Deep Audit Tool

Vision for learning

This progression of indicators is about how the school grows and uses a vision for the empowerment of learning

LQF Indicator 1.1

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 The school's current vision for learning lacks clarity		3.1 The school, and in particular SLT, Directors of Learning, phase leaders, lead teachers, etc, is engaged in discussion about the purpose of 21st-century education and what this means for the school.		5.1 The school has an emerging vision for its educational role. There is a belief that the school's role is to develop people's learning character and thus help them get smarter.		7.1 The vision for education and learning is clearly influencing the school's culture – the way things are done; it has become central to the school's strategic improvement plan and drives the school culture
1.2 There is little debate about the school's vision or purpose		3.2 These discussions have taken account of recent research into: the how of learning; the needs of young people; trends and changes in society; what other education systems are doing.		5.2 The school understands that the 'strengthening of learning character' is about developing positive learning skills and dispositions, enabling learners (young and old) to become responsible for their own learning to afford them greater independence, and helping learners to play with a full deck of learning cards.		7.2 The vision has influenced a change in the role of teachers, towards being coaches and facilitators
		3.3 Underlying these discussions is a strong urge to prepare young people better for a complex world —ie growing the skills they need to become confident, empathetic lifelong learners.		5.3 Senior leaders can explain the core values of learner empowerment and how these are woven into the vision and aims of the school.		7.3 The vision has influenced a change in students being increasingly aware of themselves as learners, and being offered increased opportunities to take responsibility for their own learning.
		3.4 Such discussions have taken some time and provoked small scale learning enquiries in the school.		5.4 The vision has been translated into a public statement of some type. This is sufficiently vivid and clear to be described in a learning framework for the school.		

DeepAudit_v3

Vision for learning

This progression of indicators is about how the school grows and uses a vision for the empowerment of learning

LQF Indicator 1.1

Bronze

3.1 Is there any documentary evidence that captures the nature and depth of discussions? How can we explain why we felt the need to rethink our vision; what influenced our thinking? How could we describe the thrust of our discussions: what we considered, what we thought was valuable, what we rejected?

3.2 What recent research have we considered?

3.3 How would we explain the principles that underpin our emerging vision for student learning?

3.4 What sort of spin-off small scale research enquiries into changing classroom practice resulted from our discussions? How have we investigated the implications of this emerging vision for the school, and the differences we hope it will make?

Silver

5.1 Is our vision for education actually written down? In what form does it exist? How does SLT talk about the principles that sit behind it — why it is as it is?

5.2 How does our vision capture what we understand by 'learning character', and what makes us think that intelligence can be expanded?

5.3 Could SLT talk passionately about this view of education and how students will benefit? How would SLT talk about any plans and strategies to make this vision real for the school? What examples could we give of how our vision is changing practice?

5.4 How has the vision been described/translated into the school's learning framework?

Gold

7.1 What makes us believe that we are putting the vision into action? Could we describe what we have already done in shifting the culture to match the sentiments of the vision? To what extent do our development plans capture the changes we still want to make? How are these changes linked to our vision for education? To what extent have such changes been noted or commented on in any external monitoring (e.g. Ofsted) ?

7.2 To what extent, and how, are we monitoring what is happening in the school as a result of actions taken? What has the impact been on the role of teachers in the classroom ?

7.3 To what extent, and how, are we monitoring what is happening in the school as a result of actions taken? What has been the impact on students' self-awareness of themselves as learners and their perception of their role in the learning process?

Documentary Evidence for Verification

First draft of Vision statement which captures school's recent thinking re 21st Century education.

Small scale enquiries will be evidenced in indicators 5.1 and 5.2

Documentary Evidence for Verification

The school's Vision for Learning that captures learner empowerment, the expandability of intelligence and the strengthening of learning character

Documentary Evidence for Verification

The school's revised Vision for Learning, refined as a result of improving practice.

Any evidence relating to statement 7.2 will also support various aspects of principles 7 and 8

Any evidence relating to statement 7.3 will also support indicator 11.3

Vision for learning

This progression of indicators is about how understanding of and support for the vision for learning is spreading through the school and community

LQF Indicator 1.2

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 The school's current vision for learning is not well-known.		3.1 Senior/middle leaders, lead teachers and members of a Learning Focus Group (for example), can give a consistent articulation of the emerging vision for learning.		5.1 Understanding of the school's vision for learning is spreading throughout the school and its internal community. Staff have worked together to create a vision for the future of the school.		7.1 As the vision for learning embeds itself in the culture of the school it has support not only from staff and students, but also from parents, governors and others in the community.
1.2 Few people could describe the school's vision with clarity		3.2 Leaders are engaging staff across the school in exploring the school's core purpose, sharing research from the learning sciences and exploring the need to review the school's vision for learning.		5.2 Practitioners have a clear view of what the vision means to and for them in the longer term, although they understand that what is envisaged is largely unchartered territory and that they are being supported to learn their way through it.		7.2 The school can give examples of community understanding of and support for the school's ambitions.
		3.3 Small scale enquiries will have been set up around the school to explore new thinking about learning.		5.3 SLT have made a strong public commitment to the vision and are allocating time and resources to make it happen.		7.3 Other linked indicators (ie 10 .1 and 10.2 Gold) evidence support from beyond the school's internal community.
		3.4 Practitioners are becoming convinced of the need for a new vision.		5.4 The school's website and other publicity and information channels are beginning to reflect the school's thinking about learning.		

Vision for learning

This progression of indicators is about how understanding of and support for the vision for learning is spreading through the school and community

LQF Indicator 1.2

Bronze

3.1 How consistent is the understanding of, and commitment to, the emerging vision at senior and middle leader level?

3.2 How have practitioners been involved in discussing the need for a new vision? Could we describe what the most powerful lever for convincing practitioners was ? What were practitioner's main fears about a new way of working? What did we do to dispel such fears?

3.3 What small scale enquiries were established as a result of these discussions? What sort of impact have the results of our small research projects had on the 'new vision' discussions.

3.4 Would practitioners be able to talk convincingly about debates on the need for a new vision? Are practitioners committed to working in these new ways?

Silver

5.1 Are senior and middle leaders and practitioners clear about what the school's vision for education and learning means for them? How would they describe this?

5.2 Could teams or individual teachers point to actions in their development plan that are linked to the school's vision for learning?

5.3 Would senior and middle leaders, and some teachers, be able to describe/explain how working towards the vision is being prioritised and resourced?

5.4 How are we helping the community beyond school to understand our purpose and role in education ?

Gold

7.1 Can we describe what we have done to generate interest and support from parents and others in the community? Do we have any documentation that would act as evidence for what we have done / are doing ? Could we explain which of our efforts to generate support was the most successful? Have we publicised how the community is supporting our efforts and has this generated further support?

7.2 Do we have any testimonials or documentary evidence from people that show community support?

7.3 Do we have any evidence of changes in parenting and its effects on pupils ?

Documentary Evidence for Verification

The school may have documentary evidence it wishes to offer in relation to statement 3.2

Small scale enquiries will be evidenced in indicators 5.1 and 5.2

Documentary Evidence for Verification

The school may have documentary evidence it wishes to offer in relation to statement 5.4

Documentary Evidence for Verification

The school may have documentary evidence it wishes to offer in relation to statement 7.2

Any evidence relating to statement 7.3 will also support indicators 10.1 and 10.2

A Framework for learning

This progression of indicators is concerned with the nature of the school's learning framework

LQF Indicator 2.1

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 The school does not understand the need for developing / having a learning framework		3.1 The school's commitment to improving learning is rooted in developing the "how" of learning.		5.1 The school's vision for learning and its growing understanding of learning behaviours have been drawn together into a learning framework, predicated on "Learning is learnable", that makes sense to the school.		7.1 The Learning Framework is fully understood by almost everyone in the school and what it means for their practice. There is general agreement about and commitment to the school's view of learning.
1.2 There is little interest in or support for exploring the 'how' of learning.		3.2 The senior leader(s) responsible for learning and teaching can explain why the school has selected these particular approaches to the 'how' of learning.		5.2 Senior and middle leaders can explain the rationale and validity of the adopted and/or developed framework.		7.2 A random cross-section of the school community would be able to give examples of how this belief has translated into all aspects of their practice.
		3.3 Such approaches will have been the subject of staff training and been monitored for success and impact.		5.3 The framework contains beliefs and values of learning, descriptions of the learning habits to be developed, and descriptions of the culture and practice that will promote better learning. It is sufficiently comprehensive to give a clear steer to how learning is grown and developed in staff and students.		7.3 The school's Learning Framework has been 'translated' into accessible language and formats for a wide audience.
		3.4 The essence of these approaches is gradually being distilled in order to help the school to form/refine its coherent view of learning.		5.4 The Learning Framework, which amounts to the school's learning philosophy, drives and is further detailed in the school's L&T policy, which in turn defines practice.		

DeepAudit_v3

A Framework for learning

This progression of indicators is concerned with the nature of the school's learning framework.

Bronze

3.1 Which aspects/dimensions of learning do the approaches cover? If we continued with these approaches, have we got all the domains of learning covered ? What makes us say that ?

Do the approaches need supplementing by other approaches to ensure coverage of all learning domains?

3.2 Can senior leaders we explain why we introduced any of these approaches? What did we hope it/they would achieve?

3.3 What training has been made available? What has been the impact of the approaches in the classroom and on students? Can we justify carrying these approaches forward as part of our aim to develop learning habits?

3.4 To what extent are we forming a coherent view of learning ?

Silver

5.1 How does the framework exist? Is it in written form? Does it give a clear and coherent view of learning?

5.2 How would senior leaders describe/explain the learning framework? Would middle leaders give a similar message?

5.3 Is the framework deep enough/comprehensive enough to guide our practice across all the LQF principles?

5.4 How well is the learning framework working for us? Is it possible to see the impact of the Framework on the L&T policy? Does the L&T policy drive practice?

LQF Indicator 2.1

Gold

7.1 How might we show that people understand and are committed to the school's view of learning? Would leaders be able to describe strategies they have put in place to ensure the widespread understanding of the Learning Framework?

7.2 Could staff describe what the Learning Framework means for them and how it has impacted on their practice?

7.3 To what extent does the school's language for learning permeate all aspects of the school? What evidence do we have for this? Would a walk around the school suggest that this is the case?

Documentary Evidence for Verification

Documents about the learning approaches being explored.

Documentary Evidence for Verification

Copy of the school's Learning Framework

Documentary Evidence for Verification

Policies, in addition to the L&T policy, influenced by the Framework

A Framework for learning

This progression of indicators is about how the learning framework gradually influences many aspects of the work of the school

LQF Indicator 2.2

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
The L&T policy lacks coherence and focus		Whatever initiative is being tried in the school, some practitioners are researching its background, digging into it more deeply than its practical day to day practice to elicit its underlying psychology.		The school's Learning Framework is acting as a catalyst to re-examine classroom practice, performance management, CPD and other structured learning processes.		7.1 The school has debated, re-written and put into action a range of policies influenced by their understanding of learning and their Learning Framework.
L&T policy is frequently not enacted in classroom practice.		Some staff can explain how the chosen approach to the how of learning fits with the current scientific understanding of learning.		A cross section of staff can give examples of when and why they have re-examined their thinking in light of the framework and how this has changed their practice.		7.2 Senior leaders can evidence how policy and practice across the school reflect the learning framework.
		Some practitioners are exploring the practical classroom implications of developing the 'how' of learning with their students.		The school's Learning Framework is starting to steer thinking and development work.		7.3 Most staff would be able to say how these policies have changed and how this has impacted on their practice and on the school.
		The school's emerging learning framework is beginning to impact on some classroom practice		Revisions to the school's L&T policy are beginning to drive changes in classroom practice.		7.4 The culture of the school and classrooms reflects the school's priorities as expressed in its Learning Framework.

A Framework for learning

This progression of indicators is about how the learning framework gradually influences many aspects of the work of the school

LQF Indicator 2.2

Bronze

3.1 What have we found out about current approaches to learning in relation to their purpose and intent? How much do these approaches fit with our emerging vision for learning? Who has researched this? What were the outcomes of this research?

3.2 What do we understand about learning from the approaches we have introduced? How does this link with current scientific understanding ? What are the underlying principles of these approaches that are helping us to rationalise and distil our practice?

3.3 What have we tried out in terms of exploring the classroom implications? Who could describe this? Is there documentary evidence?

3.4 What evidence do we have that the small-scale enquiries undertaken by some parctitioners is beginning to impact on wider classroom practice?

Silver

5.1 How has the Learning Framework influenced the L&T, CPD and PM policies? Could we highlight aspects of these policies directly influenced by our Learning Framework? To what extent do these policies give learners (staff and students) greater power and responsibility for their own learning?

5.2 How are the revised policies changing the classroom practice and the culture of the school? Would most staff think/say the same?

5.3 Is the Framework evident in the school's improvement plan?

5.4 Is the revised L&T policy being put into action across all areas of the curriculum? How do we know this?

Gold

7.1 How has the school's infrastructure changed since we introduced our Learning Framework? What types of documentation do we have that will evidence this change? Which policies in particular have been most influential?

7.2 How do our revised policies and related processes reflect the flavour of our Learning Framework?

7.3 Would most staff be able to say how these policies have changed and how this has impacted on their practice and on the school? How do you know this? Would governors be able to say how these policies have changed and how this has impacted on practice and on the school?

7.4 How have classrooms changed to reflect the Framework and associated policies? Would students also be able to say how life in the school has changed for them ?

Documentary Evidence for Verification

Evidence of small-scale enquiries undertaken in Indicator 5.2 will also evidence indicator 2.2

Documentary Evidence for Verification

Policies in statement 5.1; SIP; Monitoring evidence in relation to statement 5.4;

Documentary Evidence for Verification

Any in-house evidence from learning walks, and/or from external reviews of learning, that evidence changes over time.

Evidence from Indicator 5.4 may be relevant here.

A Language for learning

This progression of indicators concerns the extent to which the school's language for learning is used throughout the school

LQF Indicator 3.1

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 The school does not have a common language for learning		3.1 Some lead teachers use an emergent language of learning between themselves and with their students. These teachers are able to explain the component parts of learning.		5.1 A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.		7.1 The language is used routinely in almost all classrooms, and in other aspects of school life.
1.2 Teachers rarely discuss the process of learning		3.2 The learning how to learn initiatives that are being tried out in some areas are beginning to provide a language with which to discuss the learning process		5.2 The language of learning behaviours and ways in which learning is enhanced is drawn from the school's learning framework. It is used increasingly fluently as teachers and learning assistants use it, and act on it, in classroom practice		7.2 The language of learning has been deepened such that practitioners don't just use broad brush behaviours such as, for example, 'questioning', but are aware of different types of questions and what they are used for. This subtle language is embedded in and drives action.
		3.3 Some practitioners are undertaking small-scale classroom enquiries using the language.		5.3 Practitioners talk about learning behaviours, both to each other and in lessons, using a common language that stems from the school's Learning Framework.		7.3 Schemes of Learning, planning proformas and displays reflect this language.
		3.4 Some practitioners are becoming interested in the learning process itself and are considering what that means for their own teaching.		5.4 The language is being made explicit to students in most lessons.		7.4 The language is now well beyond the classroom and is evident in many aspects of the extended curriculum.

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A Language for learning

This progression of indicators concerns the extent to which the school's language for learning is used throughout the school

LQF Indicator 3.1

Bronze	Silver	Gold
3.1 Would lead teachers be able to describe the school's emerging language for learning at interview? Would they be able to give examples of when and why they have used it?	5.1 Do we have a simple document, derived from the learning framework and/or L&T policy, that illustrates the school's shared language for learning?	7.1 Does evidence from learning walks or broader Learning Reviews show that this language is being routinely and fluently used in classroom practice? Would classroom observation support this? Would a cross-section of staff (across all subjects/areas of the school) be able to describe how they use the learning language to progress learning?
3.2 Are we, as a school, developing/adopting a language to talk about the different dimensions of learning? Do we have any documentary evidence for this? Is there any evidence that this emerging language is being used by some staff to discuss the process of learning?	5.2 Do we have any evidence from learning walks or broader Learning Reviews that this language is being used increasingly in classroom practice? Would classroom observation support this?	7.2 Do we have a document that illustrates the subtlety of the school's shared language for learning? How is this related to progression (see LQF indicator 11.2)? How would we explain the key steps taken to deepen the language?
3.3 Have any practitioners undertaken small-scale enquiries with students, using or exploring the language, and with what impact? Have we collected evidence, perhaps when evaluating small-scale enquiries, that some students are becoming better able to discuss the process of learning?	5.3 Would a cross-section of practitioners be able to describe the learning process using the shared language? Would this be evident in classroom observation?	7.3 What is the evidence that planning reflects the shared language? Does display in classrooms and beyond make reference to the language ?
3.4 Would lead teachers be able to give examples of how they have reflected on and adapted their own practice in light of their understanding of the process of learning at interview?	5.4 Is there any evidence that planning increasingly reflects the shared language? Do we have evidence that the language is being made explicit to students in most lessons? Are we aware of any pockets in the school where the language of learning has not permeated ? What are we doing about this?	7.4 How has the language made inroads into other aspects of school life? How do we know this, and what evidence do we have? What impact is this having?

