

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or Action Needed if not	Starter Indicators	Linked Indicators		
Commitment: The school is committed to using the learning sciences to develop its peoples' learning dispositions, and equip itself as a learning organisation.									
1: Vision for Learning: An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.									
1.1 A new vision for education. How the school grows and uses a vision for the empowerment of learning.	1.1s The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	1.1s The school has an emerging vision for its educational role. There is a shift in understanding learning; that the school's role is to develop people's learning character and thus help them get smarter.	Page 33			1.1 and 1.2 are a pre-requisite for 2.1.	Impacts on Principle 2 and indicator 4.1		
1.2 Spreading understanding Spreading understanding of the vision in the school and community.	1.2s Understanding of the school's vision for learning is spreading throughout the school and its internal community.	1.2s As the vision begins to take shape in the school it becomes a shared vision; where staff work together to create an image of the future. This shared vision helps people to do things because they want to, not because they have to.	Page 36						

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2: A Framework for Learning: A coherent approach to building traits that affect how people go about learning, drives learning in the school and its community.									
2.1 The school's view of learning. The nature of the school's learning framework.	2.1s The school has adopted and/or developed a coherent learning framework predicated on "Learning is learnable" and informed by the learning sciences.	2.1s The school's vision for learning and its growing understanding of learning behaviours are being drawn together into a learning framework that makes sense to the school. This will take the form of a document such as a Learning Framework, but importantly, it is underpinned by the new learning sciences	Page 39			Start with 2.1. It is the key to developments at Silver level assuming principle 1 is secured.	Driven by principle 1, impacts on principles 3, 7 and 8		
2.2 Strategic influence of the framework. How the learning framework gradually influences many aspects of how the school works.	2.2s The school's Learning Framework is acting as a catalyst to re-examine classroom practice, performance management, CPD and other structured learning processes.	2.2s Here the learning framework, which describes the school's understanding of learning has already influenced revisions to the L&T policy, and is being used to create discussion about what constitutes best practice; how developing learning habits will and should influence other learning structures in the school – eg CPD, PM and other policies	Page 42						

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3. A Language for Learning: A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.									
3.1 A language for learning. The extent to which the school's language for learning is used throughout the school.	3.1s A shared language for learning, stemming from the school's Learning Framework and further exemplified in the school's L&T policy, permeates professional discourse and some classroom practice.	3.1s The language of learning behaviours and ways in which learning is enhanced is drawn from the school's learning framework. It is used hesitantly at first and then more fluently as teachers and learning assistants use it, and act on it, in classroom practice	Page 45				Driven by principle 2, impacts on principles 7, 8, 11. Strong impact on indicators 7.2 and 8.2		
3.2 Impact of the language for learning. The extent to which students use and profit from the language for learning.	3.2s Students are becoming familiar with the language of learning and some use it effectively to improve their learning.	3.2s The agreed language for learning is taking hold and some students are using the language, picking up its nuances about learning and can see the relevance of it for improving their own learning.	Page 48						

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Planning: Leadership approaches, plans and strategies are aligned to enhance learning development across the school and its students									
4. Leading innovation in learning. Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility									
4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.	4.1s There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.	4.1s The debates are more focused on what good and outstanding teaching might look like in the light of the school's learning framework. More staff are being brought into the dialogue and such opportunities are used to spread and broaden understanding about learning.	Page 51			Start with 4.1, to open the path for 4.2 and 4.3, and to create the conditions within which 5.2 can flourish	Driven by principles 1 and 2, strongly linked to indicator 1.2, impacts on developing a culture within which principle 5 can develop, and changes in principles 6 onwards can flourish. Strongly linked to indicator 1.2		
4.2 Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.	4.2s Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.	4.2s Few organisations feel no resistance to change. But the learning school enables people to think of creative ways to overcome resistance. Without this few change programmes would get beyond this point. There is a collective will to overcome barriers to change.	Page 54						
4.3 Monitoring practice. The extent to which leaders enable people to monitor, reflect on and take responsibility for their own learning and develop what constitutes excellent practice.	4.3s Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.	4.3s Responsibility for monitoring practice is firmly the responsibility of teams. They are skilled in monitoring and developing their own practice against agreed criteria.	Page 57						

