Learning Quality Framework

School Development Guide

tlo

The Learning
Organisation

Introduction

A Learning Organisation "*Where people continually expand their capacity to create the results they truly desire, when 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.*"   *Peter Senge 1990*

The Learning Quality Framework embraces and applies the sentiments of a learning organisation to a school. However, here the ideas apply not only to staff and organisational learning but, importantly, to how students learn. People's orientation to learning becomes the core purpose of the school; all are empowered to become better learners by using an understanding of the learning sciences. This affects how learning is understood as a process, how it is led and managed, how it is talked about and celebrated, how it is stretched and grown, how it is tracked and the results used to further enable individual and organisational learning.

Given that learning itself is a gradual, sometimes difficult, but hugely worthwhile process the framework depicts how each aspect of a learning school might be at different stages of growth. The stages are cumulative, each growing from the one before. The framework captures aspects of a school's organisational culture which can be made hospitable, rather than unhelpful, to the development of learners.

"*It is increasingly evident that the educational methods we have been using for the past 70 years no longer suffice. They are based on the scientific assumptions about…..the learning process that have been eclipsed by new discoveries. Yet changing them has been slow because the nature of educational reform is largely one of tinkering with institutional arrangements. Rarely has reform penetrated the educational core.*"
Professor Lauren Resnick

The Learning Quality Framework will enable schools to reach their educational core – that of developing people as better learners; building their confidence, capacity and enthusiasm for learning throughout their lives.

Whatever your current approaches to learning — be they Philosophy for Children, Assessment for Learning, BLP, Habits of Mind, and so on — The Learning Quality Framework guides school development towards the creation of a learning powered culture, offering pathways and stages to drive your development action. Using its twelve clearly defined principles the school can realise and authenticate its prime educational goal of developing better learners.

You might think of LQF as a journey planner, a sat-nav, a Quality Standard. The school has to make the journey but the LQF shows you the whole journey, alerts you to hazards, guides your progression through its stages, and — through the award of a Quality Mark — recognises and rewards your foresight and effort.

Purpose And Structure

Purpose and Structure of the School Development Guide

The purpose of this guide is to help you to understand and maximise the use of the LQF awards. It aims to demystify the structure and content of the Framework and give precise and practical assistance in putting the indicators into practice.

Content of the guide

The content of the guide is structured in four sections

1. The LQF structure
2. Unpacking the LQF dimensions and principles
3. LQF indicators in a nutshell
4. The indicators in action

Using the guide

The guide is designed to be used by senior leaders in the school, and in particular by people with responsibility for developing practice in school.

- Section One will be of interest to people who are leading school development.
- Section Two will be of interest to the above and might also be used in explaining LQF to governors.
- Section Three will be of interest to staff who are involved in taking particular actions forward.
- Section Four will be of interest to strategic leaders and those involved in ensuring practice is on track and in preparing for external assessment.