Documentary Evidence for Verification

The lexicon of words being used to describe the learning process

Documentary Evidence for Verification

The document illustrating statement 5.1; evidence from learning walks (see LQF indicator 5.4); curriculum plans (see LQF indicator 6.1)

Documentary Evidence for Verification

The document illustrating statement 7.2; evidence from learning walks (see LQF indicator 5.4); curriculum plans (see LQF indicator 6.1)

A Language for learning

This progression of indicators considers how effectively the school's language for learning is used by students

LQF Indicator 3.2

Inadequate		Bronze		Silver		Gold
1	2	3	4	5	6	7
1.1 Most students have a very limited vocabulary with which to discuss the process of learning.		3.1 Students who are exposed to teachers who are trying out and using ideas related to the school's initiatives in learning to learn are detecting and beginning to use the appropriate language, albeit tentatively.		5.1 Most students are becoming familiar with the school's language of learning and some use it effectively to improve their learning.		7.1 Students across the school use the language of learning fluently and confidently. They can describe themselves as growing learners and generally know which areas of their learning character needs improvement.
1.2 Most students do not discuss their own learning.		3.2 Some students are able to talk about aspects of themselves as learners, and are able to explain how they are becoming a more effective learner.		5.2 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.		7.2 Opportunities for students to discuss their learning behaviours are routinely built into lessons.
		3.3 The use of the school's emerging language for learning is evident beyond learn-to-learn type lessons and is being used in some subject lessons.		5.3 Opportunities for students to discuss learning habits are built into many lessons.		7.3 The school's strategy for introducing students to the language for learning is robust and well-established.
		3.4 The school has evidence that some students are becoming better able to discuss the process of learning.		5.4 The school has a 'learn to learn' course or series of lessons to introduce students to the school's language for learning, or it has planned other means of achieving this.		7.4 Students are aware that these habits of learning are relevant in all learning situations. They can relate their behaviours to contexts beyond school.

A Language for learning

This progression of indicators considers how effectively the school's language for learning is used by students

LQF Indicator 3.2

Bronze

3.1 Is there any evidence from learning walks or Learning Reviews that some students are being exposed to the school's emerging language, particularly in L2L type lessons? Will classroom observation and interviews with these students confirm this ?

3.2 What evidence do we have that some students are beginning to experiment with the use of the language(s)? Would these students be able to use the emerging language, albeit hesitantly, at interview ?

3.3 Is there any evidence from learning walks or Learning Reviews that some students are being exposed to the school's emerging language in some subject lessons? Will classroom observation confirm this?

3.4 Is there any evidence that some students are becoming better able to discuss the process of learning using the school's emerging language for learning? Will these students be able to do so at interview?

Silver

5.1 What evidence do we have that most students are becoming familiar with the school's language for learning? Would a cross-section of students demonstrate this at interview?

5.2 Is there evidence that students are beginning to use the language in class and elsewhere? How well would these students be able to use the language at interview? Have students 'got hold' of the idea that they have learning behaviours that they could improve themselves? Would this come through at interview?

5.3 Is there any evidence from learning walks or reviews that student exposure to the learning language is widening, and students are becoming more fluent in its use? How widely spread is it? Will classroom observations confirm this? Do curriculum plans and SoL identify the learning behaviours to be stretched in many subject-based lessons?

5.4 How would the school describe its strategy to introduce students to the school's language for learning?

Gold

7.1 Is there evidence that most students are using the language with confidence, fluency and precision? How fluently would any group of students be able to describe themselves as learners at interview?

7.2 What is the evidence that students are being routinely exposed to the school's language for learning across the curriculum, and that there are planned opportunities for students to discuss the process of learning? Will classroom observations confirm this?

7.3 Can the school detail how it introduces students to the school's learning language, and how effective this is in enabling students to talk about the learning process? Is the language that students use deep/sophisticated enough to enable them to improve?

7.4 What evidence is there that students understand the relevance and transferability of these learning behaviours to other areas of their lives? Would a cross-section of students be able to talk with conviction about this?

Documentary Evidence for Verification

Evidence from learning walks (see LQF indicator 5.4)

Documentary Evidence for Verification

Any in-school research into the spread of the school's chosen language and/or evidence from learning walks (see LQF indicator 5.4); Curriculum plans (see LQF indicator 6.1).

Documentary Evidence for Verification

The indicator will be tested at interviews and through observation. No documentary evidence is required.

Leading Innovation in learning		This progression of indicators is about how leaders create a dialogue about learning and innovation				LQF Indicator 4.1
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Leaders show little interest in, or priority for, discussing the process of learning.		3.1 School leaders are raising and leading the dialogue about possible new approaches to teaching and learning, how current practice might need to be re-formed, the possibility of a new vision for learning, ideas from the new learning sciences etc. This is a form of agenda setting for change for the school.		5.1 There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.		7.1 Dialogues about change have firmly shifted to being driven by staff and indeed students. As understanding of learning grows so does ownership of the process and discussion about its development. Leading the development of learning has become everyone's concern.
1.2 Leadership is failing to engage practitioners' interest in discussing learning.		3.1 The leadership style employed is one of engaging and including practitioners in discussing change, new ideas, other ways of working etc. (ie the opposite of leaders simply deciding what needs to be done and then telling others).		5.2 The debates are focused on what good and outstanding teaching might look like in the light of the school's learning framework		7.2 Leaders are ensuring that leadership of the process is distributed to staff and students. Leadership of the process is now a shared responsibility for staff and students.
		3.3 Members of SLT engage in informal discussions about learning with teachers whenever possible. Middle/phase/subect leaders are picking up on this and supporting such discussions.		5.3 Leaders at all levels are creating the conditions for ongoing discussions within the school about new, innovative approaches to learning that are informed by the school's learning framework.		7.3 Senior leaders maintain an interest and oversight of direction, but increasingly ensure that developments are happening without their direct involvement.
		3.4 There is an emerging debate about why and how things might need to be done differently.		5.4 Staff are supported and encouraged to experiment with new approaches in the classroom, and successes are documented and spread in order to cascade improved practice.		7.4 Learning and Teaching advisory groups, involving both staff and students, operate at whole school level and subject/phase level.

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Leading Innovation in learning

This progression of indicators is about how leaders create a dialogue about learning and innovation

LQF Indicator 4.1

Bronze	Silver	Gold

Bronze

3.1 How would members of SLT describe their vision for learning in the 21st century? Would these descriptions reveal a consistent understanding? Is there any documentary evidence to illustrate the types of discussions that have been held at senior level? Is there evidence of how these discussions are stimulating debate within the school?

3.2 Is this collaborative, inclusive leadership style common throughout the school? How have leaders, throughout the school, been helped to adopt this inclusive style?

3.3 How far beyond the SLT have these discussions gone - who has been involved and what has the impact been? How have members of the SLT been engaging and including teachers and other learning support staff in the debate about new ways of learning? Could a representative sample of teachers describe these discussions?

3.4 What evidence do we have that there is a growing understanding that things might need to be done differently? Would many teachers support this view?

Silver

5.1 Does the school's Inset record show a sustained interest in discussing new approaches to L&T? Do we have documentary evidence that records the activities of L&T research type groups? To what extent do our classroom observation schedules, L&T policy and lesson planning formats convey a focus on developing learning habits? What evidence do we have that such document changes resulted from open debate with practitioners?

5.2 Can we illustrate how the school's learning framework has influenced CPD and more informal debates?

5.3 Would middle leaders at interview be able to describe how they are encouraging and supporting discussions about innovative approaches to T&L? How would a cross-section of practitioners describe the school's interest in open debate about classroom standards?

5.4 What evidence do we have that practitioners are encouraged and supported to take risks in their classrooms and experiment with considered new approaches? Can we describe and illustrate how this focus on learning has informed classroom practice?

Gold

7.1 Does the school's CPD record demonstrate a sustained and ongoing focus on student learning? Have practitioners been involved in determining the direction of such CPD? How would a cross-section of teachers describe their involvement?

7.2 How would senior/middle leaders describe how they have empowered these groups to act? How would students on such advisory groups describe their role? Ditto practitioners?

7.3 Do we have evidence of developments that have occurred, or are occurring, without direct senior leader involvement?

7.4 Do we have documentary evidence that demonstrates the activity of the Learning and Teaching advisory groups? Can we describe and illustrate how their views and research are informing classroom practice?

Documentary Evidence for Verification

SLT minutes; records of staff meetings etc.

Documentary Evidence for Verification

Accounts of, or criteria for, good and outstanding L&T.

Documentary Evidence for Verification

Records/minutes from advisory groups

Leading Innovation in learning

This progression of indicators is about the extent to which leaders enable people to seek and try out creative and innovative ways of working and overcoming barriers.

LQF Indicator 4.2

Inadequate		Bronze		Silver		Gold
1	2	3	4	5	6	7
1.1 Senior leaders are risk-averse		3.1 Leaders are building a culture which encourages teachers to experiment and take risks in their classroom.		5.1 Many practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.		7.1 Individual self confidence in an atmosphere of change is strong enough to ensure that staff feel able to act without permission to create their own solutions within a collective endeavour or goal.
1.2 Leaders at all levels prefer tried and tested ways of working		3.2 Teachers feel able to try things out, get things wrong and learn from them. There is a feeling that it is through experimentation against agreed and known indicators of good practice that learning develops.		5.2 Leaders actively encourage practitioners to think differently about how to overcome problems or difficulties; to seek novel ways of working; to take risks to overcome resistance.		7.2 Leaders at all levels actively encourage the trying out of new ideas and the seeking of novel ways of working, and this is modelled in their everyday practice.
		3.3 Teachers share what they are wanting to find out about either through school wide formal professional groups or within their team. The outcomes from the resulting experiments (both positive and negative) are shared and learned from.		5.3 Leaders support the sharing of successes and help them be adopted more widely.		7.3 Most staff regard themselves as leaders of learning in their own classrooms and act with independence, authority and responsibility. Students increasingly feel leaders of their own learning.
		3.4 Leaders are modelling experimentation and are adopting 'no blame' attitudes to risk taking.		5.4 There is a collective will to overcome barriers to change.		7.4 A 'can-do' culture is evident across the school which is proactive in the pursuit of change and improvement.

DeepAudit_v3

Leading Innovation in learning

This progression of indicators is about the extent to which leaders enable people to seek and try out creative and innovative ways of working and overcoming barriers.

LQF Indicator 4.2

Bronze

3.1 Can senior and middle leaders describe their role in terms of supporting and encouraging innovation and cite examples of how they have done this?

3.2 How would lead teachers describe the culture of the school - how and why do they feel encouraged to experiment with new ways of working in the classroom? Would teachers be able to describe some new ideas that they have tried out recently?

3.3 How many small-scale action research enquiries are going on in the school at any time? Have they been documented in any way? Has the process been monitored? The impact noted? The outcomes shared?

3.4 Can senior and middle leaders give examples of how they are modelling, encouraging and supporting risk taking? Would teachers describe the culture in this way?

Silver

5.1 How would classroom staff describe the culture of the school - how and why do they feel encouraged to take creative risks in the classroom? Would they be able to describe new ideas that they have tried out recently?

5.2 Would senior and middle leaders describe their approach to overcoming barriers as creative/positive? Are they be able to cite examples of when they have done this, how it was done, and what the impact has been? What barriers/resistance have been overcome in the recent past? How were these resolved? How did people feel about them? How was the resolution creative?

5.3 Can leaders cite examples of creative risks that have been taken, shared, and that have led to wider changes in practice?

5.4 What evidence could we offer to indicate a collective will to overcome barriers? Would practitioners at interview display a can-do attitude to overcoming difficulties?

Gold

7.1 How would staff describe the culture of the school - how and why do they feel able to take creative risks in the classroom? Would most staff have the same views?

7.2 How would senior and middle leaders and staff in general describe their role in terms of supporting and encouraging innovation? Will they be able to cite examples of when they have done this, how it was done, and what the impact has been?

7.3 Would practitioners be able to describe how they are leading learning in their own classrooms and give examples of new ideas that they have tried out recently? Would most staff consider themselves to be leaders of their own learning? What is in place to convince them to say that? What do leaders do to create confidence in staff? What evidence would teachers offer to show that students increasingly feel leaders of their own learning?

7.4 Would practitioners at interview display a proactive, can-do attitude to identifying and solving their own issues? Can the school cite examples of this happening?

Documentary Evidence for Verification

Evidence from small-scale enquiries (see LQF indicator 5.1)

Documentary Evidence for Verification

The indicator will be tested at interview. No documentary evidence is required.

Documentary Evidence for Verification

The indicator will be tested at interview. No documentary evidence is required.

Leading Innovation in learning		This progression of indicators concerns the extent to which leaders monitor and enable others to monitor, reflect on and develop their practice.				LQF Indicator 4.3
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Classroom doors remain closed for fear of adverse judgements		3.1 Leaders are instrumental in setting up and being involved in monitoring practice within the school. Monitoring is increasingly viewed as a developmental rather than judgemental process. The outcomes of such monitoring activities are fed back into planning and evaluation to steer individual, team and school developments.		5.1 Responsibility for monitoring practice is firmly the responsibility of teams. They are skilled in monitoring and developing their own practice against agreed criteria.		7.1 Responsibility for keeping practice on track is held by the individual, and the emphasis is on peoples' personal responsibility for their own learning.
1.2 Performance mangement is viewed as a threat		3.2 The school has recognised that monitoring is a vital part of developing learning. The approach to monitoring, be it of classroom practice, student results or parental engagement will be viewed as a developmental imperative, rather than judgemental.		5.2 Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.		7.2 Most staff expect and are expected to take responsibility for monitoring their own performance. They do so because they are curious to find out how their practice can be further refined.
		3.3 The school is in the process of distributing responsibility for monitoring to individual staff and students.		5.3 As other indicators of classroom practice and the learning environment are, at this stage, firmly focused on learning, teams will be monitoring, for example, lesson designs to support learning, the use of open ended tasks, the use of 'could be' language, the use of split screen teaching etc.		7.3 Curriculum and pastoral teams are self-evaluative in terms of the quality of teaching and learning and have plans in place to make further improvements.
		3.4 Learning walks, regularly undertaken, are focused on learning from, rather than judging, what is observed.		5.4 Teams feel that they own the process of monitoring their own practice and performance, and their contribution to the school's changing culture		7.4 Self -monitoring is viewed as developmental and practice is modified proactively rather than reactively.

DeepAudit_v3

Leading Innovation in learning

This progression of indicators concerns the extent to which leaders monitor and enable others to monitor, reflect on and develop their practice.

LQF Indicator 4.3

Bronze

3.1 How would senior leaders describe their monitoring and evaluation strategy? What are senior leaders monitoring? What do we put time and energy in monitoring at school and team level? Is there documentary evidence from learning walks to support this? Are there examples of how monitoring as a learning process has led to new developments?

3.2 Do teachers increasingly view performance management as a developmental rather than judgemental process? Would they describe PM in this way? Would teachers associate the word 'monitoring' with investigation/learning rather than performance and judgement?

3.3 What are team/phase leaders monitoring? Do the monitoring foci imply a learning or performance culture?

3.4 What is the purpose of learning walks? How has the focus changed in recent times? Are leaders welcomed into classrooms? Is there an open-door culture? What would written records of learning walks over the last year reveal about our priorities?

Silver

5.1 Responsibility for monitoring practice is held by teams. Team leaders and other post holders monitor practice and use outcomes to further refine classroom practice.

5.2 Would team leaders speak with one voice to describe their monitoring and evaluation strategy? Are team leaders clear about why and how they are monitoring changing practice? Has each team agreed standards of practice in relation to promoting/growing students' learning habits?

5.3 What are team leaders monitoring? Is there documentary evidence to show that team-level monitoring has a focus on student learning? Are there examples of how the monitoring of learning has initiated new developments?

5.4 Do teams feel that they own the process of monitoring their own practice and performance, and their contribution to the school's changing culture? Would team members be able to describe their contribution to the process?

Gold

7.1 How would practitioners describe their approach to monitoring their own practice? What are practitioners monitoring? Do we have evidence from performance management that practitioners are setting targets for their own development that are related to progressing student learning behaviours? To what extent is this happening across the school?

7.2 Are they monitoring in order to develop or to prove their standard of practice (ie to what extent do teachers have a growth rather than fixed mindset)? Would practitioners be able to cite examples of how their ongoing self-monitoring has helped them to adapt their practice?

7.3 Do we have evidence that team-level monitoring of T&L is informing improvement plans, both at team and whole-school level?