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5. CPD policy and strategy. CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.									
5.1 Aligning CPD to the school's vision. How CPD links the needs of the school its teams and individual staff.	5.1s CPD programmes align school, team and individual needs based on the school's vision and framework of learning.	5.1s The school's CPD programme is built from known school, team and individual needs. The thrust of the programme aligns these needs to focus on ensuring that the school's vision and framework for learning come to fruition (in time).	Page 60				Driven by principles 1,2,3 and 4, builds the support for developments in principle 6 onwards.		
5.2 Professional Learning Communities How and the extent to which the school supports communities of learning enquiry to develop and reform teaching and learning practice.	5.2s The school supports practitioners to form and sustain professional learning communities to share and deepen changes in teaching habits aligned with the learning framework	5.2s The school is supporting teachers and LAs to form and sustain formal Professional Learning Communities, sometimes called Teacher Learning Communities. These meet regularly with an in-house facilitator to share, probe and deepen changes in practice, add new tactics and create plans for improvement.	Page 63			Start with 5.2 as the key driver for developments in principles 6,7,8,9 and 11			
5.3 Coaching Learning. The extent to which coaching partnerships are used to support professional development.	5.3s CPD for practitioners develops coaching skills as required in classroom practice.	5.3s The school is using the value of coaching in supporting innovation in learning in the classroom. The school has invested resources in training many practitioners in coaching skills for the classroom.	Page 66			Start with 5.3 as the key driver for supporting PLCs (5.2) and to underpin developments in principles 7 and 8.			
5.4 Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.	5.4s Key staff are trained in and conduct broader learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.	5.4s Other staff are now trained in conducting learning reviews. This helps more staff to gain insights into learning and desirable standards of practice	Page 69						

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Action: Learning opportunities within and beyond the school build, broaden and strengthen people's effective learning habits for lifelong learning									
6. Curriculum Design. The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes									
6.1 Adapting the taught curriculum. How the taught curriculum is being adapted to cultivate and build progress in learning habits.	6.1s Schemes of learning in a broad range of curriculum areas / subjects / phases / are adapting to include the coverage of learning habits. Some areas are beginning to adapt them to include progression also.	6.1s The school's learning framework and associated L&T policy are now being used as a basis for considering changes in the curriculum – how and where learning habits will be covered, to what extent, and what type of experiences are likely to bring about success. This is happening across a wide range of curriculum areas	Page 72				Driven by indicator 7.3, and by principle 11 (especially 11.2), impacts on principles 7 and 8.		
6.2 Maximising the use of the wider curriculum. How aspects of the wider curriculum are used to contribute to the cultivation and development of learning habits.	6.2s School routines, including enrichment activities, are used purposefully to develop dimensions of learning habits that are more difficult to attain through classroom activities.	6.2s Through the school's learning framework the school is considering how a range of routines and/ or enrichment activities can be used to develop learning habits and how this might be done.	Page 75						

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7. Teaching for a learning culture. How staff surface learning in order to develop effective learning habits and enhance content acquisition.									
7.1 Relating for Learning. How staff make learning a shared responsibility.	7.1s Most learning is characterised by a range of collaborative learning strategies to deepen teamwork behaviours. Increasingly students' interests and questions influence what they learn and how they learn it.	7.1s The culture of many classrooms is changing / has changed. Active learners are not only offered more opportunities to decide what to do, but there is lots of collaborative activity where learners develop their social dispositions and learn to learn as a team	Page 78				Driven by principles 1,2,3,4,5, strongly informed by indicator 3.2, informed by indicator 6.1, impacts on principles 8 and 9.		
7.2 Talking for Learning. How staff make learning the object of conversation.	7.2s Talk about the learning process- verbal and feedback – is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.	7.2s Teachers and Teaching Assistants use the language of learning as a basis for commenting on students' work and moving thinking about learning on. Verbal and written feedback on learning encourages students to become confident learners who can talk about their learning and how their learning improves.	Page 81						
7.3 Constructing Learning. How staff make learning the object of learning.	7.3s Most learning opportunities are designed to ensure students learn at the edge of their comfort zone, reflect on the learning process and stretch their learning behaviours.	7.3s Most teachers are now aware of the learning habits they are trying to help students to build. In many lessons, one or two learning habits will be infused with content. Lessons are planned with learning in mind and will offer opportunities for reflection on what was learned and how it was learned.	Page 84						
7.4 Celebrating Learning. How staff make learning the object of attention.	7.4s Most learning environments are set up to reinforce positive messages about learning with an emphasis on growth as a learner.	7.4s Positive messages about learning are now a commonplace. The thrills and spills of the learning process are reinforced in the way learning is displayed. The growth in learning behaviours and independence in learning is celebrated.	Page 87						

