

A learning amble: Learning friendly culture

Some key questions:

- Do our classrooms support learners to take greater responsibility for themselves as learners?
- Do our classrooms support learners to understand and discuss the process of learning?
- Do our classrooms support the development of positive learning habits in a progressive and coherent manner?
- Do our classrooms support the celebration of the growth of learning habits?
- Are our classrooms 'learning focused'?

Think about how far your school has progressed along the journey to building better learners in a planned, progressive manner.

For each of the 14 indicators, consider where your school is now. You do not need to match one of the example descriptors, as you might, for example, consider that you are "better than '2' but not yet '5'".

Do learning opportunities develop effective learning behaviours and enhance content acquisition?

Relationship for learning

Score:

1 = Teachers tell students what they need to know and say what goes !

1

4 = mainly teachers have developed strategies to begin to shift responsibility towards the learner

4

8 = many teachers coach learners in the belief that they can discover much for themselves

8

Talking about learning

Score:

1 = teachers talk about work, not learning

1

5 = teacher talk focuses on content acquisition and learning skill development in equal measure

5

9 = sophisticated teacher commentary enables students to reflect on, self monitor and distil their learning experiences

9

Constructing learning

Score:

2 = lessons contain only content-based learning outcomes

2

5 = many lessons have a dual focus of both content and learning behaviours

5

9 = skilfully orchestrated dual-focused learning opportunities are the norm

9

Valuing learning

Score:

1 = teachers behave as if only exam/ test results are important

1

5 = display across the school is indicative of the high priority the school places on learning

5

8 = the classroom culture is about how students are improving as learners

8

How are learners responding to the culture shift?

Are students taking responsibility for their learning?

Score:

2 = Learners are passive recipients of instruction

2

5 = Learners are keen to create meaning for themselves through active engagement

5

9 = Learners take a full and active role in steering their own learning and supporting that of their peers

9

Can learners think for themselves and self-regulate?

Score:

1 = Learners are unaware of how they are learning and don't reflect on learning

1

6 = Learners are aware of and reflective about the learning behaviours they are using.

6

9 = Learners are familiar with the school's map of progression in learning behaviours and use it to understand how they might improve.

9

Can learners understand and explain how their learning improves?

Score:

2 = Learners have little understanding of how learning works and can't talk about themselves as learners

2

5 = Many learners can describe their learning strengths and weaknesses and can identify what they are trying to improve

5

9 = Learners have and can explain a deep understanding of how they learn and what they intend to do to improve

9

How do learners perceive and respond to the school's learning ambitions?

Score:

2 = Learners believe that trying hard and making mistakes is what poor learners do

2

5 = Learners take an active interest in themselves as learners. They know that success comes through effort, not ability

5

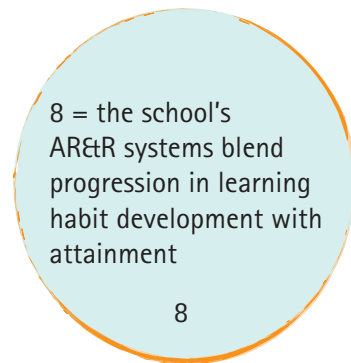
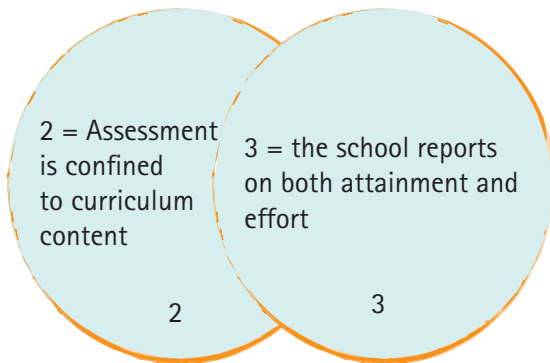
9 = Learners value the mistakes they make and learn from them. They are confident that effort will pay off.

9

Is student learning developed in a planned and progressive manner?

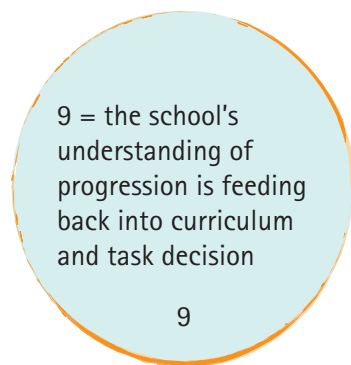
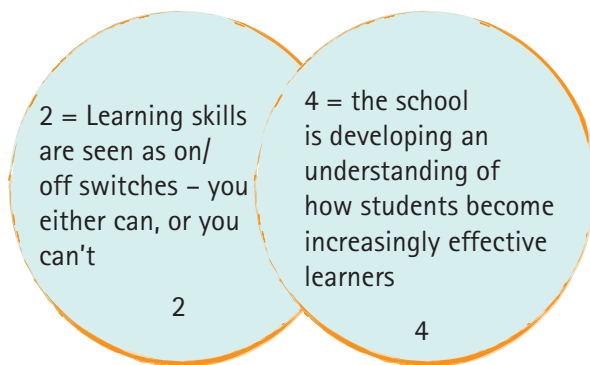
Does the school track the individual student's growth as a learner?

Score:



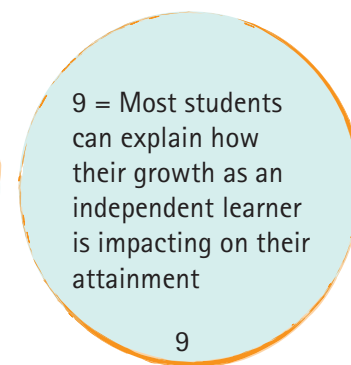
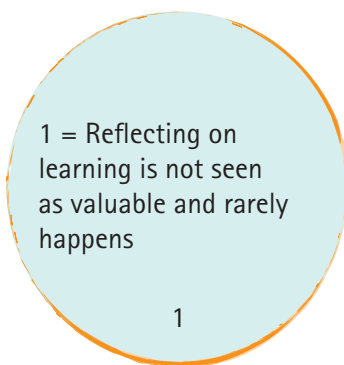
Has the school's understanding of progression in learning habits led to changes in practice?

Score:



Is the school developing self-reflective learners?

Score:



Is your Curriculum designed to support the development of better learners?

The taught curriculum

Score:

1 = Traditional subject based, teacher taught curriculum.

1

7 = Growing learning behaviours is a key aspect of our curriculum design.

7

10 = an innovative curriculum ensures the progressive cultivation of all learning habits

10

The wider curriculum

Score:

1 = the wider enrichment curriculum is a series of 'clubs'

1

5 = the wider curriculum is used purposefully to enhance and develop students' learning habits

5

9 = the wider curriculum is designed to develop and stretch learning habits in real-life situations

9

How did you do?

Your average score was

If you scored predominantly

- 1 – 3 A long way to go but help is at hand. Classroom cultures are still fairly teacher focused. Look back to the Culture Tool 1 (download above) – which aspects of the central panel might first need to be integrated more fully?
- 4 – 6 You have made a substantial start and Ofsted outstanding is within your grasp
- 7 – 10 You are probably Ofsted outstanding already but would welcome help in becoming a world-class learning community