7.4 What evidence do we have that teams and individuals are proactive in their approach to monitoring? Can we cite examples of changes at team or whole-school level that have resulted from individual self-monitoring (ie are there examples of bottom-up developments that grew from individual interest, as opposed to developments that flow from the school's improvement agenda)?

Documentary Evidence for Verification

Evidence from LQF indicator 5.4 will also provide evidence here.

Documentary Evidence for Verification

Monitoring evidence from some teams to illustrate statement 5.3.

Documentary Evidence for Verification

Specimen PM targets and improvement plans.

CPD policy and strategy

This progression of indicators is concerned with linking school, team and individual needs for development.

LQF Indicator 5.1

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 CPD is viewed as a series of discrete INSET days		3.1 Professional learning, through small scale enquiries, which are shared with the wider staff body, increasingly focus on understanding learning and growing students as independent learners.		5.1 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.		7.1 Much CPD activity is aimed at improving classroom practice through coaching partnerships, professional learning communities and learning reviews, but small scale learning enquiries continue to be a driver for change.
1.2 CPD rarely has learning as a focus.		3.2 The school's vision and goals about learning behaviours is slowly emerging from a range of small scale enquiries that have been set up to explore different aspects of learning.		5.2 The school can evidence how CPD provision links to school and team improvement plans, and to performance management cycles that focus on developing learner independence.		7.2 The school can evidence the positive impact of CPD policy and practice on the development of teaching for learning, and how staff learning informs the school's vision and framework for learning.
		3.3 The school has a range of CPD programmes which meet individual needs.		5.3 Staff development programmes make use of national and local experts to support leaders (as leaders of learning at staff and student levels) and classroom staff (as leaders of student learning) to deepen their practice in line with the school's vision and framework for learning.		7.3 Small scale learning enquiries continue to stimulate debate about learning and teaching. Furthermore, the school keeps its antennae out in the wider world as well as internally. Reconnaisance actively enables the school to know what is going on in the education world.
		3.4 The school is considering engaging (or has engaged) external support on the 'how' of learning, to underpin developments in the school's chosen area(s) of interest.		5.4 Teams and individuals recognise how their development fits with / contributes to the school's vision and framework for learning and set goals to achieve this.		7.4 The school's CPD plan indicates ongoing investment in small scale learning enquiries and reconnaisance activity (which are raising further questions about the nature of learning that continue to drive the school forward).

DeepAudit_v3

CPD policy and strategy	This progression of indicators is concerned with linking school, team and individual needs for development.	LQF Indicator 5.1
Bronze	**Silver**	**Gold**

Bronze	Silver	Gold
3.1 Do we have documentary records of the learning enquiries undertaken? What have these enquiries shown us about current and possible future practice? How are such enquiries contributing to our emerging vision and framework for learning?	5.1 Do we have evidence that whole-school, curriculum and guidance team planning are focused on achieving the vision and learning framework? Is there a regular process of identifying practitioners' development needs linked to the vision and framework? Is there evidence of practitioners being accredited for small-scale enquiries? What evidence do we have that our induction programmes prepare new staff to understand our vision and ambition for learning? What evidence do we have which shows that staff development programmes aimed at deepening the leadership of learning and student learning have helped the school towards its vision and framework for learning?	7.1 Is there documentary evidence of continuing small scale enquiries? Do these probe more deeply into how practitioners are enhancing learning behaviours?
3.2 How have students reacted to these experiments? Are our findings from these enquiries robust enough to help us to move forward? What have leaders and lead teachers learnt about the changes to practice required to develop the how of learning? As a result of classroom enquiries, what have teachers found out about themselves and their classroom practice?		7.2 Have any such enquiries or other aspects of CPD caused us to amend/refine our learning framework?
3.3 The school can provide evidence that it has gone beyond 'having INSET days' and 'going on courses', and can describe how CPD is increasingly focusing on small-scale, action research projects.		7.3 What reconnaissance activity is included in this year's CPD plan? What have we found out recently from such reconnaissance activity about the educational scene? How is this likely to impact on our future Improvement and CPD plans?
3.4 What external support, if any, have we engaged to support the journey thus far?	5.2 Can we illustrate how CPD links to and is informed by whole-school, team and individual development plans?	7.4 Would practitioners be able to give an account of how small scale learning enquiries and reconnaissance activity keep the school moving forward?
	5.3 Do we have evidence of the involvement and impact of local or national expert support for the school's developments?	
	5.4 Will practitioners, at interview, be able to describe how their own personal development goals fit with the school's vision and framework?	

Documentary Evidence for Verification

The outcomes of small-scale enquiries; recent CPD programme analysis.

Documentary Evidence for Verification

How CPD links to the school's vision and improvement plans; impact of external support.

Documentary Evidence for Verification

Evidence of ongoing enquiries; Analysis of recent CPD and reconnaissance activities.

CPD policy and strategy		This progression of indicators explores how and the extent to which the school supports communities of learning enquiry to develop and reform teaching & learning practice				LQF Indicator 5.2
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Developing learning and teaching is mostly top-down.		3.1 Lead teachers who are undertaking various small scale enquiries across the school are coming together to explore how the emerging results impact on learning and on teaching.		5.1 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.		7.1 Professional learning communities have become a permanent part of CPD practice. They are skilled in developing their practice and have been given/earned the authority to continue to grow learning reforms over time.
1.2 Teaching practice changes little from year to year.		3.2 The school has encouraged and enabled lead teachers and others to form professional learning communities. These groups have become a major vehicle for changing classroom practice.		5.2 The school can show how it has resourced and supported professional learning communities and can give examples of scope and some evidence of how it is impacting on practice.		7.2 Learning community members can explain and give examples of how the plc structure has had a positive impact on members' practice across the school and within the wider school community.
		3.3 The communities meet regularly to explore and probe each other's practice, to support each other's disappointments and to help to re-structure an enquiry when necessary. These groups distil elements of good teaching practice emerging from enquiry results and consider how such practice might be scaled up across the school.		5.3 Professional Learning Communities are making sure that classroom practice develops along all of the lines suggested in Principles 7, 8 and 9.		7.3 PLCs are the key CPD vehicle. Through self-reflection and peer scrutiny they have learned their way forward and successfully changed their practice.
				5.4 These close knit developmental groups are changing their practice through self-review, peer scrutiny and supported commitment.		7.4 PLCs continue to meet regularly and have an influential input into generating school standards and criteria for good classroom practice. They are a vehicle for extending good practice across the school and influence the future development of the learning across the school.

DeepAudit_v3

CPD policy and strategy	This progression of indicators explores how and the extent to which the school supports communities of learning enquiry to develop and reform teaching & learning practice	LQF Indicator 5.2
Bronze	**Silver**	**Gold**

3.1 What documentary evidence do we have of these small-scale enquiries? How are they linked together? How are the outcomes shared? What has been the impact of these enquiries, and how do we know this? How are the results of the enquiries feeding into our emerging view of learning and content for our learning framework?	5.1 Is there any documentary evidence from and of Professional Learning Communities across the school? How do PLCs relate to subject/phase teams?	7.1 How have we tied PLCs into the formal mangement structures of the school to ensure that they have a voice? What have PLCs done to earn them the right of influencing standards of practice? Where do our PLCs go from here?
3.2 How has the school supported lead teachers in these enquiries? How would lead teachers describe their involvement in these enquiries? What lessons have been learned about the impact of such enquiries on professional learning from groups such as these?	5.2 How much CPD budget is spent on resourcing the PLCs? How do we know that the PLCs are being successful? What is making PLCs successful, or otherwise? What assistance might they need? How far through the 'change curriculum' have PLCs got? Are they working / adapting at the same speed?	7.2 How will practitioners describe their role within the school's PLC structure? Can they give examples of how their own PLC has impacted on practice at whole-school level?
3.3 How do these communities of enquiry function? What has their impact been? Will these lessons form a blueprint for the generation of professional learning communities across the school?	5.3 Can we show evidence that the activities of PLCs are focusing on principles 7/8/9 of the LQF?	7.3 What role do PLCs play across the wider programmes of CPD? Where are the 'hot spots' of exceptional practice and how are we using these to assist others?
	5.4 Which are the most successful PLCs, and what makes us say that? Are PLCs strong enough to move into the next level of development?	7.4 What future agenda for learning reforms are PLCs putting forward? What agendas have they already influenced?

Documentary Evidence for Verification	**Documentary Evidence for Verification**	**Documentary Evidence for Verification**
Statement 3.1 will be evidenced in LQF indicator 5.1 also.	Records of PLC activity; Evidence of resourcing PLCs.	The indicator will be tested at interview. No documentary evidence is required.

CPD policy and strategy

This progression of indicators is about the extent to which coaching approaches are used to develop practice.

LQF Indicator 5.3

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Many practitioners confuse mentoring with coaching.		3.1 The school has recognised that changes in classroom practice and in the school more widely will require a coaching approach with both staff and students.		5.1 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.		7.1 Coaching is well embedded as a supportive framework for driving and implementing change in the school.
1.2 There is little interest in coaching as a means developing others		3.2 The school has invested time and resources in training / developing coaching approaches as a leadership style. Senior leaders, and some middle leaders, model this when working with colleagues.		5.2 The school can show evidence of a sustained CPD programme that supports leadership development and coaching models		7.2 The school can evidence how it makes time for coaching conversations about teaching and learning available to all teachers.
		3.3 Through coaching, practitioners are being encouraged and enabled to take responsibility for their own learning and development.		5.3 Coaching has been established as an important approach to leading change with staff. The approach is recognised as equally powerful for teachers and students.		7.3 Most staff have now undergone training in coaching and use the approach with colleagues and with students.
		3.4 There is a growing recognition of the potency of coaching as an effective approach to developing practice and changing the culture.		5.4 The school has invested time and resources in developing teachers' coaching skills. Growing numbers of teachers will have been trained on the use of coaching skills and are applying them in the classroom. Training in coaching has been extended to tutors and guidance staff to assist them in developing students' goals / targets for achievement.		

DeepAudit_v3

CPD policy and strategy

This progression of indicators is about the extent to which coaching approaches are used to develop practice.

LQF Indicator 5.3

Bronze

3.1 Do we have any documentary evidence of training programmes to develop coaching expertise?

3.2 How would we describe our investment in coaching, both in financial terms and in time allocated?

3.3 Would a sample cross-section of leaders and teachers be able to explain how they have been encouraged to take a large measure of responsibility for their own learning through being coached?

3.4 How are these programmes progressing? What are team leaders doing differently as a consequence? Would some team leaders be able to explain how they have applied coaching approaches in their team? Would some team members be able to explain how coaching has: helped them to explore their challenges and find ways to improve?; assisted them to set goals to which they are committed?; helped their motivation and self-esteem?; built their self-confidence?

Silver

5.1 Do we have any documentary evidence of programmes to develop staff coaching skills? How have coaching approaches been taken up by PLC leaders? Would PLC leaders be able to say how coaching skills have made their role more effective? Would PLC members be able to confirm that the group is more effective because of the skilled coaching approaches used by the leader?

5.2 What proportion of the CPD budget has been spent on / set aside for such a programme? How have we evaluated the programme? How do we know whether it has been successful, worthwhile, cost effective?

5.3 To what extent is coaching becoming 'the way we do things here'? How might we evidence that?

5.4 To what extent are coaching approaches being used in classrooms? How do we know this? Would we see such approaches by visiting classrooms? Would students be able to talk about teacher coaching approaches (in their terms)?

Gold

7.1 What are we looking for that will prove/suggest the impact value of coaching? How has this changed people's behaviour across the school? To what extent are coaching approaches used in teams? Would teams be able to articulate the value of their coaching behaviours? Which, if any, coaching behaviours are part of our observation schedules for teaching or tracking systems for teams?

7.2 How might we demonstrate that we have invested time or resources in enabling teachers to engage in coaching conversations about T&L?

7.3 What coaching programmes have we invested in during the past few years? What proportion of staff have undertaken such programmes? Would staff be able to talk about how they have improved their coaching skills and the impact this has had with colleagues and students?

Documentary Evidence for Verification

Evidence of coaching training for leaders

Documentary Evidence for Verification

Evidence of coaching skills programmes

Documentary Evidence for Verification

Evidence of coaching skills programmes

CPD policy and strategy		This progression of indicators shows how undertaking reviews of learning both engage staff and provide valuable data on which to build future development.				**LQF Indicator 5.4**
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Reviews of learning focus on teaching.		3.1 Senior leaders use learning walks to gather data about how (not what) students are learning. The evidence is used to steer the continuing dialogue about learning and teaching.		5.1 A wider range of staff are now trained in and conducting learning reviews. This helps more staff to gain insights into learning and desirable standards of practice		7.1 Senior, curriculum, pastoral and phase teams together with students conduct annual learning reviews across the school to gather and act on quantitative and qualitative data on how students are learning. Written reports have diagnostic, formative, summative and evaluative elements.
1.2 'Learning' walks are, in reality, 'behaviour for learning' walks.		3.2 Learning walk indicators show a link to the emerging understanding of learning.		5.2 Learning reviews are securely linked to the school's learning framework.		7.2 The involvement of students adds an important new dimension to learning reviews and the sharing of learning.
		3.3 Senior leaders are looking for/at how students are being engaged in learning, being given opportunities to be more independent, being encouraged to persist and see 'being stuck' as an opportunity to learn something new, how students understand themselves as learners and how small scale learning enquiries are impacting on students.		5.3 The scope of Learning Reviews includes observations of learning in classrooms, interviews with a cross-section of teachers and students with a view to triangulating the data.		7.3 How teaching impacts upon learning is a core focus of learning reviews..
		3.4 Such walks are for the purpose of learning, not judgement. The learning is constantly fed into the ongoing dialogue about learning.		5.4 Learning reviews have become an important vehicle for teacher development.		7.4 Learning Reviews are a purposeful, key driver of change, with outcomes transparent to the whole school and to Governors.

DeepAudit_v3

CPD policy and strategy

This progression of indicators shows how undertaking reviews of learning both engage staff and provide valuable data on which to build future development.

LQF Indicator 5.4

Bronze

3.1 Do we have a documented programme of learning walks? What was the focus of each walk? What was learned from such walks?

3.2 How have findings from the learning walks helped to steer / guide / formulate the school's thinking about learning?

3.3 Can we show evidence that learning walks look at the learning behaviours emerging from or being considered for, the School's Framework?

3.4 What happened to the findings? How were they shared with others? How did they inform the dialogue about learning? Are learning walks sufficiently robust to be a foundation for reviewing learning in the future? What evidence do we have for this?

Silver

5.1 Do we have documentary evidence to confirm that Learning Reviews are taking place? How are we training key staff in conducting learning reviews? How might we improve / extend the process of Learning Reviews?

5.2 Do learning reviews purposefully gather evidence of the school's progress towards achieving its vision for learning as exemplified in its Learning Framework and/or T&L policy? How might we evidence this?

5.3 What evidence are we gathering to triangulate classroom observations? How are these recorded? What evidence are they showing?

5.4 What are we learning from these Learning Reviews? How are we using this learning? Are we aware of where exceptional practice is happening in the school? How are we using this to grow practice elsewhere?

Gold

7.1 Do we have any paper-based evidence of the learning reviews undertaken in the last year? Who conducted them? Why were these reviews undertaken – what was their purpose?

7.2 What training opportunities have we given/arranged for students to become learning reviewers? Which particular skills do students find tricky? How have we overcome this? Would students be able to recall their involvement in learning reviews and the impact on them as people? Have classroom staff reacted in a positive way to the engagement of students in Learning Reviews? What would practitioners say about student feedback, in terms of content and technique? To what extent have they learned from this experience?

7.3 What evidence is there that we have moved beyond describing learning behaviours and are actively seeking evidence of how teaching behaviours impact on learning behaviours?

7.4 What has been learned from these reviews? What has the impact been? Who has been informed? What are we planning to review in the near future?

