

Using the NAR Flow Chart – Step by Step Instructions

You may find it helpful to use this flow chart in planning challenging and engaging experiences for your learners. Working collaboratively with colleagues will help.

In planning for learning you will consider the following:

- » age and stage of the learners
- » prior learning of the learners
- » the desired outcomes for you and the learners.

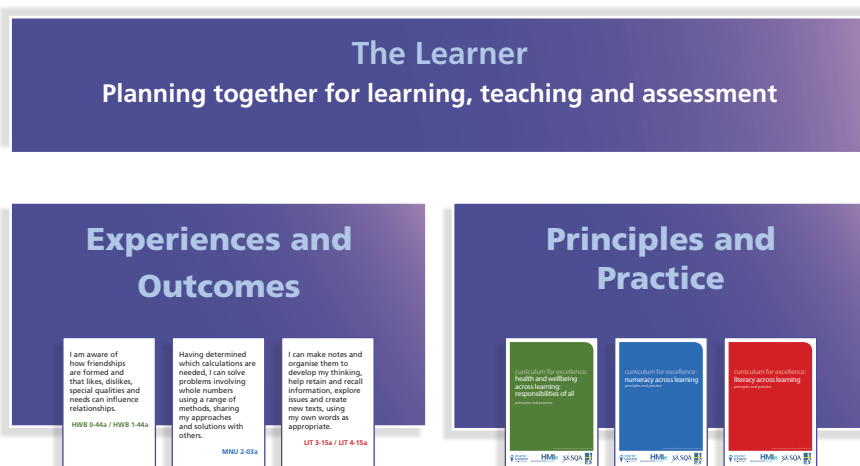
It may be that your way of planning experiences for learners has been to start by considering what it is you are setting out to do – ‘the context for the learning’ and plan from this as the starting point.

This FLOW CHART uses the following steps for planning:

Remember that learning is not linear and although this chart sets it out in steps, you, as a practitioner, will adjust it to develop the approach which best engages your learners

Step 1

Choosing the Experiences and Outcomes and considering the Principles and Practice.



Starting your planning at this point may help you to focus on your learning, teaching, assessment and moderation approaches and allow you to consider a wider focus for the experience you provide.

Remember the **Principles and Practice** documents will outline the broad features of assessment for your curriculum area and for the ‘responsibility of all’ areas of the curriculum.



Step 2

Developing the learning intentions

Learning Intentions
Standards and expectations for planned learning

By considering the experience you wish to offer the learner, you will be able to develop learning intentions that link closely with the chosen Es and Os.

Step 3

Developing the success criteria

Success Criteria
Clear, relevant and measurable definitions of success.
Learners involved in creating them. In pupil language.

As you plan and consider your success criteria you should ensure that they are closely linked to your learning intentions and the evidence of learning which you will be able to collect. Involving the learners in agreeing the success criteria will enable you and the learners to judge 'how much' and 'how well' they have learned.

Step 4

Planning a range of quality learning experiences

Learning Experiences
Rich activities planned to take account of the Es and Os
and the design principles

As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Step 5

Using a range of assessment approaches / range of evidence

Evidence
A range of appropriate evidence

Assessment Approaches
Assess: Progress.
Assess: Breadth, challenge, application

Planning a variety of assessment approaches and using them as appropriate will enable you to focus more closely on the progress of each learner. Having a variety of evidence will make the judgements about progress and next steps more valid.

Step 6

Evaluating the learning

Evaluate Learning
Collaborative approaches to evaluate the evidence of learning

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group. Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

Step 7

Providing feedback and next steps

Feedback and Next Steps

Giving good quality feedback which is based on the agreed learning intentions and success criteria helps to motivate learners to improve on their work and have a better understanding of their learning.

Step 8

Reporting on Progress

Reporting on Progress
Reporting to learners, parents and others

Considering the way in which you engage learners, parents and others in a shared understanding of the learning experience will help you to consider planning and developing innovative approaches to reporting progress.