, if not globally!

K. Petersen, Class Teacher



Impact Learning provides 3 core elements, driven separately or combined.

Teaching Effective Learning (TEL)

How to develop a shared and purposeful learning language between staff, students and caregivers, the application of which enables students to engage more profoundly with the curriculum whilst practising the skills that are critical for independence and the workplace.

Teaching and support staff are shown **how** to prioritise, require and advance the application of effective thinking and learning skills across **all** areas of the curriculum, including how to refine Success Criteria to improve the quality of learning and rate of pupil progress; rigorously increasing expectation, performance and aspiration for all.

Positive Instructional Language (PIL)

How to increase the competence and capacity of each practitioner and facilitate learner centred provision through the application of Instructional Language. Practitioners are shown how to use language to increase cognitive engagement, facilitate knowledge transfer, increase student understanding and application.

The concept of 'learning zones' are introduced, used to scaffold and secure effective learning strategies, to improve the quality of AfL, inform Formative Feedback; to manage learning to manage behaviour.

WordPower Express (WPE)



WPE is not a programme restricted to students with special educational needs. It is for leaders and teachers committed to delivering practice that robustly improves the thinking and communication skills of every student.

Initial 2 day training triggers the paradigm shift necessary to dramatically refine the practice related to the language of instruction for staff and consequently transform the skills with which students are enabled to demonstrate their knowledge and understanding.

To embed cohesive pedagogy across the school, training is followed by coaching and support - tailored precisely to the needs of each school.

WordPower Express provides your staff with the critical knowledge to move practice beyond 'support' to proven whole school intervention that immediately drives high level speaking, listening, reading and writing communication skills, **across all curricular areas.**

WPE training and in-class coaching demonstrates how to scaffold and secure learning through robust modelling that emphasises how language must be consistently applied to inform and extend thinking; how to significantly improve knowledge transfer and knowledge capture, student understanding and application.

The resulting framework provides your students with a system that is intellectually stimulating, **entirely age / ability appropriate** - a system that triggers a voracious appetite for discovering and applying new words to demonstrate previously hidden depths of subject knowledge.

Moreover WPE transforms the confidence of students to apply orthographic and effective learning skills; to raise aspirations and take ever ambitious learning risks.



How does it work?

Students from Nursery to College are taught *how* to learn and *how* to demonstrate knowledge to the very best of their ability every lesson. Initial training related to each element can be arranged for a school or cluster.

Impact Learning practice revolves around unique resources, pertinent to every area of the curriculum. Learning Signposts, Learning Zones, Learning Passports and Rewards engineer productive dialogues about learning throughout each day. These are specifically designed to extend the skills of communication and instruction for every teacher and assistant - to radically alter the perception, practice and performance of staff and students, in relation to their own and others capability and capacity for effective learning.

As effective learning is taught, modelled, practised and refined, high quality learning partnerships are forged between learner and mentor, based on ever increasing expectation, mutual support and trust. As the intellect of each learner is systematically stimulated and advanced, the Feel Clever Factor (FCF) is planned for and achieved. With a shared and passionate belief in what is possible, enthusiasm and energy for learning, and the acceleration of learning, increase daily. As all staff use the ILP Toolkit to focus more intently on assessing and achieving effective learning, students across all age and ability groups are enabled and empowered to become highly motivated, socially responsible, financially independent young people of tomorrow.

The Impact Learning Programme (ILP) is a staged developmental programme that successfully combines the 3 elements, re-shaping and re-energising the culture for driving and developing profound learning, across all age, ability and social groups.

The model is strategically tailored to the needs of each school, providing leadership teams with Inset provision, staff meetings, 'Immersion weeks', and in-house supported implementation as required.

Working in partnership with senior leaders, planning, modelling and coaching are directed at a year group, or rolled out across the school. Projects vary enormously and fees reflect the number of staff or number of days required.

A particularly cost effective model can be achieved by combining a secondary school with its feeder schools.

In addition to the 3 core elements a specialist educational graphic design service is available for school leaders and Governors seeking to achieve maximum visual impact in and around the school.

The design and production service enables visionary leaders to foster, reflect and emphasise a culture that overtly values and drives effective learning throughout the school.

The intent is to achieve maximum inspiration, motivation and aspiration by creating a stimulating, cost effective environment - one that explicitly reflects and reiterates the ethos, vision, attitudes and enthusiasms of your school or educational establishment.