Documentary Evidence for Verification

Analysis of recent learning walks

Documentary Evidence for Verification

Documented reviews of learning

Documentary Evidence for Verification

Learning Reviews and resulting outcome actions

Curriculum Design	This progression of indicators considers how the taught curriculum is being adapted to cultivate and build progress in the development of learning habits					LQF Indicator 6.1
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Curriculum design has changed little in recent years.		3.1 The school, through lead teachers, is thinking about the impact 'learning to learn' might have on the curriculum and how this might affect Schemes of Learning. It is asking 'if we are serious about helping to grow student learning habits, how can we best integrate acquiring knowledge and learning habits in our curriculum planning ?'.		5.1 The school's learning framework and associated L&T policy are 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		7.1 Adaptation to the curriculum is innovative. An understanding of learning drives curriculum change reaching such aspects as timetabling, extended projects, cross curricular working etc
1.2 Curriculum planning is almost exclusively focussed on 'what' will be taught.		3.2 The nature of the exploration involves consideration of which learning habits the school is talking about where such competencies/habits sit in relation to different areas of the curriculum and whether some sit more comfortably in one rather than another.		5.2 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.		7.2 The school has a highly developed, innovative curriculum model that has mapped the development of learning habits across all aspects of the curriculum.
		3.3 Consideration is also being given to when/ how might be the best time to introduce the habits to students.		5.3 Most Schemes of Learning identify linked learning habits and indicate how they are to be developed. As a consequence, many lessons have a dual focus of content acquisition and learning habit development.		7.3 The innovative use of time allocation for subject areas, cross curricular projects and curriculum pathways are designed to ensure the progressive cultivation of learning habits.
		3.4 The implications of designing a curriculum that intentionally develops content knowledge and learning behaviours is leading the school to consider the possibility of different timetable structures.		5.4 Extended learning projects blending several curriculum areas are being considered. Learning timetables which enable extended learning opportunities for students (ie half day lessons) are being seriously considered / tested.		7.4 SoL have been audited to ensure that learning habits will be acquired progressively in line with the school's map of progression (this is dependent on indicator 11.2)

Curriculum Design

This progression of indicators considers how the taught curriculum is being adapted to cultivate and build progress in the development of learning habits

LQF Indicator 6.1

Bronze	Silver	Gold
3.1 What documentary evidence will illustrate how some Schemes of Learning have been/are being revised? Have we any descriptions of learning enquiries/experiments into adapting the curriculum? Are planning proformas changing in the light of these developments?	5.1 What evidence is there that the school's Framework for Learning is leading to changes in the planned curriculum? How widespread is this?	7.1 Is there any documentary evidence that illustrates how the curriculum has been developed? In what ways is this considered innovative? How could we explain why we changed the curriculum, and how would we assess the impact of those changes?
3.2 Which learning behaviours are we linking with which aspects of the taught curriculum? Are we considering which subjects appear to exercise which behaviours most frequently/readily? Is there any documentary evidence that captures the nature and depth of discussions?	5.2 What documentary evidence exists to indicate that SoL have been adapted to include learning habit development? What would a sample of Medium Term Plans and SoL reveal? Are some curriculum areas / phases ahead of others, and how could we describe what is being done to address this? How would curriculum leaders describe the process of revising SoL? Have we sampled SoL to audit coverage and frequency of use?	7.2 Is there a curriculum map showing the development of learning behaviours over time? How could we illustrate the innovative nature of our curriculum model?
3.3 What are our intentions in relation to introducing a language for learning to students? How might we evidence this? How could we describe our plans to enable students to become more self-aware and responsible as learners?	5.3 How have lesson planning proformas changed, and what is the impact on teachers' day-to-day planning? To what extent is this leading to lessons with a dual focus? Do we have evidence that implemented changes are having a positive effect on the growth of students' learning habits?	How would we describe our future intentions with regards curriculum design?
3.4 How have we considered adapting the timetable in light of these developments?	5.4 Have we considered changing the curriculum to enable more extended learning opportunities?	7.3 How are we ensuring that the curriculum ensures the progressive cultivation of learning habits? What evidence could we provide that the changes have led to deeper student learning?
		7.4 Have we sampled SoL to audit the coverage, frequency of use and progression of learning habits?

Documentary Evidence for Verification

Some curriculum plans that show adaptations to include the development of learning habits

Documentary Evidence for Verification

Curriculum plans that show how some subjects are planning for progression in learning habits

Documentary Evidence for Verification

A curriculum document that shows how the school plans to ensure the progressive cultivation of learning habits

Curriculum Design		**This progression of indicators considers how various aspects of the wider curriculum are being used to contribute to the cultivation and development of learning habits**				**LQF Indicator 6.2**
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Enrichment activities are seen as a set of largely unrelated after school clubs		3.1 The school is considering how the wider curriculum and enrichment activities can be harnessed to help cultivate students as motivated independent learners.		5.1 School routines, including enrichment activities, are used purposefully to develop dimensions of learning habits that are more difficult to attain through classroom activities.		7.1 The school is fully aware of how wider curriculum aspects can be used to better affect the development of learning habits and to strengthen students' perceptions of how these habits can contribute to real-world learning .
1.2 Such activities are not co-ordinated nor is the provision mapped.		3.2 The school is considering the enrichment activities we have and which learning skills or habits they currently build, albeit unconsciously. This provision may have been mapped.		5.2 The school has a broad view of the types of activity that fall into this category - traditional 'enrichment' activities, clubs, assemblies, award days, trips/visits, immersion days, work experience, theatrical performances, ethos in general.		7.2 Learning habits are brought to life in real settings (work experience, field trips etc) and these opportunities are designed to contribute to the development of learning habits.
		3.3 The school is considering the training and resourcing implications of developing learning behaviours through enrichment activities.		5.3 Students are beginning to realise that the learning habits developed in the classroom have transferability to a wider range of contexts.		7.3 It is as common-place for enrichment activities, in the broadest sense, to attend to the development of student learning habits as it is for subjects in the taught curriculum. The enrichment curriculum is helping students to make links between learning behaviours and how these apply to the real world.
				5.4 Some consideration has been given to how the hidden curriculum might be used to deepen learning habits that are less frequently developed in the taught curriculum.		7.4 The enrichment curriculum is subject to the same evaluations as the taught curriculum in respect of learning habits.

DeepAudit_v3

Curriculum Design

This progression of indicators considers how various aspects of the wider curriculum are being used to contribute to the cultivation and development of learning habits

LQF Indicator 6.2

Bronze

Silver

Gold

3.1 How would we demonstrate that some teachers are considering learning habits within enrichment activities? Do we understand how 'the wider curriculum' is broader than 'after school clubs'? What changes are we planning/considering?

3.2 Have we explored which activities exercise which learning behaviours? Is there any documentary evidence that captures the exploration? How would leaders of traditional enrichment activities, like after school clubs, describe their contributions to the discussion?

3.3 Have we considered any resourcing or training implications? What was the outcome?

5.1 Is there any documentary evidence that maps learning habit development in enrichment time? How could we describe our plans to exploit the opportunities provided by enrichment time? How could we demonstrate that some enrichment activities plan for the development of learning habits? Could we explain how we have altered, added to or adapted the focus of assemblies, work experience or performances etc to engage learning habits more purposefully? Would people who are responsible for these routines/ activities be able to explain the rationale and practice for what is being done?

5.2 Are we taking a broad view of 'the wider curriculum'? How might we demonstrate this?

5.3 Can we show how students have responded to these changes?

5.4 Do we have any evidence that the wider curriculum is helping students to deepen behaviours that are less readily developed in the taught curriculum?

7.1 How would students describe their experiences of the enrichment curriculum? Would they be able to describe the development of learning behaviours in enrichment time?

7.2 How could we evidence that learning behaviours are deliberately developed in real-life settings like work experience, field work performances etc?

7.3 Is there any documentary evidence that captures how learning habits are planned to infuse through enrichment activities? How could teachers illustrate the planning process for developing learning habits in enrichment time?

7.4 What is the impact of the enrichment curriculum on learning habit development? How do we know? Is there evidence of evaluation? Do teachers and students perceive the narrowing gap between taught and enrichment, and how might we demonstrate this?

Documentary Evidence for Verification

The indicator will be tested at interview. No documentary evidence is required.

Documentary Evidence for Verification

The indicator will be tested at interview. The school may offer documentary evidence if it wishes.

Documentary Evidence for Verification

The indicator will be tested at interview. The school may offer documentary evidence if it wishes.

The Teaching Culture

This progression of indicators considers how staff make learning a shared responsibility

LQF Indicator 7.1

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Classrooms are still highly teacher focused.		3.1 Lead teachers are experimenting with giving students increased levels of responsibility in the classroom and to do more for themselves.		5.1 Many teachers have developed strategies to shift responsibility towards the learner, they model positive learning behaviours and coach learners to find out for themselves whenever possible.		7.1 Responsibility for learning is placed securely with the learner in classrooms where coaching rather than telling is the preferred way of working.
1.2 Teaching is highly didactic.		3.2 Lead teachers are exploring a coaching approach. As a consequence, instances of 'teacher telling' are reducing in these classrooms.		5.2 These coaching behaviours encourage learners to create meaning for themselves. The role of teacher has changed from purveyor of information to 'the guide at the side'.		7.2 The school itself and practitioners both exhibit the behaviours they seek to develop in learners.
		3.3 Lead teachers are beginning to model the behaviours they seek to build in their students.		5.3 These classrooms are responsive to the questions that students ask, and these questions shape learning to some extent. Learners are enabled to exercise choice over what/how they learn.		7.3 Most classrooms have become communities of enquiry. Distinctions between teacher and learner are becoming blurred, and practitioners learn alongside their students.
		3.4 Lead teachers and others are monitoring the impact of these interventions.		5.4 Responsibility for monitoring and assessing their own learning has moved towards learners.		7.4 Most teachers present knowledge as open to question and provisional to prompt exploration in order to provoke students to enquire thoughtfully, creatively and critically

DeepAudit_v3

The Teaching Culture

This progression of indicators considers how staff make learning a shared responsibility

LQF Indicator 7.1

Bronze

Silver

Gold

3.1 Is there any documentary evidence that captures these experiments ? Will lead teachers be able to describe the strategies they have used to devolve some responsibility to their students ?

3.2 Is there any evidence of the coaching 'courses' that some teachers may have undertaken ?

3.3 To what extent do lead teachers model the behaviours they seek to develop in their students, and how might you evidence this ?

3.4 Is there any documentary evidence to illustrate this monitoring ?

5.1 How will teachers describe their efforts to move responsibility to learners ? How will students describe this ? Will a learning walk show this shift ?

5.2 Do we have evidence that classroom practice is developing in line with this shift of focus, and in particular do we have evidence that teachers are shifting from 'telling' to 'coaching' ?

5.3 Do we have documentary evidence to indicate that classrooms are becoming increasingly learning friendly in these respects ? What would a learning walk reveal ?

5.4 Is there any documentary evidence to show that students are increasingly monitoring and assessing their own learning ?

7.1 Will practitioners be able to describe why and how they do this ? Will a learning walk confirm this to be the case ? Would students be able to give examples of the responsibilities they have for their own learning ?

7.2 Do practitioners model the behaviours we are seeking to develop in learners, and how do we know ? Ditto, does the school ? Will students have perceived this ? Will practitioners ?

7.3 Will practitioners be able to describe how they do this ? Will students confirm this ? Will classroom observations illustrate it ?

7.4 Will classroom observations confirm this to be the case ?

Documentary Evidence for Verification

The indicator will be tested at interview and through classroom observation of lead teachers, and any supporting documentation the school may offer.

Documentary Evidence for Verification

This indicator will be tested through classroom observation and interviews with teachers and students, and any supporting documentation the school may wish to offer.

Documentary Evidence for Verification

This indicator will be tested through classroom observation and interviews with practitioners and students.

The Teaching Culture

This progression of indicators is concerned with how staff make learning the object of conversation.

Inadequate		Bronze		Silver		Gold
1	2	3	4	5	6	7
1.1 Classroom talk is about what is being / has been learned.		3.1 Lead teachers will probably have been part of the group who are developing a language for learning in the school. They can explain how they are experimenting with using the school's emerging language for learning to help students to become increasingly aware of the learning behaviours they are using.		5.1 The school's Framework for Learning and the associated language for learning is being used to steer the learning process in many classrooms. Practitioners are well-versed in the school's language for learning and use it to prompt students' development of learning habits. They draw attention to existing effective behaviours and prompt students to adopt / develop others.		7.1 Most practitioners and students are well-versed in the school's language for learning as defined in the school's Learning Framework / L&T policy / Progression Map and use it in discussion about learning. They use coaching techniques to draw attention to existing effective behaviours and to encourage students to adopt / develop others.
1.2 The school has no shared language for discussing the learning process.		3.2 Lead teachers can recall / describe conversations that they have had with students about the process of learning and what effective learners do.		5.2 Many teachers intentionally use spoken routines to support and underpin ways of thinking – for example 'Can you give me any evidence for that ?' to encourage learners to justify their thinking.		7.2 Oral and written feedback is well-balanced between content acquisition and learning processes and facilitates students to grow as learners.
		3.3 Lead teachers can explain how they talk to students to stimulate them to adopt effective learning strategies.		5.3 Oral feedback is well-balanced between content acquisition and learning behaviours. Written feedback includes reference to effective learning behaviours – e.g. the recognition of the use of learning behaviours in written work.		7.3 The school will have considered how it will ensure progression in the acquisition of learning habits and teachers will actively pursue this through discussions as students move through the school (see indicator 11.2).
				5.4 The school may be developing free-standing and/or integrated strategies to ensure that students are made aware of and trained in how to use their learning habits. In secondary schools, for example, through a learn-to-learn course or in tutor time. In primary schools the learning behaviours will be integrated into teaching in a planned way according to need/maturity.		7.4 Teachers create regular opportunities for students to self-assess both content and learning habit progress and set their own targets for development.

The Teaching Culture

This progression of indicators is concerned with how staff make learning the object of conversation.

LQF Indicator 7.2

Bronze	Silver	Gold

Bronze

3.1 How will lead teachers describe these experiments ? What evidence do we have that lead teachers are trialling and developing the school's chosen language ? How would students of these lead teachers recall these experiments ?

3.2 How will lead teachers describe how/when they have engaged with students about the learning process and learning behaviours ? How will students of lead teachers recall these discussions ? Are there any materials that have been used to stimulate these discussions ?

3.3 How would lead teachers describe their attempts to nudge students to adopt effective learning strategies ? What have they trialled ? Which particular learning behaviours have they worked on ? How successful has this been ?

Silver

5.1 Do learning reviews / walks provide evidence to confirm that practitioner commentary has a dual focus of both learning behaviours and content ? To what extent are many teachers talking fluently about the learning process using the school's chosen language ?

5.2 Are there any new thinking routines that have been introduced in order to support effective learning behaviours ? Which have been / are being trialled ? What has the impact been ?

5.3 Is there evidence from work scrutiny that written feedback is increasingly focussing on both the learning process and the content ? What would / does a book scrutiny reveal about this ? Would classroom observation support that this is happening in many classrooms ?

5.4 To what extent and how have we planned to introduce students to their learning behaviours ? Do we have any documentation to support this ?

Gold

7.1 Do learning reviews /walks provide any evidence to confirm that teacher commentary and written feedback have a dual focus of both learning and content and that most teachers are using sophisticated language drawn from the school's progression map ? Will classroom observations confirm this ? How will teachers talk about the subtleties of learning at interview ? Will they use language from the progression map with assurance ?

7.2 Is there evidence that written feedback is having a positive effect on students' targets for development as effective learners ? Is this helping students to grow as learners ?

7.3 Beyond developing a progression map, what has been done at whole school level to ensure that the progressive acquisition of learning habits is a feature throughout the school ? How would teachers describe how they plan their comments to nudge learning forward ?

7.4 How are student targets for learning development arrived at ? Who generates them ? Who owns them ? Do they indicate that students understand how their learning is improving ?

Documentary Evidence for Verification

This indicator will be tested through classroom observation and interviews with lead teachers.

Documentary Evidence for Verification

Evidence from learning walks (5.1). Book scrutiny (5.3). Planning for L2L etc (5.4)

Documentary Evidence for Verification

Reviews/walks (7.1); How feedback impacts on learning (7.2); Learner targets over time (7.4).

The Teaching Culture

This progression of indicators considers how staff make learning the object of learning

LQF Indicator 7.3

Inadequate		Bronze		Silver		Gold
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Planning does not reference learning behaviours.		3.1 Lead teachers are becoming more aware of the learning process and are beginning to identify some students' learning behaviours and talk about this in lessons.		5.1 Many teachers are now aware of the learning habits they are trying to help students to build, as identified in the school's learning framework and detailed in the L&T policy. In many lessons, one or two learning habits will be infused with content.		7.1 Skilfully orchestrated dual focused learning opportunities are used routinely across the school to ensure learner engagement and progression in learning habit development.
1.2 Reflection is infrequent and / or teacher led, and focuses on content.		3.2 Lead teachers are experimenting with the use of intended learning outcomes that couple both content and learning behaviours		5.2 Many learning opportunities across all curriculum areas are planned to make the processes of learning visible in terms of understanding of content and the development of students' learning capacities.		7.2 The progressive development of learning behaviours is built into medium term plans and routinely evident in classroom delivery. Teachers are fluent in the language of learning and the growth of learning habits is seamlessly integrated with content.
		3.3 Lead teachers are taking opportunities that arise naturally to discuss how students are learning during lessons and at review points.		5.3 Many lesson review points address both content acquisition and learning skill development. Students are enabled to contribute to these discussions and to reflect on their learning.		7.3 In most lessons, learning habits are signalled, related to the content, drive the content acquisition, and distilled / reflected on at review points throughout. The development of learning skills is planned to ensure progression.
		3.4 Lead teachers will be exploring how to inject challenge and to design activities with the specific intention of triggering particular learning habits.		5.4 High challenge is a feature in many lessons and generally students accept and rise to this level of challenge.		7.4 High challenge is a consistent feature in most lessons and generally students accept, rise to and even enjoy this level of challenge.