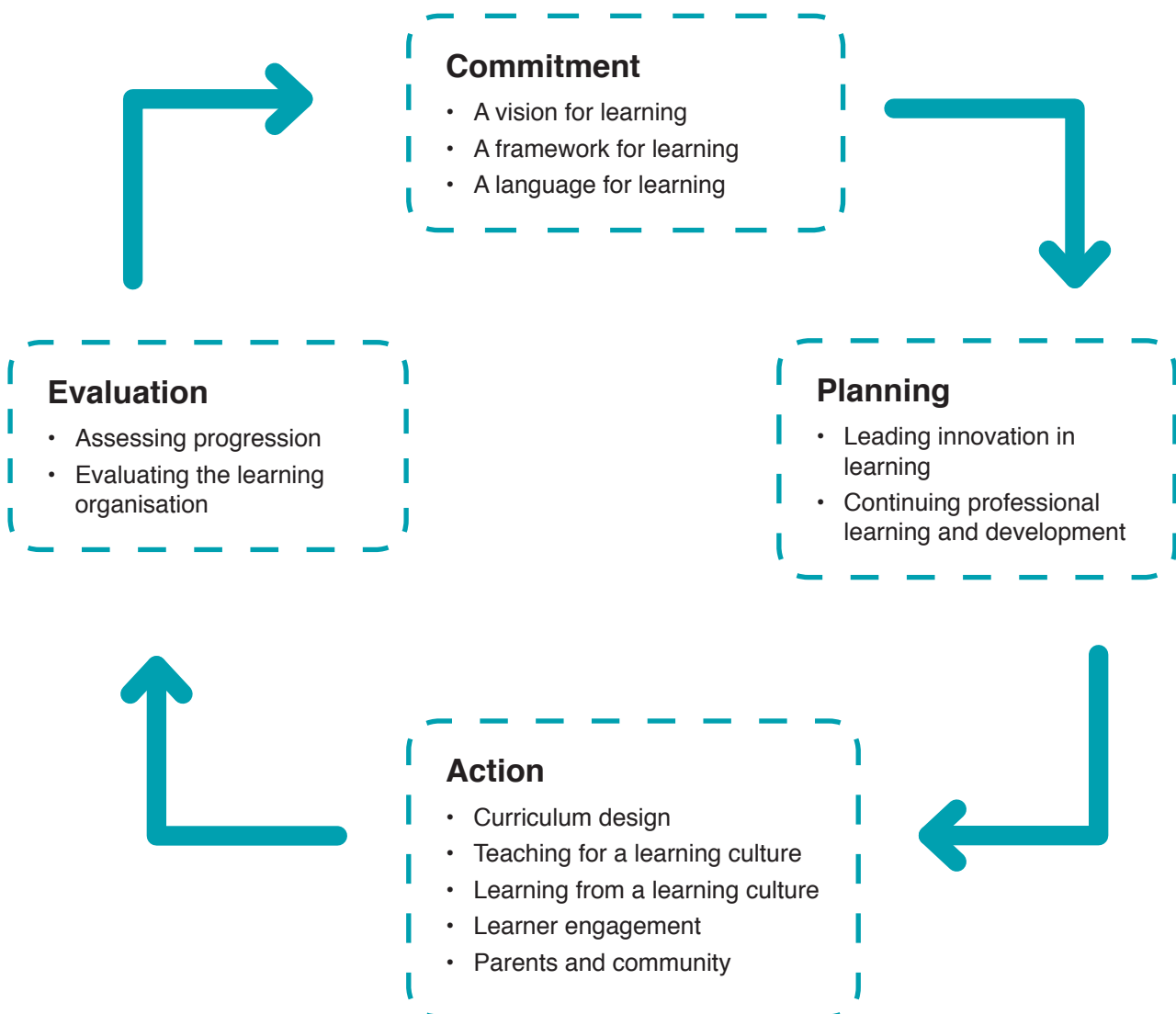# Contents

1. The LQF Structure

The framework is made up of

- Four Dimensions;   the overall organisation of a learning school
- Twelve Principles;   describing key features of the school's learning practice and how it works
- Thirty Two Indicators;   describing how each of the principles might look in practice. These are written at four levels or stages of a learning journey.

Dimensions

The Learning Quality Framework has four dimensions which follow the well known improvement cycle and each of the LQF Principles fall into one of these dimensions.

Commitment
- A vision for learning
- A framework for learning
- A language for learning

Planning
- Leading innovation in learning
- Continuing professional learning and development

Action
- Curriculum design
- Teaching for a learning culture
- Learning from a learning culture
- Learner engagement
- Parents and community

Evaluation
- Assessing progression
- Evaluating the learning organisation

1. The LQF Structure

Principles

The Learning Quality Framework is organised under twelve Principles that are concerned with different aspects of a school's culture, such as its vision for education, its beliefs about learning, how leaders lead learning, how classroom practice, assessment and the curriculum are best designed to build learning habits, how staff are best enabled to adjust their practice, and how the school itself acts on its own learning.

Principles	Indicator		
	Bronze	**Silver**	**Gold**
Commitment			
1. Vision			
2. Learning Philosophy			
3. Language of Learning			
Plans/strategy			
4. Leadership			
5. CPD			
Action			
6. Curriculum			
7. Teaching for a learning culture			
8. Learning from a learning culture			
9. Learner engagement			
10. Parents and community			
Evaluation			
11. Assessment (learning habits)			
12. Evaluation			

Indicators

The principles are further described through Indicators, or statements of practice, which show how the principles are enacted in practice. And since the whole point of the framework is to describe a learning journey, the statements of practice are related to four stages of development; coherent staging points on the journey where you might take time to reflect and prepare for the next stage.

| 1.1. A new vision for education. How the school grows and uses a vision for the empowerment of learning. | **1.1b.** The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning. | **1.1s.** The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character. | **1.1.g.** The school's vision for learning is embedded in its culture and guides the school's improvement plan. |

1. The LQF Structure

Stages of Development

Starting out on the journey (Bronze) – when a school has realised there may be a bigger goal for education, or that they may actually be cultivating an attitude of dependency in students through too much spoon-feeding, or that they are producing successful students but not necessarily good learners. For these schools the time has come for a radical rethink of their vision for learning. At this stage the school is actively casting around for and trying out ideas, building a culture of experimentation, self-reliance and learning rather than dependency and performance.

Developing (Silver) – when a school is using its research, has tried things out and has found or developed a 'best-fit' learning strategy for the school. At this stage the school is developing its preferred approach to learning through classroom practice, CPD, leadership approaches and so on, and gradually bringing its learning philosophy to life.

Establishing (Gold) – when a school's approach to learning is secured and working well. Here the approaches to pedagogy, CPD, student engagement, assessment and curriculum design are deeply embedded in the school's culture and not reliant on a few leaders or champions.

Enhancing (Platinum) – when a school's philosophy for learning is being continually developed and is impacting both in and beyond the school. The school is operating as a learning organisation where all its people, staff and students alike, expand their capacity to create the results they truly desire and engage with other organisations to create wider cultures of learning.

Weaving the threads of good practice

The framework offers criteria of good practice. Nothing is hidden. It describes best practice throughout the learning journey and thus ensures the school has all the components or threads in place to be able to move forward.

Classroom practice won't develop without appropriate CPD; the school is unlikely to make headway without certain leadership characteristics; advances in classroom practice will stall without accompanying curriculum development; the learning philosophy of the school will face an uphill battle unless parents are brought onboard. So the LQF weaves together all the threads a school needs to pay heed to on its journey in becoming a learning powered school.

1. The LQF Structure

How the LQF Standard is laid out

Dimension

Principles	Explanation	Bronze	Silver	Gold	Platinum
Commitment. The school is committed to using the learning sciences to develop its peoples' learning dispositions, and equip itself as a learning organisation.					
1. Vision for Learning					
1. Vision for learning An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.	**1.1. A new vision for education.** How the school grows and uses a vision for the empowerment of learning.	**1.1b.** The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning.	**1.1s.** The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	**1.1g.** The school's vision for learning is embedded in its culture and guides the school's improvement plan.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Working beyond the school to develop innovative practice.
	1.2. Spreading understanding. Spreading understanding of the vision in the school and community.	**1.2b.** The emerging understanding of the need to review the school's vision for learning is spreading throughout the school.	**1.2s.** Understanding of the school's vision for learning is spreading throughout the school and its internal community.	**1.2g.** School governors, staff, students, parents and the community support the school's learning ambitions.	
2. A Framework for Learning					
2. A Framework for learning A coherent approach to building traits that affect how people go about learning, drives learning in the school and its community.	**2.1. The school's view of learning.** The nature of the school's learning framework.	**2.1b.** The school's commitment to improving learning is rooted in developing the "how" of learning and may be evident in one or more of a range of approaches.	**2.1s.** The school has adopted and/ or developed a coherent learning framework predicated on "Learning is learnable" and informed by the learning sciences.	**2.1g.** Within the school there is widespread understanding of and commitment to the school's learning framework.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Re-tailoring the learning framework in the light of research.
	2.2. Strategic influence of the framework. How the learning framework gradually influences many aspects of how the school works.	**2.2b.** Some practitioners understand how the school's current chosen approaches to learning relate to the learning sciences.	**2.2s.** The school's Learning Framework is acting as a catalyst to re-examine classroom practice, performance management, CPD and other structured learning processes.	**2.2g.** The school's Learning Framework has influenced a range of policies and practice across the organisation.	
3. A Language for Learning					
3. A language for learning A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.	**3.1. A language for learning.** The extent to which the school's language for learning is used throughout the school.	**3.1b.** Some teachers use an emergent language of learning between themselves and with their students.	**3.1s.** A shared language for learning, stemming from the school's Learning Framework and further exemplified in the school's L&T policy, permeates professional discourse and some classroom practice.	**3.1g.** A deep and evolving language for learning is embedded in professional and classroom discourse and in many other aspects of school life.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • The language for learning is used beyond the school.
	3.2. Impact of the language for learning. The extent to which students use and profit from the language for learning.	**3.2b.** Some students are beginning to detect and use an 'emergent' language for learning.	**3.2s.** Students are becoming familiar with the language of learning and some use it effectively to improve their learning.	**3.2g.** Students are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts.	