Graphic services provided include striking wall-sized 'message' designs, innovative imagery for hall, wall and floors, ceiling banners, bespoke exhibition and display, refectory and playground design features - each reinforcing that the learning centred vision and commitment is explicit and demanded as familiar routine.



ILP impact and methodology has received noteworthy praise from OfSTED and has been successfully implemented in Primary and Secondary schools; in schools 'causing concern' through to schools classified as 'outstanding'.



Outcomes & Legacy

- **A vehicle** to drive a new and shared learning language; to teach and embed the application of effective learning skills throughout the curriculum.
- **A framework** and mechanism to radically improve the quality of instruction for all managers and practitioners.
- **The knowledge and skills** critical to securing the acquisition of functional and advanced literacy skills; to create 'word hungry' learners, highly skilled word builders and communicators.
- **A structure** that delivers child centred, personalised learning.
- **The methodology** to secure consistent learning experiences; that require and enable every adult and child to 'raise the bar' every lesson, every day.
- **The rigour** required to improve teacher performance, secure effective learning and life skills; raise standards.
- Increased attainment, achievement, standards.
- Improved class based provision for EAL.
- Job satisfaction, work / life balance.
- Reduced SEN.
- Reduced sanctions and exclusions.
- A model that attracts and retains staff.
- Positive and increased PR with parents and wider community.
- Increased roll.
- A framework for Governors to work in partnership to refine and extend learning.
- A framework that dramatically engages parents to support and enjoy their child's development.

'The absolute priority is to teach, facilitate and achieve effective learning for every child; every lesson, every day'.

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knowledge methodology rigour

*I have been in education a long time and can be cynical about new initiatives!
However, the impact upon staff applying ILP methodology and WPE techniques is immediate and impressive.*

N. Munt, Deputy Principal Futures Community College

During 2 day WordPower Express training I learnt more useful information and teaching techniques than in 4 years at College and 5 years teaching experience. The course made me re-evaluate the content of my lessons and the way I deliver them. The potential of Impact Learning is phenomenal; the language and techniques should be used in all schools and pre-schools.

Mr D Farebrother, PE Teacher/Double Club

I learned an amazing amount. The Government should implement the Impact Learning approach to securing teaching and learning across all Primary and Secondary schools within the UK.

Ms S.Lewin, NQT

I love the response I'm getting from using impact learning with my year 8 class. They are engaged, focused and I have the most amazing lessons!! I'm eager to roll out the framework and zones across years 9 and 10.

Ms A.Reed, Advanced Skills Teacher, English Dept

Excellent content - Intellectually challenging and inspiring! I take away a renewed enthusiasm to be creative and 'brave'. I will encourage and support all staff, including EAL providers, to demonstrate and embed Impact Learning and WordPower Express practice across Futures Community College.

Mrs. N. McKenna, LA Consultant, Ethnic Minority & Achievement

I was amazed as I watched 4 year olds using WordPower Express. I wasn't sure such great results could happen for me, but was determined to try! 14 days into the new term and students are becoming addicted to words and the way they inform thinking. They are enabled and intent on taking a 'learning risk', confident in using use specialist vocabulary to prepare 'three tick answers' and pupils across all ability groups are keen to demonstrate and advance their knowledge. The depth of questioning and discussion is stunning.

It's Friday night and I don't want to go home - I'm enjoying every minute!

Mr G. Law, Integrated Studies Teacher

Thank you for the excellent training and opportunity to consider how Impact Learning works. I can see the application for schools everywhere. I will promote practice with Ian, HOD, and support staff in implementing ILP and WPE practice within all Maths teaching.

Mr M Bellamy, LA Consultant, Maths & Achievement

No-one can possibly begin to understand the phenomenal impact that 'being in the Learning Zone' has had on the whole family. Having attended the 2 day training myself, I understand the importance of using instructional language to inform the brain and we are all changing. It is clear my grandson now has a chance for a positive future - something he has never had before. It has changed his life; it has dramatically changed all our lives.

I think every school should be using this.

Mrs D Hall, Caregiver

*Impact Learning and WordPower training is inspirational!
The consistency of rigour demonstrated during class based modelling and coaching is exceptional.*

Dr J Alder, Head Teacher Futures Community College, Feb 2010



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