The Teaching Culture

Bronze

3.1 Do we have any documentary evidence (perhaps from learning walks) that lead teachers are noticing and talking about learning behaviours? Is there any documentary evidence to track how and why this has developed (from small scale enquiries, perhaps)?

3.2 Have any teachers begun to experiment with 'split-screen' or 'dual-focused' teaching? How will these teachers describe the impact of their experiments? How will students who have been exposed to it describe this change?

3.3 Do we have any evidence that lead teachers are discussing learning behaviours during lessons and at lesson review points ?

3.4 Do we have any evidence that lead teachers are consciously raising the level of challenge in their classrooms ? Are they designing activities that exercise specific learning behaviours ?

How will lead teachers describe all of the above at interview ?

Will classroom observation of these teachers confirm that this is happening ?

Documentary Evidence for Verification

Evidence if available from learning walks to illustrate how lead teachers' practice has changed

This progression of indicators considers how staff make learning the object of learning

Silver

5.1 Is there any documentary evidence (perhaps from Learning Reviews or learning walks, reviews or team plans) of the extent to which dual-focused teaching is happening? Is there any documentary evidence to track the impact of this approach? What would a sample of MTPs or Schemes of Learning reveal about how effectively and thoroughly this is being planned for? How would teachers / middle leaders describe their lesson planning strategies?

5.2 How visible is the 'how' of learning in lessons? How would teachers describe how they plan to ensure that this is happening ? How would students describe this ?

5.3 How frequently do lesson review points include reference to learning behaviours, and to what extent are students enabled to contribute to these discussions? Would students agree ?

5.4 Is high challenge a feature of lessons ? Is there any documentary evidence that this is so ?

Would classroom observation confirm all of the above ?

Will students say that they have noticed these aspects when asked ?

Documentary Evidence for Verification

Outcomes of learning reviews / walks and a cross-section of MTPs (5.1).

LQF Indicator 7.3

Gold

7.1 Is there any documentary evidence of the extent and quality of dual-focused teaching? Is there any documentary evidence to track the impact of this approach?

7.2 What would a sample of MTPs or Schemes of Learning reveal about how effectively and thoroughly this is being planned for? How would teachers describe their lesson planning strategies with reference to progression in learning habits? How would teachers describe the process of ensuring progression in learning habits?

7.3 How would students describe their lessons - would they include reference to learning habit progression in their description? Do they sense how the learning behaviours are helping them to acquire content?

7.4 How consistent is this across the school ? What evidence do we have for this ? Do most students accept, rise to and enjoy this level of challenge ? How do we know ?

Will classroom observation confirm all of the above ?

Will a wide range of teachers be able to explain how they do this ?

Documentary Evidence for Verification

Outcomes of learning reviews / walks (7.1 and 7.4). Sample MTPs (7.2)

The Teaching Culture	This progression of indicators considers how staff make learning the object of attention			LQF Indicator 7.4
Inadequate	**Bronze**		**Silver**	**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**

The Teaching Culture		This progression of indicators considers how staff make learning the object of attention		LQF Indicator 7.4
1.1 Mistakes are to be avoided rather than learned from.	3.1 In the classrooms of lead teachers, learning prompts and / or learning walls are used to remind students of effective ways of learning.	5.1 Display in many classrooms and in public circulation areas are indicative of the priority the school places on learning. Displays make reference to effective learning behaviours / habits, and some explain the fine-grain detail of learning habit, perhaps with reference to the school's map of progression.	7.1 The physical environment and displays around the school in classrooms and in public circulation areas transmit positive messages of learning and how it can be improved.
1.2 Display focuses almost exclusively on content acquisition	3.2 Lead teachers are experimenting with creating displays that focus on how the successful piece/artefact/solution was produced. These displays show work in progress, emphasising learning as a process, not an outcome.	5.2 Many displays emphasise the importance of making and learning from mistakes. They are of the 'annotated, work in progress' type, rather than the finished article. Feedback encourages learners to reflect on the mistakes they have made and how/what they might learn from them.	7.2 The school's map(s) of progression are in evidence in most classrooms. They are frequently referred to by teachers and used by students to support their growth as learner.
	3.3 Lead teachers are becoming interested in the mistakes that their students make. They see these mistakes as windows into their students' misunderstandings. There is a growing understanding in lead teachers that unless students are making mistakes, they are probably only doing things that they had already previously mastered.	5.3 The emphasis in some classrooms is shifting from 'how was I learning' to 'how well was I learning'. Stimulated by the school's growing interest in and understanding of progression, some teachers are experimenting with ways of alerting students to how their learning habits are growing.	7.3 Display and the physical environment across the school make reference to and support effective learning behaviours/habits, including the importance of making and learning from mistakes.
			The classroom culture has shifted from 'proving' to 'improving'. Learning is widely regarded as an imprecise, uncertain process that requires effort and making mistakes along the way. Everyone sees themselves as growing learners.

DeepAudit_v3

The Teaching Culture	**This progression of indicators considers how staff make learning the object of attention**	**LQF Indicator 7.4**
Bronze	**Silver**	**Gold**

Bronze	**Silver**	**Gold**
3.1 Has display in the classrooms of lead teachers been adapted to remind students of effective ways of learning ? How has this been achieved ? 3.2 Would lead teachers be able to describe the strategies they are using to focus display on how the successful outcome was produced ? Do such displays show early attempts / errors and how they were developed / corrected ? 3.3 Have lead teachers engaged their students with the importance of making and learning from mistakes ? How have they managed to begin the shift of focus away from 'mistakes are to be avoided' towards 'mistakes are how learn' ? How do students feel about this ? Would a walk around the classrooms of lead teachers convince the observer that all of the above are being explored and developed ?	5.1 Do we have any documentary evidence from learning walks or reviews to illustrate that displays focus on both curriculum content and the growth of learning behaviours ? Will classroom observations confirm this to be the case ? Would a visitor to the school be able to sense the school's commitment to developing a learning culture from display in public areas of the school ? 5.2 Is the message 'mistakes are how we learn' evident in classrooms ? What type of displays would you hope to see to convince you that this is the case ? Do you see displays like this when on learning walks ? 5.3 Is there any evidence in display of some teachers experimenting with the school's map of progression ? Is this heralding a shift from how am I learning to how well am I learning in these classrooms ?	7.1 What messages about learning would a visitor to the school gain by walking the public areas ? Ditto the classrooms ? Is there sufficient emphasis on improving learning ? 7.2 Are progression maps in evidence ? Are they used ? How are they used ? Who uses them ? 7.3 Is the message 'mistakes are how we learn' frequently evident in display ? 7.4 Is the prevailing classroom culture one of 'we are all improving as learners' ? What might you expect to see / feel / hear to convince you that this is the case ? Do you see / feel / hear this when on learning walks ?

Documentary Evidence for Verification

The indicator will be tested through classroom observation. No documentary evidence is required, although the school may have documentary evidence that it wishes to offer.

Documentary Evidence for Verification

The indicator will be tested through classroom observation. No documentary evidence is required, although the school may have documentary evidence that it wishes to offer.

Documentary Evidence for Verification

The indicator will be tested through classroom observation. No documentary evidence is required, although the school may have documentary evidence that it wishes to offer.

Inadequate		Bronze		Silver		Gold
1	2	3	4	5	6	7
1.1 Students take little or no responsibility for themselves, expecting their teachers to do it for them.		3.1 Students of lead teachers feel more involved in the decision making process. They are more frequently learning with others and less frequently listening to teacher. As a consequence, they are finding their lessons more engaging.		5.1 Many students accept responsibility for their learning and, importantly, act on it. On the one hand, they are becoming more self-reliant, but also they are increasingly willing / able to learn with and from their peers.		7.1 Learning is a shared responsibility. The distinction between learner and teacher has become exceedingly blurred as many students have detected and are now emulating how adults use coaching approaches that deepen learning in others.
1.2 Students expect to be told what to do.		3.2 They are coming to understand that their teacher will not provide ready answers and much prefers them to work it out for themselves. Some are even beginning to enjoy this new challenge.		5.2 They no longer expect or want their teachers to do it for them. They create their own understandings for themselves, rather than trying to remember / memorise someone else's		7.2 Most students are skilful collaborative learners. They behave as a supportive learning community that is learning its way forward together.
		3.3 They increasingly feel a welcome part of the classroom and a valued contributor to it. They are beginning to understand that their teachers are also learners.		5.3 They feel welcome and valued for the contribution they can make. They see classrooms as places they learn rather than places they are taught.		They exhibit self-reliance and expect to do it for themselves. They utilise their own resources and those of their peers before seeking help from 'experts' and from expertise beyond the school.
				5.4 They recognise that their teachers are also learners.		7.4 They feel welcome and valued for their unique contribution to the classroom learning culture.

The Learning Culture	**This progression of indicators is concerned with how the shifting relationships in the classroom enable learners to take responsibility for their learning**	**LQF Indicator 8.1**
Bronze	**Silver**	**Gold**

Bronze	Silver	Gold
3.1 Would students of lead teachers be able to describe how their classroom experience is beginning to change ? Have they detected that their teachers are 'teaching' less ? What would classroom observations / learning walks reveal about this?	5.1 How would students describe how their classroom experience has changed? Are students becoming more self-reliant, and what would convince you that this is the case? Are students becoming more effective at learning with and from their peers? Is your understanding of progression sufficient to define what 'more effective' means in your context? What would classroom observations and student interviews reveal about this ?	7.1 Is shared responsibility a consistent feature in almost all learning experiences? Do we have any documentary evidence from learning walks to confirm this ? To what extent are students becoming learning coaches? What have we done as a school to support this? Is there documentary evidence to support this? What would classroom observations and student interviews reveal about this?
3.2 Do they like this change, or would they rather let their teacher think it through for them? Have such students understood what their teachers are doing differently, and as importantly, why they are doing it? What would classroom observations / learning walks reveal about this?	5.2 Do students like this change, or would they rather let their teacher think it through for them? Do they understand why this is important ? What would student interviews reveal about this ?	7.2 What do we understand by a 'community of enquiry'? Are we a community of enquiry? How do we know? What evidence do we have? Are students highly skilful, collaborative learners? What evidence do we have that students' collaboration skills are fit for purpose? What would classroom observations and student interviews reveal about this?
3.3 Are these students finding their classrooms more welcoming ? Do they feel that their contribution is becoming more important ?	5.3 Are students finding their classrooms more welcoming ? Do they feel that their contribution is valued ? What would student interviews reveal about this ?	7.3 To what extent do students understand and accept responsibility for their own learning? Can they give examples of how they have sought 'expertise' for themselves ? What would student interviews reveal about this?
	5.4 What would students say they have noticed that convinces them that teachers are also learners ? What would student interviews reveal about this ?	7.4 Do students feel valued contributors to their classrooms ? How do we know ? How would students describe their role in the classroom? Would almost all students answer in this way? What would student interviews reveal about this?

Documentary Evidence for Verification	**Documentary Evidence for Verification**	**Documentary Evidence for Verification**
This indicator will be assessed through classroom observation and interviews with students	This indicator will be assessed through classroom observation and interviews with students The school may choose to offer documentary evidence if it wishes.	This indicator will be assessed through classroom observation and interviews with students The school may choose to offer documentary evidence if it wishes.

The Learning Culture	This progression of indicators is about the extent to which learners can understand and can explain how their learning improves.		LQF Indicator 8.2
Inadequate	**Bronze**	**Silver**	**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**

1	2	3	4	5	6	7
1.1 Students do not talk about their own learning.		3.1 Students who are exposed to lead teachers will be picking up the school's emerging language for learning. They are coming to better understand the process of learning through hearing and beginning to use a language with which to discuss it. It is the beginning of students' self-awareness of learning as a process.		5.1 Many students are alert to written and oral feedback from their teachers about their learning behaviours. As a consequence, they are able to discuss how they learn. They are able to describe their learning strengths and relative weaknesses, and can identify behaviours that they are trying to improve. At Silver level, at least half of students need to be able to do this.		7.1 Most students will have a sufficiently fluent, precise language with which to discuss their learning. At this stage students will be able to understand and communicate the skills that lie behind the key learning behaviours. The school has shared its progression map widely, and the language from the map is becoming part of students' lexicon.
1.2 Students have little understanding of how learning works.		3.2 Such students will be able to describe 'effective learning' using the school's emerging language – for example if the school is basing its language around Building Learning Power, students will be aware of words like Resilience, but will be able to go beyond these big concepts and talk about perseverance, collaboration, curiosity etc with a degree of understanding.		5.2 The strategies for so doing may be poorly understood /explained at this stage, but increasing numbers of students understand how the school's learning language applies to their learning behaviours and this is empowering them to take a degree of control over their learning.		7.2 They are able to describe their own learning in relation to the map(s), and able to use this to decide how they need to improve as a learner. They are alert to and act on written and oral feedback in relation to learning behaviours from their teachers. At Gold level, most students need to be able to do this (in age-appropriate language).
		3.3 They will be beginning to understand themselves as learners, whereas previously they were 'people who were taught'. They will view themselves positively as learners who can talk about how they learn, and will be beginning to understand how their learning is improving.		5.3 They will have a sufficiently fluent language with which to discuss their learning. At this stage students will be aware of key learning behaviours like, for example, Collaboration. They will know what collaboration means and are able to go beyond 'work in a group' and identify some collaboration skills, like taking turns, or adopting different roles, or sharing your own ideas and building on the ideas of others. The same will be true for other key behaviours.		7.3 They will be able to talk about their learning strengths and weaknesses, and how they are planning to improve as learners. Strategies for so doing should be well understood and closely linked to their area of planned improvement.
				5.4 As their understanding of learning as a process improves, they will come to view themselves more positively as a learner.		7.4 They will have a positive view of themselves as learners and feel able to take control of their improvement trajectory.

The Learning Culture

This progression of indicators is about the extent to which learners can understand and can explain how their learning improves.

LQF Indicator 8.2

Bronze

3.1 Do we have any documentary evidence from learning walks to suggest that students of lead teachers are beginning to detect the language for learning that their teachers are using ? How would such students talk about learning at interview ? As a school, have we secured, at bronze level, Principle 3 - A Language for Learning, which is closely linked to indicator 8.2 ?

3.2 Would their language go beyond the simplistic or the 'banner headlines' ? What would / do classroom observations reveal ? Have we, as a school, considered how we might reasonably expect students to be able to talk about learning, and can they do this ?

3.3 Are such students beginning to see how this learning language applies to themselves ? Are they beginning to sense that such understanding will be of use to them ? How will they talk about this at interview ?

Silver

5.1 Are our students alert to their teachers' nudging/written comments about their learning behaviours ? Can many of our students discuss how they learn with appropriate fluency ? Can our students describe their learning strengths and relative weaknesses ? Can they identify what they are trying to improve ?

5.2 Can some students explain how the school's learning language applies to them as an individual ? Do they feel that this is giving them more control of their own learning ?

5.3 Do enough of our students use the school's learning language with sufficient precision ? What do we understand by the term 'sufficient precision' ? Have we as a school decided what we would expect to hear that would convince us that this is the case ? Have we considered what would be age-appropriate language ? Have we tested whether our students can talk in this way ?

5.4 Is this understanding of learning as a process helping students to take a more positive view of themselves as learners ? What would they say if asked ?

For all of the above, have we conducted any formal conversations with students to test this out ? Is there any resulting documentary evidence ?

Gold

7.1 Do most of our students use the school's progression learning language with sufficient precision ? What do we understand by the term 'sufficient precision' ? Have we as a school decided what we would expect to hear that would convince us that this is the case ? Have we considered what would be age-appropriate language ?

7.2 Do most of our students understand the progression trajectories embedded in our progression map(s) and how it applies to their growth as a learner ? Do they have an accurate sense of themselves as learners in relation to the map(s) ? Is their view of themselves as learners consistent with advice and feedback from their teachers ? Do they act on this advice / feedback ?

7.3 Are most students able to describe what they are planning to improve on as a learner ? Critically, can they describe how they are going to achieve this ? Are these improvement strategies well-linked to the skill they are seeking to improve ?

7.4 What evidence do we have that our students have a positive outlook about their ability to control the development of their own learning ?

For all of the above, have we conducted any formal conversations with students to test this out ? Is there any resulting documentary evidence ?

Documentary Evidence for Verification

This indicator will be assessed through student interviews.

The school may choose to offer documentary evidence if it wishes.

Documentary Evidence for Verification

This indicator will be assessed through student interviews.

The school may choose to offer documentary evidence if it wishes.

Documentary Evidence for Verification

This indicator will be assessed through student interviews.