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Principle   **Explanation for the thread of indicators**   **Indicators**   **Suggestions for platinum level**

Section 2
Unpacking The LQF Dimensions And Principles

2. Unpacking Dimensions And Principles

Dimension 1 Commitment

The school is committed to using the learning sciences to develop its people's learning dispositions and equip itself as a learning organisation

The first dimension of the framework covers the school's commitment to a new way of thinking about and addressing learning. In the last 10 years or so a number of disciplines have come together under the banner of 'the learning sciences'. Geneticists, psychologists, developmental psychologists, neuroscientists, sociocultural researchers and academic philosophers are shaping a new image of the malleability of young minds. Having a commitment to using this type of research to shape learning in the school is what this aspect is about.

Principle 1
Vision for learning

An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.

Explanation

There are many changes, pressures, dissatisfactions and opportunities that are leading thousands of people around the world to ask hard questions about the purpose of education and take a radical re-think of priorities and practice. The learning school will be researching, developing and using a shared vision for education that takes account of cultivating a core set of generic learning skills, attitudes and dispositions, which help people to flourish in a changing world. This vision is gradually translated into action through the school's strategic plan.

Principle 2
A framework for learning

A coherent approach to building traits that affect how people go about learning, drives learning in the school and its community.

Explanation

The learning school distils its understanding of the learning sciences into a coherent framework for learning, drawing together various principles from the LQF (language for learning, teaching culture, learning culture, learner engagement, parents and communities and assessment for learning) thus defining a comprehensive understanding of learning which drives policy and practice in the school and its community, and is evident in the school's curriculum intent.

Principle 3
A language for learning

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

Explanation

The learning school develops, uses and extends a rich and dynamic language to talk about learning. Effective learning requires emotional engagement, a wide range of cognitive approaches, interpersonal interaction and personal responsibility. The language of learning that embraces all these dimensions is clearly defined in either the school's Learning Framework and/or the L&T Policy, and is used to shape, and improve learning in the school.

2. Unpacking Dimensions And Principles

Dimension 2. Plans and strategies

Leadership approaches, plans and strategies are aligned to enhance learning development across the school & its students

The second dimension of the framework covers how the school leads and grows innovation. Without strong distributed leadership innovation is more likely to fizzle out than to take hold. Furthermore the nature and structure of staff learning is pivotal in ensuring a change in school culture and habits. These two aspects are picked out in the following principles.

Principle 4 Leading innovation in learning

Explanation

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

The learning school aims to develop everyone as leaders of their own learning. School leaders' leadership approaches will support innovation and risk-taking amongst staff and, through them, to students. Leaders of learning create a dialogue about learning and innovation, keeping the ideas fresh and alive. They make it 'safe' for people to experiment with new ideas, establishing a no blame culture. They encourage people to monitor and reflect on their own practice, developing their own ability to be self-guiding and self-correcting in their learning.

Principle 5 CPD policy and strategy

Explanation

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

The learning school treats staff as learners, growing their learning habits and developing their teaching (work) habits in line with its learning framework. The school encourages and supports a community of enquiry amongst staff, researching the effects of changing practice, coaching each other to develop ideas, and keeping practice under review in order to build future development.

2. Unpacking Dimensions And Principles

Dimension 3 Action

Learning opportunities within and beyond the school build, broaden and strengthen people's effective learning habits for lifelong learning

The third dimension of the framework covers how the school takes action to ensure people develop their learning habits – being able to use them more often, in more contexts and with greater skill. Such action is co-ordinated across many aspects of school life – its curriculum, its teaching methodologies, its leaning environment, how learners are engaged and involved in the school, and how parents, as a child's foremost teacher, are enabled to contribute positively to their child's development as a learner.

Principle 6
Curriculum design

The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.

The learning school considers how its curriculum needs to change in order to best serve the systematic development of learning habits. Considerations include which learning behaviours need to be integrated, how best to do this across subject areas over time, how to accommodate extended learning experiences to deepen the habits, how learning can be connected to the real world, and how best to maximise enrichment activities to cultivate harder to attain learning habits.

Principle 7
Teaching for a learning culture

Teachers surface the learning process, creating a culture in classrooms that systematically cultivates students' learning habits and attitudes that enable them to face difficulty and uncertainty confidently, and enhances their acquisition of content.

The teaching for learning culture concerns how teachers surface (un-hide, dis-cover) the learning process, making it a visible and tangible process that students are helped to own. Considerations include how teachers make learning a shared responsibility, how they promote learning behaviours through conversation, how they blend learning behaviours with curriculum content, and how they recognise and celebrate the progression of learning habits.