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8. Learning in a learning culture. How the learning culture of classrooms enables learners to take a full and active role in their own learning.									
8.1 Relating for Learning. How the shifting relationships in the classroom enable learners to take responsibility for their learning	8.1s Most learners understand and act on their responsibility as learners and learn constructively with their peers and with their teachers.	8.1s Many students accept and act on their responsibility for learning. They are becoming more self-reliant and increasingly willing and able to learn with and from their peers. They no longer expect or want their teachers to do it for them.	Page 90				Driven by principle 7, impacts on principle 9.		
	8.2s Many students are able to describe their learning strengths and weaknesses using the school's language for learning.	8.2s Many students have developed a fluent language with which to discuss how they learn. They are able to describe their learning strengths and relative weaknesses, can identify behaviours that they are trying to improve and how they are hoping to do this.	Page 93						
	8.3s Many students are aware of and reflect on their learning behaviours and can select which ones are likely to lead to success in overcoming challenge.	8.3s Most students are now aware of the learning behaviours they are using and reflect on the 'how' of their learning. Additionally, some students are gaining a nuanced understanding of learning.	Page 96						
	8.4s Many students are aware of the school's commitment to developing their learning dispositions and are taking an interest in their own growth as a learner.	8.4s Students understand themselves as developing learners. They are not afraid of making mistakes nor of putting effort into learning. Their understanding of and confidence in learning is growing.	Page 99						

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9. Learner Engagement. Learner engagement: Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture.									
9.1 Student voice. How students are involved is the development of learning strategy.	9.1s A representative group of students provide learner insights and evidence of their experience of learning and their growth as independent learners.	9.1s Student voice about learning has become more formalised. There is a representative student group that meets regularly to offer insights and evidence on the sort of changes that are taking place in classroom practice. Their feedback is valued and taken seriously.	Page 105				Is an outcome of, and informs, developments in principles 7 and 8.		
	9.2 Students as designers of learning. How students are increasingly involved in the design & facilitation of learning.	9.2s Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum.	9.2s Some teachers work with students to plan and facilitate learning. This is experimental and its impact is being monitored.	Page 108					

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10. Parents, Governors and Community. The school works in partnership with parents and carers to develop learning dispositions									
10.1 Informed and contributing parents. How parents are informed of and contribute to the school's learning strategy.	10.1s An accessible version of the school's learning framework is shared with, and used to steer the school's relationship with parents, carers and the community.	10.1s The school has settled on a learning framework based on the learning sciences. The framework has been carefully de-jargonised and made understandable for parents in a variety of media. The school's messages about and approaches to learning influence how the school develops its relationship with parents and other stakeholders.	Page 111				Is driven by principle 1 and informed by principle 11.		
10.2 Building parent power. How parents are kept informed and helped to contribute to their child's development as a learner.	10.2s Parents are kept informed effectively of their child's progress in developing learning habits.	10.2s With the school's learning framework in place – staff have agreed new ways of reporting to parents about their child's progress/ tendencies in learning behaviours. The school is determined to keep wider views of learning high on parent's agenda.	Page 114						

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Evaluation: The school, its people, its students and its community understand the impact on the investment in growing learning habits									
11. Evaluating the impact. Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.									
11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.	11.1s The school is testing a variety of formative methods of assessing, recording and reporting progression in learning habits.	11.1s In line with the school's learning framework and L&T policy, the school, teachers and students are experimenting with formative ways of assessing, recording and reporting progression in learning habits.	Page 117				Is informed by developments in principles 3, 7, 8 and 9, and informs developments in principle 10 and indicator 6.1		
11.2 Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.	11.2s The school has developed a broad map of progression in the development of learning dispositions in line with its framework for learning and L&T policy.	11.2s This is a key stage in sustaining the development of learning. From discussions from the bronze stage, and with reference to the school's adopted learning framework and L&T policy (see principle 2), the school has constructed a broad map of progression – showing a possible trajectory of key learning behaviours	Page 120			Do not leave 11.2 too late - it takes time, is difficult, impacts on 6.1, and is key to moving forward to gold level.			
11.3 Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.	11.3s Some students are reflecting on themselves as learners using the school's (newly created) progression map to record and set personal targets for improvement.	11.3s The school has settled on a way of engaging students in reflecting on and recording their perceived growth as a learner. This is likely to be happening both day to day and more periodically. The system being trialled with some students is causing them to better understand themselves as learners.	Page 123						

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12. Evaluating the learning organisation. Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives									
12.1 Evaluation of development. The extent to which the school evaluates itself as a learning organisation.	12.1s The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation.	12.1s In taking on a deeper learning journey the school has developed a range of indicators which reflect its new purpose / core values. It is against these indicators that the school will monitor its progress as a learning school.	Pages 126 & 127				Is informed by developments in all other principles and impacts on how the school monitors and evaluates such developments		
12.2 Evaluation for development. How and the extent to which the school uses its growth as a learning organisation to improve outcomes.	12.2s The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning.	12.2s The school has broadened its planning and evaluation systems by including key information about how the school is learning. This information serves to enhance the school's development process, in terms of both provision and outcomes.	Page 130						