The school may choose to offer documentary evidence if it wishes.

The Learning Culture	This progression of indicators is about how learners are enabled to think for themselves and to self-regulate.		LQF Indicator 8.3
Inadequate	**Bronze**	**Silver**	**Gold**
1	**2** **3**	**4** **5**	**6** **7**
1.1 Students are unaware of which learning behaviours they have or are using.	3.1 Students of lead teachers are increasingly able to name the learning behaviours they are using with a degree of precision. At this stage this may be limited to key behaviours rather than the full range indicated in the school's chosen language.	5.1 Most students are now aware of the learning habits they are using. This is at the level of the language that is identified in the school's learning framework and detailed in the L&T policy.	7.1 Most students are familiar with the school's map of progression and use it the better to understand how they learn and what more they can/should do.
1.2 Students rarely reflect on what they have learned or how they have learned it.	3.2 They are becoming familiar with and enjoy reflecting on and talking about the how of learning. They contribute to such discussions with increasing understanding and find their teachers' habit of alerting them to learning behaviours useful.	5.2 Many students are able to reflect on both the content that has been learned and the learning behaviours that were exercised.	7.2 They are reflective about themselves as learners and how / where they might apply their learning behaviours in other areas of their life.
	3.3 They are coming to understand that learning is a risky process and that activities should be challenging if they are to be worthwhile.	5.3 Many students are beginning to monitor and self-regulate their own learning.	7.3 Many students are well aware that their lessons help them to both acquire content and exercise / stretch their learning behaviours and that their growth as a learner is linked to and enhances their subject progress and attainment.
		5.4 Many students understand that learning is a risky business and that learning only really happens when the challenge is high but achievable.	7.4 Many students are able to self-regulate and to take responsible risks when pursuing their own goals. They enjoy learning at the edge of their comfort zone, knowing that this is when learning really happens.

DeepAudit_v3

The Learning Culture

This progression of indicators is about how learners are enabled to think for themselves and to self-regulate.

LQF Indicator 8.3

Bronze	Silver	Gold

Bronze

3.1 Can students of lead teachers correctly identify the learning behaviours they are using / have at their command, or do they rely on their teachers doing it for them ? How will such students talk about this at interview ?

3.2 Do students of lead teachers appreciate their teachers' attempts to draw their attention to how they are learning ? Will they be able to describe/recall how/when they have reflected on and contributed to discussions about which learning behaviours they are using ?

3.3 Do students of lead teachers recognise their teachers' attempts to inject greater challenge ? Do they understand why teachers are doing this ? How do they feel about this ?

What would observations in the classrooms of lead teachers reveal about the consistency with which each of the above is happening ?

Silver

5.1 Are most students aware of and able to describe the learning behaviours they are using with appropriate precision using language drawn from the school's Learning Framework / L&T Policy ? Are some beginning to be able to use language drawn for the school's map of progression to do this?

5.2 Is reflection a consistent feature in classrooms ? Is it done by learners, or for learners ? Is it restricted to reflecting on content, or does it also include reflection on the learning behaviours employed ? Do students understand and value the importance of such reflection ?

5.3 To what extent are students becoming able to regulate their own learning in terms of monitoring how they are learning, strategically adopting other behaviours as and when necessary, and evaluating whether they have been successful ? Are learners sufficiently aware of doing this to be able to discuss it at interview ? Will they be able to talk about the learning targets they are currently pursuing ?

5.4 Are many students rising to the challenge of stretching, as opposed to practising, their learning behaviours ? Can some cite examples of when/how they have done this ?

What would classroom observations and/or interviews with students reveal in relation to all of the above ?

Gold

7.1 Are most students aware of and able to describe themselves as learners with appropriate precision using language drawn from the school's map of progression ? Do they reflect on the process of learning for themselves ? Do they understand how/when they use these behaviours in other areas of their learning lives ?

7.2 Are many students able to discuss / understand / give examples of how their learning behaviours enhance their content learning ? Can they talk about what they are doing to become more effective learners ?

7.3 Are many students able to self-regulate, taking responsible risks in pursuit of their own learning goals ? Do they understand the need to operate mostly at the edge of their comfort zone ? Are they rising to the challenge of stretching their learning behaviours for themselves ?

What would classroom observations /student interviews reveal about all of the above ?

Documentary Evidence for Verification

This indicator will be assessed through classroom observation and interview

Documentary Evidence for Verification

This indicator will be assessed through classroom observation and interview

Documentary Evidence for Verification

This indicator will be assessed through classroom observation and interview

The Learning Culture	This progression of indicators concerns how learners perceive and respond to the school's value systems in relation to learning.		LQF Indicator 8.4
Inadequate	**Bronze**	**Silver**	**Gold**
1 **2**	**3** **4**	**5** **6**	**7**
1.1 Students believe that trying hard and making mistakes are what poor learners do.	3.1 Students of lead teachers are detecting a shift in emphasis towards a more learner-friendly culture. They will have detected that teachers are becoming interested in them as learners.	5.1 Many students have detected the changed learning culture of the classroom. Through teachers making learning the object of attention, they take an increasing interest in their growth as learner. Some take an active interest in how they are growing as a learner.	7.1 Most students sense that the school values their growth as learner as much as it does their progress and academic attainment.
1.2 Students believe that 'knowing stuff' is what good learners do.	3.2 Such students will have begun to see mistakes as opportunities to learn rather than something to be avoided at all costs.	5.2 Many students see mistakes as opportunities to learn rather than something to be avoided at all costs. Some understand and value the importance of this.	7.2 Most students understand and value the importance of making mistakes and learning from them.
	3.3 They will have noticed that classroom display has changed to have a greater focus on learning. With support, they will have begun to make use of such classroom display to support their learning development.	5.3 Many students make independent use of classroom display to support their learning development.	7.3 Many take an active interest in their own learning and how it is improving. They use classroom display to support this. They are able to describe how they are growing as an effective learner.
		5.4 Many students do not shy away from effort as they know that effective learning invariably requires effort. They are becoming more confident that effort will pay off.	7.4 Most do not shy away from effort as they know that effective learning invariably requires effort. They see 'trying hard' as an integral part of learning, rather than a strategy for overcoming a lack of ability. They are confident that effort will pay off.

DeepAudit_v3

The Learning Culture

This progression of indicators concerns how learners perceive and respond to the school's value systems in relation to learning.

The Learning Culture	This progression of indicators concerns how learners perceive and respond to the school's value systems in relation to learning.	LQF Indicator 8.4
Bronze	**Silver**	**Gold**

Bronze

3.1 Have students of lead teachers detected this shift of emphasis ? Do they believe that their teachers are becoming interested in them as learners ? What would you expect to see in display to convince you that this shift is beginning ? Have you seen this in classrooms ?

3.2 Would students of lead teachers talk about avoiding mistakes or learning from them, and which would they feel is more important ? Does display support this ?

3.3 Have such students noticed that display is showing signs of discussing / celebrating / rewarding effective learning in addition to successful content learning ?

In relation to all three aspects, how, at interview, would such students talk about this ?

In relation to all three aspects, what would a learning walk in the classrooms of lead teachers reveal ?

Silver

5.1 to what extent has the culture of classrooms changed, and to what extent have many students detected this ? Is the importance that teachers place on learning behaviours giving a powerful message about the purpose of the classroom that is being detected / valued by students ? Has what the school as an organisation values and celebrates made similar adjustments ? What would you expect to see in display to convince you that this shift has happened ? How consistent is this across the school ?

5.2 How would students talk about the importance of making mistakes and learning from them ? Do they see this as integral to effective learning ?

5.3 Do students make active use of the learning displays in classrooms ? Are displays fit for purpose ? While individual teachers and classrooms have become increasingly learning friendly, have public circulation spaces kept pace ?

5.4 Do students believe that effort is integral to their success as a learner ? Do they feel that they becoming increasingly confident learners ?

In relation to all four aspects, how, at interview, would students talk about this ?

In relation to all four aspects, what would a learning walk reveal ?

Gold

7.1 Do students go to lessons to work, or to learn ? If you asked them, what would they say ? Can students explain their growth as learner and how is impacting on their attainment ? Do they believe that the school places equal value on both ? What are the indicators you might use to assure yourself that: classrooms celebrate learning; public circulation areas celebrate learning; the school as an institution celebrates learning ?

7.2 Do most students view making mistakes an integral part of the learning process ?

7.3 Is classroom display able to support / sustain students' active interest in themselves as learners ? Through this, are students able to explain how they are growing as effective learners ?

7.4 Are students confident that effort will pay off ? Do they also make the necessary effort ?

In relation to all four aspects, how, at interview, would students talk about this ?

In relation to all four aspects, what would a learning walk reveal ?

Documentary Evidence for Verification

This indicator will be assessed through classroom observation and interviews with students of lead teachers.

Documentary Evidence for Verification

This indicator will be assessed through classroom observation and interviews with students of lead teachers.

Documentary Evidence for Verification

This indicator will be assessed through classroom observation and interviews with students of lead teachers.

Learner Engagement		**This progression of indicators is concerned with how students are involved in the development of learning programmes and strategy in the school**				**LQF Indicator 9.1**
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Students are not consulted on issues around learning.		3.1 The school is interested in what students have to say about any of the various small research enquiries into classroom practice. The impact on students (as perceived by both students and teachers) is used to inform and guide further improvements.		5.1 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.		7.1 The school empowers student group(s) to offer feedback on learning practice in the school and to actively research how this might be improved. Various groups of students are consulted on a regular basis about their experiences of learning.
1.2 Teachers do not welcome feedback from students on learning.		3.2 Lead teachers are undertaking small-scale classroom enquiries and are seeking and acting on feedback from their students on the impact of the changes.		5.2 Some issues like the use of a learning language, challenging tasks, teacher acting as coach, the use of 'could be' language, or collaborative activities, have been explored for their interest and impact.		7.2 Some groups are encouraged and empowered to research learning practice in the school and offer feedback and suggestions for development. Their views on learning practice and curriculum change are sought and acted on. Feedback is taken seriously and informs future developments.
		3.3 These teachers are able to talk about some of the 'new approaches to learning' that have been tried recently in small-scale enquiries their classrooms, how students have reacted and what they have done in the light of this feedback		5.3 The outcomes of these consultations are fed back to practitioners and acted on.		7.3 Consultations at whole-school level are augmented by subject or phase level consultations / interviews.
		3.4 These teachers are considering how these changes might be more widely adopted and beginning to think about how such changes might impact on Schemes of Learning or curriculum design.		5.4 Many teachers are alert to student views of their learning experiences lesson by lesson, in lesson plenaries and review points, and adapt their practice accordingly.		7.4 Most teachers seek advice from students on their learning in lesson plenaries and review points and adapt practice accordingly.

Learner Engagement

This progression of indicators is concerned with how students are involved in the development of learning programmes and strategy in the school

LQF Indicator 9.1

Bronze

3.1 Who in SLT is keeping an overview of these experiments and how would they describe them? Overall, are small scale enquiries making a difference to students' learning? How do students feel about being invited to give their views on enquiries?

3.2 Do we have evidence of the small-scale classroom enquiries that have been undertaken?

3.3 How would lead teachers describe these experiments? Could they illustrate how these experiments have led to changes in practice? Is there any documentary evidence to confirm this? Would the students of lead teachers be able to describe these experiments?

3.4 Could lead teachers confirm how the outcomes from their small-scale enquiries are impacting beyond their own classroom?

Silver

5.1 Do we have documentary evidence that records the activity of the representative group of students? Can we describe and illustrate how their views are formed and collected, and how they have informed classroom practice? Can we evidence how their views are shared across the staff? How would teachers describe the role and remit of the group? Have teachers found the group's feedback useful? How has practice changed as a result?

5.2 Do we have a list of what has been consulted on?

5.3 How would the group of students describe their role, and can they confirm how they are impacting on classroom practice?

5.4 Do we have evidence from learning walks to confirm that teachers are collecting and reacting to students' views of learning?

Gold

7.1 Do we have documentary evidence that records the activity of the representative groups of students? Can we describe and illustrate how their views and research have informed classroom practice? Can we evidence how this is shared across practitioners? How would the groups of students describe their role, and can they confirm how they are impacting on classroom practice? How would practitioners describe the role, remit and impact of the groups?

7.2 How have students been trained in order to observe lessons? Do we have any documentary evidence of lesson observations conducted by students? What evidence do we have that practitioners value this feedback from students and adapt their practice in the light of it?

7.3 Do we have any evidence of consultations at subject/phase level? Would some students be able to recall these at interview?

7.4 Does evidence from learning walks and/or reviews indicate that review points are regularly used by teachers to gain insights into learners' views on learning?

Documentary Evidence for Verification

Records of learner feedback

Documentary Evidence for Verification

Records of activities of representative group(s).

Documentary Evidence for Verification

Records of student voice groups' research into learning.

Learner Engagement	This progression of indicators is concerned with the extent that students are enabled to co-construct aspects of their own learning.		LQF Indicator 9.2
Inadequate	**Bronze**	**Silver**	**Gold**
1 2	**3** 4	**5** 6	**7**
1.1 Teachers do not involve students in planning learning.	3.1 Some teachers are beginning to develop ways of including students' views and ideas and are exploring how they can incorporate these into their design of projects and investigations. This is the beginning of student involvement in co-constructing their learning.	5.1 Teachers are exploring how students might be enabled to design and/or deliver some learning experiences within the curriculum.	7.1 The idea that 'learners become their own teachers' has taken root in many areas of the school.
1.2 Students have no opportunities to help to shape their own learning.	3.2 These teachers have consulted small groups of students on aspects of particular projects and have adapted their plans in the light of student ideas.	5.2 Some teachers work with students to plan learning and to facilitate the resulting learning process. This is experimental and its impact is being monitored. Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum.	7.2 Many teachers: plan learning alongside students on occasion; share their planning and evaluation with students; encourage and enable students to plan and deliver learning experiences for each other; establish opportunities for some students to act as mentors or learning coaches to others.
	3.3 These teachers are considering how to involve students more widely and formally, and are considering how such approaches might change classroom practice.	5.3 Some teachers who have planned learning alongside students and experimented with using students as teachers are considering how such approaches might change classroom practice.	7.3 Students relish the many opportunities they are offered to be designers of their own learning across the curriculum.
			7.4 Many students: embrace these opportunities with interest; have become more engaged and thoughtful in their learning; recognise learning as a positive and worthwhile personal process; accept responsibility in the learning process.

DeepAudit_v3

Learner Engagement

This progression of indicators is concerned with the extent that students are enabled to co-construct aspects of their own learning.

Bronze	Silver	Gold

Bronze

3.1 What strategies are being developed to consult and incorporate student views on the design of the curriculum?

3.2 Would lead teachers be able to give examples of when and how they have involved students in project design? Is there any documentary evidence to support this? Would students of lead teachers be able to cite examples of when they have been consulted on project design or delivery? Would these students be able to describe how their ideas have influenced the learning? Do students value these opportunities?

3.3 Could lead teachers describe how the outcomes from their small-scale enquiries might impact beyond their own classroom?

Documentary Evidence for Verification

Examples of student involvement in lesson design

Silver

5.1 Would some teachers be able to discuss how they are proposing to co-design / co-deliver aspects of the curriculum?

5.2 Would some teachers be able to give examples of when they have created such opportunities? Is there any documentary evidence that confirms that this is taking place? Would students of these teachers be able to cite examples of when they have either taught, or been taught by, other students? How would such students assess the value of these opportunities?

5.3 Would these teachers be able to speculate on how these experiments might be adopted more widely?

Documentary Evidence for Verification

Lesson plans showing student involvement in lesson design

Gold

7.1 How widespread is this belief? What evidence might we have that this is the case?

7.2 Would many teachers be able to give examples of when they have created such opportunities? Is there any documentary evidence that confirms that this is taking place? Would students be able to cite examples of when they have either taught, or been taught by, other students? How would students assess the value of these opportunities?

7.3 Is there any evidence of students' reactions to co-designing/ delivering learning?

7.4 How would students describe their perceived role in learning?

Documentary Evidence for Verification

This indicator will be assessed through interview.

The school may choose to offer evidence if it wishes.