Principle 8
Learning from a learning culture

The learning culture of classrooms enables students to take a full and active role in learning by taking increasing control in developing effective learning dispositions

Combines with Principle 7, The learning school aims to develop students who learn how to assume responsibility for themselves as learners; who become able to talk about how they learn; who develop a wide range of ways of thinking and know how to use them; who learn how to self-manage, monitor and modify their learning. The learning school aims to build up students' mental, emotional and social resources to enjoy challenge and cope well with uncertainty and complexity.

Principle 9
Learner engagement

Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture.

The learning school considers students as partners in learning (part of the crew rather than passengers) and takes steps to involve them as co-participating in the design, implementation and review of learning. In so doing students gain essential insights into themselves as responsible learners and are motivatied to assist in designing relevant learning opportunities.

2. Unpacking Dimensions And Principles

Principle 10
Parents and Community

The school works in partnership with parents and carers to develop learning dispositions.

The learning school recognises that parents are a child's foremost teachers. Parents are informed of their child's development as a learner and are offered suggestions and opportunities to learn how they can reinforce these behaviours outside school.

Dimension 4 Evaluation

The school, its people and its community understand and use the impact of growing learning habits to improve its practice and objectives

The final dimension of the framework covers how the school monitors, assesses and evaluates its actions in order to better understand learning and use this to improve what it is doing and what it is achieving, the learning of the organisation is fed back into action.

Principle 11
Assessing for learning

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

The learning school takes action to keep track of the development of students' learning habits. Tracking covers whether the habits are being used more frequently, in more contexts and more skilfully. In other words whether the learning behaviours are becoming dispositions that will be used whenever and wherever they are needed. This tracking helps in the continual design and re-design of learning opportunities across the curriculum. Learners are deeply involved in reflecting on their learning behaviours and come to understand themselves as growing learners.

Principle 12
Evaluating the learning organisation

A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

The learning school is conscious of its own learning behaviours. It sees itself as a learning system and understands the inter-relationships in the system as opposed to simple cause and effect chains. Thus a learning school will never look solely at any one of the principles or indicators in this framework, but will monitor how these interact and affect each other. The school keeps a close eye on the achievement of its objectives (from its strategic plan) and how the system of the school works to achieve them. This accurate and continual self-reflection gives the school a real picture of itself as a learning system and this information is used to plan further improvement action.

Section 3
Indicators In A Nutshell

3. Indicators In A Nutshell

Principle 1: Vision for learning and its indicators of practice**.**

An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.

	Getting started	Developing	Establishing
1.1. A new vision for education. This progression of indicators is about how the school grows and uses a vision for the empowerment of learning.	**1.1b.** The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning	**1.1s.** The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	**1.1g.** The school's vision for learning is embedded in its culture and guides the school's improvement plan.
Brief explanation of the indicator:	The school has become aware that there is more to education than the current system acknowledges or rewards. There is a growing realisation that more can and needs to be done. It all starts with an itch of dissatisfaction with the status quo and a readiness to move forward.	The school has an emerging vision for its educational role. There is a shift in understanding learning; that the school's role is to develop people's learning character and thus help them get smarter.	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 'enculturation'.
1.2. Spreading understanding. This progression of indicators is about how understanding of and support for the vision for learning is spreading through the school and community.	**1.2b.** The emerging understanding of the need to review the school's vision for learning is spreading throughout the school.	**1.2s.** Understanding of the school's vision for learning is spreading throughout the school and its internal community.	**1.2g.** School governors, staff, students, parents and the community support the school's learning ambitions.
Brief explanation of the indicator:	The itch of dissatisfaction and a yearn for more depth is not confined to senior leaders and governors but is under debate across the school (links to indicator 4.1b)	As the vision begins to take shape in the school it becomes a shared vision; where staff work together to create an image of the future. This shared vision helps people to do things because they want to, not because they have to.	As the vision for education embeds itself in the culture of the school it gains support not only from staff and students but from parents and others in the community.

Principle 2: A Framework for learning and its indicators of practice**.**

A coherent approach to building traits that affect how people go about learning, drives learning in the school and its community.

	Getting started	Developing	Establishing
2.1. The school's view of learning. This progression of indicators is concerned with the nature of the school's learning framework.	**2.1b.** The school's commitment to improving learning is rooted in developing the 'how' of learning and may be evident in one or more of a range of approaches.	**2.1s.** The school has adopted and/or developed a coherent learning framework predicated on "Learning is learnable" and informed by the learning sciences.	**2.1g.** Within the school there is widespread understanding of and commitment to the school's learning framework.
Brief explanation of the indicator:	The school is casting around for ways to improve learning. It may have a range of approaches being tried out and monitored. All such approaches will be broadly concerned with and emphasise the 'how' of learning.	The school's vision for learning and its growing understanding of learning behaviours are being drawn together into a learning framework that makes sense to the school. This will take the form of a document such as a Learning Framework, but importantly, it is underpinned by the new learning sciences.	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.
2.2. Strategic influence of the framework. This progression of indicators is about how the learning framework gradually influences many aspects of the work of the school.	**2.2b.** Some practitioners understand how the school's current chosen approaches to learning relate to the learning sciences.	**2.2s.** The school's Learning Framework is acting as a catalyst to re-examine classroom practice, performance management, CPD and other structured learning processes.	**2.2g.** The school's Learning Framework has influenced a range of policies and practice across the organisation.
Brief explanation of the indicator:	Whatever initiative is being tried in the school, some practitioners are researching its background, digging into it more deeply than its day to day practice to elicit its underlying psychology. Some practitioners are becoming interested in the psychology of learning which stands them in good stead for the next stage.	Here the Learning Framework, which describes the school's understanding of learning, has already influenced revisions to the L&T policy and is being used to create discussion about what constitutes best practice; how developing learning habits will and should influence other learning structures in the school – eg CPD, PM and other policies.	At this stage the school has debated, re-written and put into action a range of policies influenced by their understanding of learning and their Learning Framework. Such policies are gradually changing the school's culture.