Informed and contributing parents.		**This progression of indicators is concerned with how parents are kept informed and enabled to contribute to the school's learning strategy**				**LQF Indicator 10.1**
Inadequate		**Bronze**		**Silver**		**Gold**
1	2	3	4	5	6	7
1.1 Beyond normal reporting arrangements, the school does not inform parents about learning.		3.1 Parents are viewed as partners in supporting students' learning and the school feels it is essential to share emerging ideas and practice about learning.		5.1 The school's learning framework has been carefully dejargonised and made understandable for parents in a variety of media.		7.1 Parents are drawn into the workings of the school in a more formal way (beyond PTA structures and in addition to governors). Their views about learning are taken into account to inform developments.
1.2 The school does not consult parents on learning issues.		3.2 Parents/governors/others have been informed of the school's emerging exploratory views about the learning process and growing learning habits, including: what the approach is all about; what the school will be / is doing differently; what the students will be / are doing differently; what impact it is expected to have.		5.2 This 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.		7.2 The school works in partnership with parents and representative parent group(s) to seek information and to consult on learning related issues. Parents are kept well-informed about the activities of these group(s)
		3.3 Information is shared through some or more of: websites and newsletters; parents' evenings; curriculum information sheets; special learning sessions etc.		5.3 Parents/governors/others are regularly updated about learning in the school via some or all of the following: the school website, newsletters, termly briefings, information evenings etc. There are robust arrangements for informing new parents.		7.3 Feedback from the group(s) forms part of the school's monitoring and evaluation systems and is used to guide future developments.
		3.4 Reactions are monitored and this information used to gauge next steps.		5.4 The learning framework is beginning to steer the school's relationship with parents towards a recognition of how parents can support their child's learning. Parents and carers are increasingly offered opportunities to engage with and support their child's education.		7.4 Parents know, understand and are committed to the school's learning philosophy and are keen to be consulted, engaged, informed of its development.

Informed and contributing parents.

This progression of indicators is concerned with how parents are kept informed and enabled to contribute to the school's learning strategy

LQF Indicator 10.1

Bronze

3.1 How would SLT describe the school's commitment to informing parents of the school's vision for learning?

3.2 What have we told parents about our emerging view of learning? Do we have a document summarising this?

3.3 In what ways have we informed parents of our experiments in learning? Have governors been informed and consulted? What role have governors had in informing parents? Is there any documentary evidence to confirm this?

3.4 What has the feedback from parents told us, and did we need to adapt any plans in the light of it? What are parents' reactions to our growing focus on learning? What aspect do they find most troubling (if any)? Which aspect do they find most useful, illuminating, provoking?

Silver

5.1 How have we made the Learning Framework understandable and accessible for parents? Do we have any evidence of how well-received and effective our efforts to share our learning ideals with parents are?

5.2 Do we have documentary evidence that records how we have kept parents updated and interested in learning? Are we seeing a change in how parents are involved with / responding to the school's focus on learning behaviours?

5.3 Are governors sufficiently well-informed to discuss the school's learning philosophy? Would parent governors, for example, be able to describe how the school is attempting to develop effective learning habits in their children? Do we have any plans to expand the strategies we use to keep parents abreast of our learning ideals?

5.4 What information / events / activities are we offering parents to help them to support their child's learning? How successful have these been? What has the uptake been? How would parent governors describe these efforts?

Gold

7.1 Through what structures do we consult parents and keep them informed of the school's vision for learning?

7.2 Do we have documentary evidence that records the activity of the representative groups of parents? How have we made this available to the wider parent body?

7.3 Can we describe and illustrate how their views are fed back into the school's self evaluation systems? Can we cite examples of when these group(s) have influenced learning strategy in the school?

7.4 How do we know that parents as a whole are in tune with and committed to our learning philosophy?

Documentary Evidence for Verification

Handouts, web site etc, written for parents, about the schools' emerging practice on learning.

Documentary Evidence for Verification

Accessible version of the Learning Framework for parents.

Documentary Evidence for Verification

Records about how parent and community views about learning are sought and used.

Informed and contributing parents.

This progression of indicators concerns how parents are kept informed of and helped to contribute to their child's development as a learner.

Inadequate		Bronze		Silver		Gold
1	2	3	4	5	6	7
1.1 The school does little more than meet its statutory reporting obligations		3.1 The school is concerned that its reporting to parents may currently concentrate too heavily on targets and levels. It is beginning to think through the implications of a shift in focus towards the wider aspects of students' learning on their reporting systems.		5.1 The school enables parents to be aware of their child's progress as a learner in the broadest sense. The school has 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.		7.1 The school is going beyond keeping parents informed – to harnessing their engagement in actively contributing to growing/ strengthening their child's learning character. The school is making sustained efforts to help parents understand how they can support their child's learning development.
1.2 Parents are not supported or encouraged to support their child's development as a learner		3.2 There is, therefore, an emerging debate about how best to capture and report on wider/richer aspects of children's learning.		5.2 In addition to subject level comments, reports to parents highlight learning strengths and areas/strategies for development. They are regarded as an opportunity to inform parents about their child's progress as a learner but also to highlight the school's interest in and commitment to the development of learning.		7.2 Parents are encouraged to become engaged in steering their child's learning character and are offered practical guidance and support to do this. Support might be in the form of a 'home learning' pack, on-line ideas, courses / workshops for parents etc.
		3.3 The debate has likely considered: what do we know about our students as learners ?; how much of this is conveyed usefully to parents ?; what information about students as learners would be useful to parents ?; how would our reporting mechanisms need to change ?; how will the current reporting format need to be changed ?		5.3 A range of ways of keeping parents up-to-date with their child's progress is being trialled. Rewards systems have been adapted to keep parents informed of learning successes.		7.3 The partnership with parents is ensuring that the home reinforces the same messages about learning that are embodied in the school's learning framework.
						7.4 Many parents understand and can explain how they can support their child to become an effective learner.

Informed and contributing parents.

This progression of indicators concerns how parents are kept informed of and helped to contribute to their child's development as a learner.

LQF Indicator 10.2

Bronze

3.1 What sort of discussions been held and is there any documentary evidence (ie minutes from meetings)? How would a member of SLT describe the debate? What conclusions have been reached, and why?

3.2 Who else beyond SLT have been involved, and how would they describe their contributions?

3.3 How wide-ranging is this debate? Have we considered most of these issues?

Silver

5.1 How has our reporting format changed as a result of the school's learning framework? Do parents understand what the school is trying to achieve? What makes you say that? Do parents understand how their child is progressing as a learner, and how do we know? What has the school done to keep wider views of learning on parents' agenda?

5.2 Do reports to parents include targets for the child's development as a learner?

5.3 Do our rewards systems and celebration events reflect the shift in focus towards this wider view of learning, and do we have any evidence to support this? How have our parents' evenings been adapted to embrace our learning principles? What wider ways of keeping parents informed about and engaged with their child's learning have we trialled?

Gold

7.1 What documentary evidence do we have that we regularly offer guidance and support to parents?

7.2 What practical guidance do we issue to parents? Would parents, if asked, be aware of this support and guidance?

7.3 Do we have any evidence from parents that this guidance is being used to support parents in reinforcing the learning intentions of the school?

7.4 Can we cite any examples where this home/school liaison has had a significant impact in terms of helping parents to support their child's development as learner?

Documentary Evidence for Verification

The school may choose to offer evidence if it wishes.

Documentary Evidence for Verification

Recent reports showing development in learning habits and targets for development

Documentary Evidence for Verification

Learning guidance offered to parents.

Evaluating the impact		This progression of indicators is about how the school tracks and authenticates growth in learning dispositions.				LQF Indicator 11.1
Inadequate		Bronze		Silver		Gold
1	2	3	4	5	6	7
1.1 The is no attempt to assess and record how students are learning.		3.1 There is a growing recognition that current assessment practice is primarily concerned with curriculum levels and targets. Ways of looking for wider skills are being considered. Lead teachers and senior leaders are debating how to tackle the assessment of students' growth as confident learners.		5.1 The school is considering how to adapt its AR&R practices to include reference to progression in learning behaviours		7.1 AR&R practice has been adapted to include specific reference to the progressive development of student learning habits.
1.2 The growth of learning behaviours is not tracked.		3.2 Lead teachers recognise that existing Assessment, Recording and Reporting practice is failing to capture the growth of the wider learning skills that, through a number of small scale enquiries, they are developing with students.		5.2 The school is experimenting with various ways to assess and record the progression of students' learning. The language contained in the school's learning framework and further detailed in the L&T policy, and the insights provided by the school's map of progression are used to inform the process		7.2 The whole school AR&R system presents students a holistic picture of the student as learner, in which objective and subjective evidence on progression in learning habits is combined with curriculum level assessment.
		3.3 Lead teachers are experimenting with how they might record student learning behaviours and how this might be reported to parents, and they are coming to an understanding that students will need to have a substantial role in contributing to this assessment process.		5.3 Interest has moved from recognising that students, given the right opportunities, use learning behaviours, to capturing how students develop/progress in learning behaviours.		7.3 Reports to parents contain both content-specific and learning habit commentary. Student perceptions of themselves as learners is valued and included in reports to parents.
				5.4 Experiments likely include: how students track their own development; the types of data teachers might usefully collect, and how often; the types of data that the school might usefully capture, and for what purpose; how such data might usefully be combined with curriculum performance data.		

Evaluating the impact

This progression of indicators is about how the school tracks and authenticates growth in learning dispositions.

LQF Indicator 11.1

Bronze

3.1 How would lead teachers describe their views on the AR&R of learning habits? Could lead teachers describe the discussions that they have had around this issue, and is there any documentary evidence for this? Are senior leaders aware of these issues?

3.2 What small-scale enquiries have lead teachers undertaken? What have been the outcomes?

3.3 Could lead teachers describe how they have experimented with the recording of student learning behaviours? What do they consider to be the implications for the role of students in the assessing and reporting processes?

Silver

5.1 Are SLT able to say how we are planning to move forward?

5.2 Who could describe the experiments relating to assessing and recording progression that have been tried and with what outcomes? Could someone describe the experiments being undertaken at classroom/student group level re the progression data being captured by teachers? Is there any documentation to show the extent of and results of the experiments at whole school level?

5.3 Could students explain how they have been enabled to track their own growth in learning habits? Would some students be able to say what their learning target is, and how it was arrived at?

5.4 Could SLT demonstrate that the school is considering a wide range of issues relating to progression and how it night be combined with curriculum performance data?

Gold

7.1 Would ongoing assessments, records and reports to parents confirm this to be the case? Is this true for all year groups? Would teachers be able to provide records that refer to the growth of their students' learning habits?

7.2 Would teachers (and students) be able to discuss the relationship between progress in learning habits and attainment? Could teachers explain how they use this combined data to better design learning opportunities, lessons and projects?

7.3 Would students be able to describe their role in assessing their own learning development and how this feeds into records and reports? Would students be able to describe their targets for learning development and how they have been arrived at or negotiated? Would reports reveal an appropriate balance between commentary on curricular progress and attainment and commentary on progression in learning behaviours?

Documentary Evidence for Verification

The indicator will be tested at interview. The school may offer documentary evidence if it wishes.

Documentary Evidence for Verification

The indicator will be tested at interview. The school may offer documentary evidence if it wishes.

Documentary Evidence for Verification

Evidence of an assessment system that blends progression in content and progression in learning behaviour.

Evaluating the impact		**This progression of indicators is about how an understanding of the growth of learning habits is increasingly used to refine practice**				**LQF Indicator 11.2**
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 The school has little understanding of how to progress student learning behaviours.		3.1 The school is considering the nature of skill progression in their current approach to improving learning. This is very much an experimental stage.		5.1 The school developing its own understanding of the nature of progression across the range of key learning behaviours that it has decided on through its Learning Framework.		7.1 The school is using its understanding of progression in learning habit development to support the design of learning opportunities that ensure students become progressively more sophisticated learners. Individual lesson design (and curriculum design more broadly) has been adapted to build in the progressive acquisition of fine-grain learning skills.
1.2 Student learning behaviours do not deepen with time, other than accidentally.		3.2 The school beginning to explore and develop an understanding of the nature of progression across a range of key learning behaviours.		5.2 The school has constructed (or adopted / adapted from elsewhere) a broad map of progression – showing a possible trajectory of key learning behaviours.		7.2 The deconstruction of habits into finer level skills is serving to enrich & broaden the language of learning and so keep it fresh.
		3.3 Lead teachers are considering: how the school might identify students' improving learning habits; how they might describe what 'improving' actually looks like; how it is important to develop both the frequency and the quality of skill use. Work in this area is giving rise to small-scale learning enquiries around the area of progression.		5.3 The focus on learning behaviours is moving from 'do students do it ?' to 'how well do students do it ?'		7.3 The school's learning habit progression map is consistent with their Learning Framework and associated L&T policy. The map is embedded in L&T and AR&R policies and practices.
				5.4 The practitioner's role is becoming one of helping the students to become more skilful in using the skill, and in using it more frequently, and in using it more broadly, with decreasing need for support or prompting.		

DeepAudit_v3

Evaluating the impact	This progression of indicators is about how an understanding of the growth of learning habits is increasingly used to refine practice	LQF Indicator 11.2
Bronze	**Silver**	**Gold**

<table>
<tr>
<td>

3.1 How would SLT describe the school's interest in and understanding of learning skill progression?

3.2 How would lead teachers describe the fine-grain learning skills that make up some key learning behaviours? Would they be able to give an indication of what they think 'getting better' might look like?

3.3 Could lead teachers describe discussions that they have been involved in around this issue? What small-scale enquiries have been undertaken? What documentary evidence shows the outcomes of these discussions / experiments?

</td>
<td>

5.1 How would we describe the school's efforts to develop an understanding of progression? What is the documentary evidence that this has taken place?

5.2 Do we have a written, broad map of progression?

5.3 How has this understanding of progression impacted on classroom practice? Do we have any documentary evidence of this impact from Learning Reviews or learning walks?

5.4 Could teachers describe how they are putting this map of progression into practice? Are some students aware of the progression map, and are they using it to help themselves to become more effective learners?

</td>
<td>

7.1 Are teachers using the progression map to shape learning opportunities for students? Is there documentary evidence, for example from schemes of learning, to show that this is taking place? Are students using the progression map to support their own development as learners? Would this be in evidence at interview? Who is keeping this under review and how would they describe current practice and next steps?

7.2 Would teachers be able to describe progression in key learning behaviours? Ditto students? Would they use a language that goes beyond the one originally defined in/by the school's learning framework?

7.3 Do L&T and AR&R policies reflect the school's map of progression? How is this impacting on practice?

</td>
</tr>
</table>

Documentary Evidence for Verification

Rough notes on progression in learning skills. Results of small-scale enquiries.

Documentary Evidence for Verification

The school's map of progression for the learning habits identified in the school's learning framework / L&T policy.

Documentary Evidence for Verification

A curriculum document that shows how the school plans to ensure the progressive cultivation of learning habits (see LQF principle 6.1)

Evaluating the impact	This progression of indicators is concerned with how students come to understand themselves as growing learners through supported self-reflection.		LQF Indicator 11.3
Inadequate	**Bronze**	**Silver**	**Gold**
1	**2** **3**	**4** **5**	**6** **7**
1.1 Students do not have targets for their development as a learner.	3.1 Lead teachers in small scale learning enquiries are debating/considering what learning-to-learn targets might look like and how they might be used to good effect.	5.1 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.	7.1 The AR&R system for assessing progress in learning habits is well-developed and is based on its map of progression
1.2 Students have little self-awareness of themselves as learners.	3.2 The school's emerging understanding of the nature of progression is informing, and is informed by, these enquiries.	5.2 Many students record and reflect on their progression in learning habits and set personal targets for improvement and learning habit development. These targets are linked to the school's map of progression.	7.2 Students are self-aware as learners, knowledgeable about how they are improving as learners, and appreciate the relevance and contribution of these behaviours to their progress and attainment.
	3.3 Lead teachers are beginning to work with target groups of students to agree learning-specific targets.	5.3 Many students are aware of their own targets and can describe what they are doing to achieve them. They are increasingly understand their learning strengths and areas for development.	7.3 Students can describe their own targets for development with fluency. They are able to describe themselves as learners in terms of how frequently, how widely, and how effectively, they use their learning habits.
	3.4 The results of these enquiries/pilots are feeding back into the general debate about assessing and developing learning behaviours.	5.4 Progress in curriculum attainment, as defined in Raise or evaluated in a recent Ofsted, is at least satisfactory and on a rising trend.	7.4 Progress in curriculum attainment, as defined in Raise or evaluated in a recent Ofsted, is at least good.

DeepAudit_v3

Evaluating the impact	**This progression of indicators is concerned with how students come to understand themselves as growing learners through supported self-reflection.**	**LQF Indicator 11.3**
Bronze	**Silver**	**Gold**

Bronze

3.1 Could lead teachers describe the outcomes of their enquiries in designing and using learn-to-learn targets? Is there any documentary evidence available? How would the students describe these experiments?

3.2 Could lead teachers describe how their enquiries have impacted on the school's emerging understanding of progression?

3.3 Have lead teachers explored agreeing L2L targets with some students? How will these students recall this?

3.4 Has the feedback from these enquiries informed other developments in the school, especially in the area of AR&R?

Documentary Evidence for Verification

This indicator will be assessed through interview

The school may choose to offer evidence if it wishes.

Silver

5.1 Is there any evidence, from learning walks for example, that lessons offer students the opportunity to reflect on and talk about their own learning? Is this being recorded?

5.2 Is there any documentary evidence showing students' learning targets? Are these targets linked to the school's map of progression? Is there documentary evidence of how the personal target setting system works? Is the system manageable, working well, and seen as useful by students?

5.3 Are students able to discuss their own learning targets and how they intend to achieve them? Do students use the school's language for learning for this?

5.4 Does our most recent Raise Online analysis show that progress is at least satisfactory and on a rising trend? Does Ofsted, if recent, reflect this?

Documentary Evidence for Verification

Students' records of personal learning habit targets.

Most recent Raise

Gold

7.1 How does the school maintain an overview of student learning growth, and can it cite examples of how it has adjusted practice in the light of this?

7.2 How would students describe their growth as a learner, and how this links to progress and attainment? What has the school discovered from an analysis of growth in learning habits and curriculum progress and attainment? Is there any documentary evidence that would support this?

7.3 How will students describe their own targets? Will the description use the school's progression language with fluency? How would students talk about the impact of their targets – do they perceive the value of them? How is students' understanding of themselves as learners impacting on their personal development?

7.4 Does our most recent Raise Online analysis show that progress is at least good? Does Ofsted, if recent, reflect this?

Documentary Evidence for Verification

Most recent Raise

Evaluating the learning organisation.

This progression of indicators is concerned with the extent to which the school evaluates itself as a learning organisation.

LQF Indicator 12.1

Inadequate		Bronze		Silver		Gold
1	2	3	4	5	6	7
1.1 The concept of a school that learns is not well understood at senior level.		3.1 Senior leaders are coming to understand the nature of a learning organisation and how the early stages of this might be captured as a set of indicators used to monitor development. Hence, the school is considering a set of indicators with which to monitor itself as a learning organisation.		5.1 The school understands itself as a learning organisation and how it uses this understanding to monitor its progress.		7.1 The school is fully conversant with the concept of a school as a learning organisation. It has a robust set of indicators that show that the school has become a knowledge creating organisation.
1.2 Leadership is top-down.		3.2 There is a growing understanding at SLT level that the ultimate goal is for the school to be innovative in meeting its primary purpose of providing outstanding provision for all learners through an enabling climate, stimulated by challenge and ambition, and achieved through personal and collective responsibility.		5.2 Senior leaders have developed their understanding of how a learning organisation functions beyond a set of core values as defined at Bronze level.		7.2 The school sees itself as an organisation where 'people continually expand their capacity to create the outcomes they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together'
		3.3 SLT are interested in the core values of an organisation that will facilitate innovation. For example: encouraging risk taking; using mistakes / failures as learning opportunities; eliminating fear; engaging in dialogue; stimulating and rewarding new ideas; asking 'what if . . ?' 'what's possible ?'; enabling self reflection; generating a spirit of enquiry.		5.3 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.		7.3 The school sustains an ethos and culture of experimentation, curiosity, imagination and optimism. The school initiates, rather than does initiatives.
		3.4 There is a recognition at senior level that this will involve a culture shift.		5.4 Indicators relate to (amongst others) distributing leadership and devolving responsibility, gathering and sharing best practice (internally and externally), the creative use of people and resources.(See section 12.1(silver) of the Development Guide for detail).		7.4 Leaders offer a compelling vision for the future, and contrast this with an accurate assessment of the current reality. The difference between the two, the tension between vision and reality, drives all aspects of learning development in the school.

DeepAudit_v3

Evaluating the learning organisation.

This progression of indicators is concerned with the extent to which the school evaluates itself as a learning organisation.

LQF Indicator 12.1

Bronze

3.1 What do senior leaders understand by 'a learning organisation'? What happens in the school now that gives the feel of a learning organisation?

3.2 How would SLT describe their ultimate goal? To what extent do they believe they are 'on the way' to achieving it?

3.3 Which of the core values of a learning organisation have we worked on? Which core values have proved tricky or easy? What makes us say that? Which core values need further development? How are we monitoring the use / reality of these core values in the school? How would staff discuss these core values?

3.4 What is the nature of the culture shift that SLT believe is required?

Silver

5.1 Do we have any documentation to evidence our understanding of 'the learning organisation'?

5.2 How has this understanding grown since we first came to explore the implications of becoming an organisation that learns?

5.3 Which aspects of the school's learning do we monitor? How is this monitoring helping us to improve as a learning organisation? Would some staff be able to describe strategies that the school has recently put in place to help the school to develop as a learning organisation?

5.4 For which of the indicators detailed in section 12.1(silver) of the Development Guide can we offer evidence that we are making progress? Are there any where progress is more limited? Why is that?

Gold

7.1 Do we have any documentation that would show how we view the school as a learning organisation? For which of the indicators detailed in 12.1(gold) of the Development Guide can we offer evidence that practice is embedded and part of the 'way we do things'? Are there any characteristics where progress is more limited? Why is that? What has been done / is being done, to address this? Are there any additional characteristics of the learning organisation that school monitors? Why were these chosen?

7.2 Do we have evidence that people are expanding their capacity to create the outcomes they desire etc? Would a cross-section of teachers confirm this?

7.3 Do we have evidence that the school sustains an ethos of experimentation, curiosity etc? Would a cross-section of teachers confirm this?

7.4 How would SLT describe the compelling vision? How would they assess the reality? Would a cross-section of teachers confirm this?

Documentary Evidence for Verification

The set of indicators being considered.

Documentary Evidence for Verification

List of indicators the school uses to monitor itself as a learning organisation.

Documentary Evidence for Verification

The indicator will be tested at interview. The school may offer documentary evidence if it wishes.

Evaluating the learning organisation.		This progression of indicators is concerned with how and the extent to which the school uses its growth as a learning organisation to improve outcomes.				LQF Indicator 12.2
Inadequate		**Bronze**		**Silver**		**Gold**
1	**2**	**3**	**4**	**5**	**6**	**7**
1.1 Improvement planning is top-down		3.1 The school's improvement plan, which is already based on a well-developed monitoring and evaluation system, is increasingly being informed by the outcomes of small-scale enquiries and by the Learning Quality Framework itself.		5.1 The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning.		7.1 The school has integrated its learning-organisation indicators into its monitoring and evaluation systems and uses this information to improve its outcomes.
1.2 Monitoring and Evaluation is viewed as a senior leadeship activity.		3.2 Monitoring and Evaluation of bronze level activity in the Learning Quality Framework leads to a learning-focused Improvement Plan		5.2 The school is likely to be monitoring: students' qualities as learners; the quality of learning in classrooms; features of the school ethos, e.g. participation in decision-making, responsibility for one's own learning, distributed leadership; leadership qualities, for example leaders as coaches (in addition to the features that it previously monitored).		7.2 The school has made many adjustments to its culture and is using the learning from these new ways of working to raise the performance of the school.
		3.3 This involves all levels of the organisation monitoring their current plan's success criteria and negotiating prospective plans with other levels. Thus the whole school plan informs and is informed by team / department plans, which are likewise informed by and inform individual plans.		5.3 The school's understanding of what a learning organisation does is being used to enhance its development. The school is beginning to see itself as a web of processes which interact together.		7.3 The implied outcomes of the features of a learning organisation (as suggested in indicator 12.1 gold) are monitored and used to focus and improve development/improvement planning of provision and practice and the outcomes of the school as a whole.

DeepAudit_v3

Evaluating the learning organisation.

This progression of indicators is concerned with how and the extent to which the school uses its growth as a learniing organisation to improve outcomes.

LQF Indicator 12.2

Bronze

3.1 Does the school have a single, integrated development plan? What data is monitored at whole school / department / team / phase / individual level in relation to student achievement? What outcomes from small-scale enquiries have had an impact on the improvement plan?

3.2 How has the LQF itself impacted on the plan?

3.3 What information is monitored at whole school / department / team / phase / individual level in relation to:

· the 'how' of teaching?

· the management and adaptation of the curriculum?

· the effectiveness of teams?

How is the information used to improve / compile forward looking plans at all levels?

Would most staff / teams give similar answers to the above questions? How is monitoring viewed across the school? To what extent is it seen as a basis for development?

Silver

5.1 Do we have any documentary evidence to show how we have extended our monitoring and evaluation to include aspects of the learning organisation? To what extent is monitoring and evaluation seen as a valuable and worthwhile activity?

5.2 What 'learning organisation' characteristics are being monitored, and by whom?

What are you learning about how the school works as a learning organisation? To what extent would we say the learning-organisation characteristics of the school are generating trust? openness? collaboration? confidence? curiosity?

5.3 Has our school / team / individual development planning become more focused / useful / challenging / efficient / effective as a result of its learning organisation focus? What makes us say that?

Gold

7.1 Do we have any documentary evidence of using learning organisation indicators to improve our practice and outcomes? To what extent is the school meeting its vision of a learning school?

7.2 To what extent do learning-organisation characteristics make the school a better place to learn and work?

7.3 To what extent are learning-organisation characteristics raising the outcome performance of the school? Where do we need to focus more learning effort in order to improve provision and practice? outcomes for students?

Would most staff answer these questions in the same way?

Documentary Evidence for Verification

The school improvement plan

Documentary Evidence for Verification

The school improvement plan which has a learning organisation focus

Documentary Evidence for Verification

Report on how the school is improving by monitoring learning organisation indicators.

Scoring

Scores are assigned in the following way:

- A score of 1 must be given if any statement in section 1 is scored Yes.

- A score of 2 is given when all statements in section 1 are scored No and at least half of the statements in 3 are scored Yes.

- A score of 3 is given when all statements in 1 are scored No and all statements in 3 are scored Yes.

- A score of 4 is given when all statements in 3 are met and at least half of the statements in 5 are scored Yes.

- A score of 5 is given when all statements in 5 are scored Yes.

- A score of 6 is given when all statements in 5 are met and at least half of the statements in 7 are scored Yes.

- A score of 7 is given when all statements in 7 are scored Yes

Audit Summary   Date

	1	2	3 (Bronze)	4	5 (Silver)	6	7 (Gold)
LQF 1.1							
LQF 1.2			▓		▓		▓
LQF 2.1							▓
LQF 2.2							▓
LQF 3.1							▓
LQF 3.2			▓		▓		▓

	1	2	3 (Bronze)	4	5 (Silver)	6	7 (Gold)
LQF 4.1					▓		▓
LQF 4.2			▓				▓
LQF 4.3					▓		▓
LQF 5.1							
LQF 5.2			▓		▓		
LQF 5.3			▓				
LQF 5.4					▓		

	1	2	3 (Bronze)	4	5 (Silver)	6	7 (Gold)
LQF 6.1			▓		▓		▓
LQF 6.2							▓
LQF 7.1			▓▓		▓		
LQF 7.2							
LQF 7.3							
LQF 7.4			▓▓		▓▓		▓▓
LQF 8.1			▓▓				▓
LQF 8.2					▓		▓
LQF 8.3			▓▓		▓		▓
LQF 8.4					▓		▓
LQF 9.1							
LQF 9.2			▓		▓		▓
LQF 10.1			▓				
LQF 10.2					▓		

	1	2	3 (Bronze)	4	5 (Silver)	6	7 (Gold)
LQF 11.1							▓
LQF 11.2					▓		
LQF 11.3			▓		▓		▓
LQF 12.1					▓		
LQF 12.2			▓		▓		▓

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LQF Indicator 1.1

How the school grows and uses a vision for the empowerment of learning

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐			

Total Score

1	2	3	4	5	6	7

LQF Indicator 1.2

How understanding of and support for the vision for learning is spreading through the school and community

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐			

Total Score

1	2	3	4	5	6	7

LQF Indicator 2.1

The nature of the school's learning framework

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐			

Total Score

1	2	3	4	5	6	7

LQF Indicator 2.2

How the learning framework gradually influences many aspects of the work of the school

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 3.1

The extent to which the school's language for learning is used throughout the school

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 3.2

How effectively the school's language for learning is used by students

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

DeepAudit_v3

LQF Indicator 4.1

How leaders create a dialogue about learning and innovation

	Y	N			Y	N			Y	N			Y	N
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐		3.2	☐	☐		5.2	☐	☐		7.2	☐	☐
				3.3	☐	☐		5.3	☐	☐		7.3	☐	☐
				3.4	☐	☐		5.4	☐	☐		7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 4.2

The extent to which leaders enable people to seek and try out creative and innovative ways of working

	Y	N			Y	N			Y	N			Y	N
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐		3.2	☐	☐		5.2	☐	☐		7.2	☐	☐
				3.3	☐	☐		5.3	☐	☐		7.3	☐	☐
				3.4	☐	☐		5.4	☐	☐		7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 4.3

The extent to which leaders monitor and enable others to monitor, reflect on and develop their practice.

	Y	N			Y	N			Y	N			Y	N
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐		3.2	☐	☐		5.2	☐	☐		7.2	☐	☐
				3.3	☐	☐		5.3	☐	☐		7.3	☐	☐
				3.4	☐	☐		5.4	☐	☐		7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 5.1

How CPD links the needs of the school its teams and individual staff.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 5.2

How and the extent to which the school supports communities of learning enquiry

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
						5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 5.3

The extent to which coaching partnerships are used to support professional development.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐			

Total Score

1	2	3	4	5	6	7

DeepAudit_v3

LQF Indicator 5.4

How undertaking reviews of learning engages staff and provides data on which to build development.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 6.1

How the taught curriculum is being adapted to cultivate the development of learning habits

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 6.2

How aspects of the wider curriculum are used to contribute to the cultivation and development of learning habits

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
						5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 7.1

How staff make learning a shared responsibility.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 7.2

How staff make learning the object of conversation.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
						5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 7.3

How staff make learning the object of learning

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

DeepAudit_v3

LQF Indicator 7.4

How staff make learning the object of attention.

	Y	N		Y	N		Y	N		Y	N
1.1			3.1			5.1			7.1		
1.2			3.2			5.2			7.2		
			3.3			5.3			7.3		
									7.4		

Total Score

1	2	3	4	5	6	7

LQF Indicator 8.1

How the shifting relationships in the classroom enable learners to take responsibility for their learning

	Y	N		Y	N		Y	N		Y	N
1.1			3.1			5.1			7.1		
1.2			3.2			5.2			7.2		
			3.3			5.3			7.3		
			3.4			5.4			7.4		

Total Score

1	2	3	4	5	6	7

LQF Indicator 8.2

The extent to which learners can understand and can explain how their learning improves.

	Y	N		Y	N		Y	N		Y	N
1.1			3.1			5.1			7.1		
1.2			3.2			5.2			7.2		
			3.3			5.3			7.3		
						5.4			7.4		

Total Score

1	2	3	4	5	6	7

LQF Indicator 8.3

How learners are enabled to think for themselves and to self-regulate.

	Y	N		Y	N		Y	N		Y	N	
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐	Total Score
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐	
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐	
						5.4	☐	☐				

Total Score: 1 2 3 4 5 6 7

LQF Indicator 8.4

How learners perceive and respond to the school's value systems in relation to learning

	Y	N		Y	N		Y	N		Y	N	
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐	Total Score
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐	
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐	
						5.4	☐	☐	7.4	☐	☐	

Total Score: 1 2 3 4 5 6 7

LQF Indicator 9.1

How students are involved in the development of learning programmes and strategy in the school

	Y	N		Y	N		Y	N		Y	N	
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐	Total Score
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐	
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐	
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐	

Total Score: 1 2 3 4 5 6 7

DeepAudit_v3

LQF Indicator 9.2

The extent that students are enabled to co-construct aspects of their own learning.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
									7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 10.1

How parents are kept informed and enabled to contribute to the school's learning strategy

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 10.2

How parents are kept informed of and helped to contribute to their child's development as a learner.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
									7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 11.1

How the school tracks and authenticates growth in learning dispositions.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
						5.4	☐	☐			

Total Score

1	2	3	4	5	6	7

LQF Indicator 11.2

How an understanding of the growth of learning habits is increasingly used to refine practice

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
						5.4	☐	☐			

Total Score

1	2	3	4	5	6	7

LQF Indicator 11.3

How students come to understand themselves as growing learners through supported self-reflection.

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

Total Score

1	2	3	4	5	6	7

DeepAudit_v3

LQF Indicator 12.1

The extent to which the school evaluates itself as a learning organisation.

	Y	N			Y	N			Y	N			Y	N
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐		3.2	☐	☐		5.2	☐	☐		7.2	☐	☐
				3.3	☐	☐		5.3	☐	☐		7.3	☐	☐
				3.4	☐	☐		5.4	☐	☐		7.4	☐	☐

Total Score

1	2	3	4	5	6	7

LQF Indicator 12.2

How and the extent to which the school uses its growth as a learniing organisation to improve outcomes.

	Y	N			Y	N			Y	N			Y	N
1.1	☐	☐		3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐		3.2	☐	☐		5.2	☐	☐		7.2	☐	☐
				3.3	☐	☐		5.3	☐	☐		7.3	☐	☐

Total Score

1	2	3	4	5	6	7