3. Indicators In A Nutshell

Principle 3: A Language for Learning and its indicators of practice**.**

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

	Getting started	Developing	Establishing
3.1. A language for learning. This progression of indicators concerns the extent to which the school's language for learning is used throughout the school.	**3.1b.** Some teachers use an emergent language of learning between themselves and with their students.	**3.1s.** A shared language for learning, stemming from the school's Learning Framework, and further exemplified in the school's L&T policy, permeates professional discourse and some classroom practice.	**3.1g.** A deep and evolving language for learning is embedded in professional and classroom discourse and in many other aspects of school life.
Brief explanation of the indicator:	Teachers and support staff may use, for example, the word 'learning' rather than 'work'. They are beginning to: recognise learning as a process that calls for many learning behaviours; talk about themselves as learners; pick up and talk about topical news items related to learning.	The language of learning behaviours and ways in which learning is enhanced is drawn from the school's Learning Framework. It is used hesitantly at first and then more fluently as teachers and learning assistants use it, and act on it, in classroom practice.	The language of learning is used fluently not only in classrooms but in other aspects of school life. The language is evolving and extending to meet the needs of the school but stays true to the psychology of expansive learning.
3.2. Impact of the language for learning. This progression of indicators is about the extent to which students use and profit from the language for learning.	**3.2b.** Some students are beginning to detect and use an 'emergent' language for learning.	**3.2s.** Students are becoming familiar with the language of learning and some use it effectively to improve their learning.	**3.2g.** Students are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts.
Brief explanation of the indicator:	In areas of the school where ideas are being tried out or embedded (e.g. AfL P4C, PLTS, BLP etc) an emerging language for learning is being picked up by students.	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.	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.

3. Indicators In A Nutshell

Principle 4: Leading innovation in learning and its indicators of practice.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility

	Getting started	Developing	Establishing
4.1. Dialogue. This progression of indicators is about how leaders create a dialogue about learning and innovation.	**4.1b.** School leaders initiate debate on how current practice might be re-formed to accommodate a focus on learning.	**4.1s.** There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.	**4.1g.** Staff and students are engaged in dialogues to develop learning across the school.
Brief explanation of the indicator:	School leaders are raising and leading the dialogue about possible new approaches to teaching and learning, 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.	The debates are more focused on what good and outstanding teaching might look like in the light of the school's learning framework. More staff are being brought into the dialogue and such opportunities are used to spread and broaden understanding about learning.	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.
4.2. Enabling Exploration. This progression of indicators is about the extent to which leaders enable people to seek and try out creative and innovative ways of working.	**4.2b.** Teachers feel able to embrace experimentation in the classroom with confidence.	**4.2s.** Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.	**4.2g.** Staff act with a spirit of self confidence and generate their own creative solutions.
Brief explanation of the indicator:	Leaders are building a culture which encourages teachers to experiment and take risks in their classroom. 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.	Few organisations feel no resistance to change. But the learning school enables people to think of creative ways to overcome resistance. Without this few change programmes would get beyond this point. There is a collective will to overcome barriers to change.	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.
4.3. Monitoring practice. This progression of indicators concerns the extent to which leaders monitor and enable others to monitor, reflect on and develop their practice.	**4.3b.** The school has a monitoring system to investigate, guide and confirm improvements.	**4.3s.** Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.	**4.3g.** Self monitoring of practice is undertaken naturally as an act of discovery in order to improve practice.
Brief explanation of the indicator:	Leaders are instrumental in setting up and being involved in monitoring practice within the school. What is envisaged here is a far cry from much current monitoring practice. Increasingly, monitoring is viewed as a developmental rather than judgemental process.	Responsibility for monitoring practice is firmly the responsibility of teams. They are skilled in monitoring and developing their own practice against agreed criteria.	Responsibility for keeping practice on track is held by the individual, and the emphasis is on peoples' personal responsibility for their own learning. More important than what is monitored is the spirit in which it is done - self discovery rather than duty.

3. Indicators In A Nutshell

Principle 5: CPD policy and strategy and its indicators of practice.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all

	Getting started	Developing	Establishing
5.1. Aligning CPD to the school vision. This progression of indicators is concerned with linking school, team and individual needs for development.	**5.1b.** 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.	**5.1s.** CPD programmes align school, team and individual needs based on the school's vision and framework of learning.	**5.1g.** Staff learning through learning enquiries and reconnaissance activity is used to refine the school's vision and framework for learning.
Brief explanation of the indicator:	The school has a range of CPD programmes which meet individual needs. 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. This type of CPD is becoming increasingly popular and valuable.	The school's CPD programme is built from known school, team and individual needs. The thrust of the programme aligns these needs to focus on ensuring that the school's vision and framework for learning come to fruition (in time).	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.
5.2. Professional Learning Communities. How and the extent to which the school supports communities of learning enquiry to develop and reform teaching & learning practice.	**5.2b.** Lead teachers and others are coming together to discuss and explore issues around learning and teaching.	**5.2s.** The school supports practitioners to form and sustain professional learning communities to share and deepen changes in teaching habits aligned with the learning framework.	**5.2g.** The professional learning communities have the knowledge, expertise and the authority to develop and extend the learning reforms over time.
Brief explanation of the indicator:	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.	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.	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.
5.3. Coaching Learning. This progression of indicators is about the extent to which coaching partnerships are used to support professional development.	**5.3b.** CPD for school and team leaders develops the leadership and coaching skills required to support cultural changes.	**5.3s.** CPD for practitioners develops coaching skills as required in classroom practice.	**5.3g.** Most staff are well-versed in coaching strategies that deepen learning behaviours in others.
Brief explanation of the indicator:	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.	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.	At this stage coaching is well embedded as a supportive framework for driving and implementing change in the school.
5.4. Review of Learning. This progression of indicators shows how undertaking reviews of learning both engages staff and provides valuable evaluative data on which to build future development.	**5.4b.** Senior staff conduct learning walks across the school to gather and act on quantitative and qualitative data on how students are learning.	**5.4s.** Key staff are trained in and conduct learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.	**5.4g.** 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.
Brief explanation of the indicator:	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.	Other staff are now trained in conducting learning reviews. This helps more staff to gain insights into learning and desirable standards of practice.	The many staff now trained in conducting learning reviews are joined by students. Their involvement adds an important new dimension to learning reviews and the sharing of learning.

3. Indicators In A Nutshell

Principle 6: Curriculum Design and its indicators of practice**.**

The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes

	Getting started	Developing	Establishing
6.1. Adapting the taught curriculum. This progression of indicators considers how the taught curriculum is being adapted to cultivate and build progress in the development of learning habits.	**6.1b.** The school is exploring adapting its curriculum to accommodate the systematic development of students' learning habits.	**6.1s.** Schemes of learning in a broad range of curriculum areas / subjects / phases / are being adapted to include coverage and, in some areas, progression of learning habits.	**6.1g.** Innovative use of time allocation for subject areas, cross curricular projects and curriculum pathways are designed to ensure progressive cultivation of learning habits.
Brief explanation of the indicator:	The school, usually through lead teachers, is beginning to think about the impact 'learning to learn' might have on the curriculum and how this might affect Schemes of Learning. It will be asking if we are serious about helping to grow their learning habits, how can we best integrate acquiring knowledge and learning habits across the curriculum.	The school's learning framework and associated L&T policy are now being used as a basis for considering changes in the curriculum – how and where learning habits will be covered, to what extent, and what type of experiences are likely to bring about success. This is happening across a wide range of curriculum areas.	Adaptation to the curriculum becomes more innovative. An understanding of learning drives curriculum change reaching such aspects as timetabling, extended projects, cross curricular working etc.
6.2. Maximising the use of the wider curriculum. 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.	**6.2b.** The school is examining how enrichment activities have the potential to develop learning behaviours.	**6.2s.** School routines, including enrichment activities, are used purposefully to develop dimensions of learning habits that are more difficult to attain through classroom activities.	**6.2g.** Learning habits are brought to life in real settings (work experience etc) and these opportunities are designed to contribute to the development of learning habits.
Brief explanation of the indicator:	In the early stages of thinking about learning the school is considering how the wider curriculum can be harnessed to help cultivate students as motivated independent learners.	Through the school's learning framework the school is considering how a range of routines and/ or enrichment activities can be used to develop learning habits and how this might be done.	The school is now 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. This affects things like work experience, award schemes and field study trips.

3. Indicators In A Nutshell

Principle 7: Teaching for a Learning Culture and its indicators of practice.

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition.

	Getting started	Developing	Establishing
7.1. Relating for Learning. This progression of indicators considers how staff gradually devolve responsibility for learning to learners, how they model themselves as learners, and how, by adopting a coaching approach, they enable learners to take ownership of their learning.	**7.1b.** Lead teachers are exploring giving students increased responsibility for their learning. They build curiosity using a coaching approach and demonstrate how they are learners too.	**7.1s.** Most learning is characterised by a range of collaborative learning strategies to deepen teamwork behaviour. Students' interests and questions increasingly influence what and how they learn.	**7.1g.** Most practitioners, as skilled coaches, resist offering solutions, enabling students to confront and engage with challenge. The classroom has become a learning community where everyone learns from each other.
Brief explanation of the indicator:	Teachers are experimenting with giving students increased levels of responsibility in the classroom. Teachers enable students to do more for themselves; more questioning, choice of activity, self assessment. 'Teacher telling' decreases as coaching approaches begin to shift the culture of the classroom.	The culture of many classrooms is changing / has changed. Active learners are not only offered more opportunities to decide what to do, but there is lots of collaborative activity where learners develop their social dispositions and learn to learn as a team.	This stage deepens and expands the silver level. Most staff are well-versed in coaching techniques and use them routinely. Responsibility for learning is securely placed with the learner and students relish this responsibility. The distinction between teacher and learner is becoming increasingly blurred, and the classroom increasingly resembles a community of enquiry.
7.2. Talking for Learning. This progression of indicators is concerned with the ways in which teachers use an agreed and growing language for learning to explain the process of learning and nudge it forward.	**7.2b.** Lead teachers are beginning to talk about learning and how it works. They use the school's emerging language for learning and encourage students to use it to talk about their learning.	**7.2s.** Talk about the learning process- verbal and feedback – is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.	**7.2g.** Most practitioners use a language for learning fluently to help cultivate and improve students' understanding of their growth as learners. Use of the school's map of progression in learning behaviours keeps the language fresh and useful.
Brief explanation of the indicator:	Lead teachers are becoming more aware of the 'how' of learning and beginning to identify and talk about some students' learning behaviours in lessons. Students are beginning to detect and use this language themselves.	Teachers and Teaching Assistants use the language of learning as a basis for commentating on students' work and moving thinking about learning on. Verbal and written feedback on learning encourages students to become confident learners who can talk about their learning and how their learning improves.	Teachers use sophisticated prompts drawn from the school's map of progression in learning behaviours to deepen students' understanding of themselves as learners. They talk with fluency and precision borne of sustained practice. Their skilful timely comments nudge students' learning behaviours forward.
7.3. Constructing Learning. This progression of indicators considers how staff link curriculum content with learning behaviours within a model for learning that has reflection at its core.	**7.3b.** Lead teachers are beginning to make conscious choices about which learning behaviours to introduce and couple with content to make learning interesting and challenging.	**7.3s.** Most learning opportunities are designed to ensure students learn at the edge of their comfort zone, reflect on the learning process and stretch their learning behaviours.	**7.3g.** Skilfully orchestrated, challenging, dual focused, open ended learning activities are used, and routinely monitored and evaluated by students, across the school.
Brief explanation of the indicator:	Lead teachers are aware of learning behaviours students need to exercise in lessons and increasingly plan learning with these in mind. Learning is planned with regular opportunities for reflection.	Most teachers are now aware of the learning habits they are trying to help students to build. In many lessons, one or two learning habits will be infused with content. Lessons are planned with learning in mind and will offer opportunities for reflection on what was learned and how it was learned.	The dual focused learning opportunities are now commonplace across the school. Activities are challenging and stretch both content understanding and learning behaviours. Teachers are fluent in the language of learning and the growth of learning habits is seamlessly integrated with content and is a source of reflection.
7.4. Celebrating Learning. This progression of indicators considers how staff communicate and enact the school's beliefs about learning friendly cultures.	**7.4b.** Displays and talk in some classrooms show a positive learning centred attitude to overcoming mistakes, errors and being stuck and building students' perseverance.	**7.4s.** Most learning environments are set up to reinforce positive messages about learning with an emphasis on growth as a learner.	**7.4g.** Positive learning messages reflecting the school's learning values about the growth of learning habits permeate the school's physical environment and reflect the school's map of progression in learning.
Brief explanation of the indicator:	Learning prompts and / or learning walls are used to remind and inspire students about effective ways of learning.	Positive messages about learning are now a commonplace. The thrills and spills of the learning process are reinforced in the way learning is displayed. The growth in learning behaviours and independence in learning is celebrated.	The physical environment and displays in classrooms and in public circulation areas transmit positive messages of learning and how it can be improved. Learning areas are set up to afford learner responsibility.

3. Indicators In A Nutshell

Principle 8: Learning from a Learning Culture and its indicators of practice.

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

	Getting started	Developing	Establishing
8.1. Learning relationships. This progression of indicators considers how learners respond to gradually being given greater responsibility for their own learning.	**8.1b.** Students of lead teachers feel welcome in classroom, are involved in decision making processes and take an active part in learning.	**8.1s.** Most learners understand and act on their responsibility as learners, they learn constructively with their peers and with their teachers	**8.1g**. Students feel empowered to learn independently and have a rich view of themselves as a learner.
Brief explanation of the indicator:	The experiments of lead teachers are beginning to impact on students. They feel more involved in the decision making process. They are realising that they can have more control of their learning than they previously thought. They are getting used to, even liking, their teachers not providing ready answers.	Many students accept and act on their responsibility for learning. They are becoming more self-reliant and increasingly willing and able to learn with and from their peers. They no longer expect or want their teachers to do it for them.	Learning is a shared responsibility. Students exhibit self-reliance and are skilful collaborative learners. They behave as a supportive learning community that is learning its way forward together.
8.2. Talking for Learning. This progression of indicators is concerned with how learners absorb the language of learning, using this to understand themselves as a developing learner.	**8.2b.** Students of lead teachers are being enabled to talk about the process of learning using the school's emerging language.	**8.2s**. Many students are able to describe their learning strengths and weaknesses using the school's language for learning.	**8.2g.** Most students have a sophisticated language with which to discuss the learning process, view themselves positively as learners and can describe how their learning is improving.
Brief explanation of the indicator:	The classroom talk of lead teachers has gone beyond 'try hard' or 'do your best' and now uses phrases, ideas, concepts from the school's emerging language of learning. Students are beginning to better understand the process of learning and their role in it.	Many students have developed a fluent language with which to discuss how they learn. They are able to describe their learning strengths and relative weaknesses, can identify behaviours that they are trying to improve and how they are hoping to do this.	A sophisticated language of learning is now used in classrooms. It stems from the school's progression map of growth in learning behaviours Students are able to describe their learning in relation to the map(s), and decide how they need to improve as a learner.
8.3 Constructing Learning. This progression of indicators is about the extent to which the rich model of learning in the classroom is enabling learners to become managers of their own learning.	**8.3b.** Students of lead teachers are able to identify, with some degree of precision, the learning behaviours they are using in the classroom.	**8.3s.** Many students are aware of and reflect on their learning behaviours and can select which ones are likely to lead to success in overcoming challenge.	**8.3g.** Most students are reflective learners, able to think for themselves, take responsible risks and manage their own learning.
Brief explanation of the indicator:	Students of lead teachers are beginning to intentionally use a limited range of learning behaviours being introduced and blended into learning activities.	Most students are now aware of the learning behaviours they are using and reflect on the 'how' of their learning. Additionally, some students are gaining a nuanced understanding of learning.	Most students use learning habits fluently and, from the school's map of progression, are aware of how to improve them. Many are reflective, independent learners who are able to regulate and manage their own learning.
8.4. Celebrating Learning. This progression of indicators considers how learners perceive and respond to experiencing the school's agreed learning values everyday in classrooms.	**8.4b.** Students of lead teachers react positively to the learning culture. Students show a practical understanding of making effective use of failure, mistakes or effort.	**8.4s.** Most students have sensed the school's commitment to growing learning habits and are taking an interest in their own growth as a learner.	**8.4g.** Most students learn with confident uncertainty, anticipating making mistakes and learning from them. They are interested in their own development as a learner.
Brief explanation of the indicator:	The shift in emphasis towards a more learner-friendly culture is having a positive effect on students. They are becoming interested in and less afraid of perceived failure. They are starting to realise they have a substantial role to play in learning.	Students understand themselves as developing learners. They are not afraid of making mistakes nor of putting effort into learning. Their understanding of and confidence in learning is growing.	Students view and understand themselves as developing learners. They expect learning to be tricky, effortful and rewarding. They are confident, independent lifelong learners.

3. Indicators In A Nutshell

Principle 9: Learner Engagement and its indicators of practice**.**

Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture

	Getting started	Developing	Establishing
9.1. Student voice. This progression of indicators is concerned with how students are involved is the development of learning strategy.	**9.1b.** The school uses the analysis of learners' feedback on their experiences of small scale learning enquiries to improve practice.	**9.1s.** A representative group of students provide learner insights and evidence of their experience of learning and their growth as independent learners.	**9.1g.** Representative student voice group(s) actively research and report on their experiences of and needs for learning. These insights are used to inform the development of learning.
Brief explanation of the indicator:	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.	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.	Representative groups are not only offering feedback but are actively researching learning practice in the school. Their views on curriculum change are also sought and acted on.
9.2. Students as designers of learning. This progression of indicators is about how students are increasingly involved in the design & facilitation of learning.	**9.2b.** Some teachers invite students' ideas that are fed into the design of projects and investigations.	**9.2s.** Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum.	**9.2g.** Students relish the many opportunities they are offered to be designers of their own learning across the curriculum.
Brief explanation of the indicator:	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.	Some teachers work with students to plan and facilitate learning. This is experimental and its impact is being monitored.	The idea that 'learners become their own teachers' has taken root in many areas of the school. Students are given opportunities to design and deliver learning opportunities, which they relish. The impact is being monitored.

Principle 10: Parents, Governors and Community and its indicators of practice. **Parents, Governors and Community**

The school works in partnership with parents and carers to develop learning dispositions

	Getting started	Developing	Establishing
10.1. Informed and contributing parents. This progression of indicators is about **h**ow parents are informed of and contribute to the school's learning strategy.	**10.1b.** Parents are made aware of the school's approach to deepening learning.	**10.1s.** An accessible version of the school's learning framework is shared with, and used to steer the school's relationship with parents, carers and the community.	**10.1g.** The views of the parents, carers and the community are sought and used to inform learning developments across the school.
Brief explanation of the indicator:	Parents are viewed as partners in supporting students' learning and the school feels it is essential to share emerging ideas and practice about learning. Parents' reactions are monitored and this information used to gauge next steps.	The school has settled on a learning framework based on the learning sciences. The framework has been carefully dejargonised and made understandable for parents in a variety of media. The school's messages about and approaches to learning influence how the school develops its relationship with parents and other stakeholders.	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.
10.2. Building parent power. This progression of indicators concerns how parents are kept informed and helped to contribute to their child's development as a learner.	**10.2b.** School leaders are evaluating how emerging practice on deepening learning behaviours might best be reflected in reports to parents.	**10.2s.** Parents are kept informed effectively of their child's progress in developing learning habits.	**10.2g.** The school offers guidelines and examples of how parents can best support the development of their child's learning habits in everyday life.
Brief explanation of the indicator:	The school is concerned that its reporting to parents may currently concentrate on targets and levels. There is, therefore, an emerging debate about how best to capture and report on wider/richer aspects of children's learning.	With the school's learning framework in place – staff have agreed new ways of reporting to parents about their child's progress/ tendencies in learning behaviours. The school is determined to keep wider views of learning high on parents' agenda.	The school is going beyond keeping parents informed – to harnessing their engagement in actively contributing to growing/strengthening their child's learning character. Parents and carers are offered practical guidance in how best to form / grow / re-grow their child's learning habits.

3. Indicators In A Nutshell

Principle 11: Evaluating the impact and its indicators of practice**.**

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

	Getting started	Developing	Establishing
11.1. Tracking progression. How the school tracks and authenticates growth in learning dispositions.	**11.1b.** Lead staff are debating how to tackle the assessment of students' growth as confident learners.	**11.1s.** The school is testing a variety of formative methods of assessing, recording and reporting progression in learning habits.	**11.1g.** The school's assessment recording and reporting system blends progression in learning habits with assessment of progress, attainment and other key indicators of pupil performance.
Brief explanation of the indicator:	There is a growing recognition that current assessment practice is only concerned with curriculum levels and targets. Ways of looking for wider skills are being considered This debate feeds into and from other explorations that are taking place in the school and helps to inform and guide the school's direction in learning.	In line with the school's learning framework and L&T policy, the school, teachers and students are experimenting with formative ways of assessing, recording and reporting progression in learning habits.	The school has developed an agreed, manageable and reliable AR&R system for learning habits that draws on a variety of data, and blends with data on curriculum performance, behaviour, attendance etc.
11.2. Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.	**11.2b.** The school is considering the nature of skill progression in their current approach to improving learning.	**11.2s.** The school has developed a broad map of progression in the development of learning dispositions in line with its framework for learning and L&T policy.	**11.2g.** The map of progression in learning habits is used in the design of learning opportunities and subject to annual review based on improving classroom practice.
Brief explanation of the indicator:	The concern is to identify what learning skills are and how to identify their improvement/ growth. This discussion will be centred on the schools' current approaches to learning development (eg AfL, PLTS, BLP, P4C etc). This is very much an experimental stage.	This is a key stage in sustaining the development of learning. From discussions from the bronze stage, and with reference to the school's adopted learning framework and L&T policy (see principle 2), the school has constructed a broad map of progression – showing a possible trajectory of key learning behaviours.	The map of progression in learning habits is used in the design of learning. The deconstruction of habits into finer level skills serves to enrich & broaden the language of learning and keep it fresh. The progression map is also influencing curriculum design.
11.3. Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.	**11.3b.** Teachers and students in small scale learning enquiries are exploring the possible nature and use of personal learning to learn targets.	**11.3s.** Some students are reflecting on themselves as learners using the school's (newly created) progression map to record and set personal targets for improvement.	**11.3g.** Students are able to articulate their growth as independent learners and link this to their curriculum progress and attainment.
Brief explanation of the indicator:	Some 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. The results of this enquiry/pilot are fed back into the general debate about assessing and developing learning behaviours.	The school has settled on a way of engaging students in reflecting on and recording their perceived growth as a learner. This is likely to be happening both day to day and more periodically. The system being trialled with some students is causing them to better understand themselves as learners..	The AR&R system for assessing progress in learning habits is well-developed. By this stage, students are well versed in the development of their own learning habits and can appreciate the relevance and contribution of these behaviours to their progress and attainment.

3. Indicators In A Nutshell

Principle 12: Evaluating the learning organisation and its indicators of practice.

A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

	Getting started	Developing	Establishing
12.1. Evaluation of development. The self reviewing school. This progression of indicators is concerned with the extent to which the school is self-evaluative.	**12.1b.** The school is considering a set of indicators with which to monitor itself as a learning organisation.	**12.1s.** The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation.	**12.1g.** The school uses a range of indicators that give an accurate picture of itself as a learning organisation.
Brief explanation of the indicator:	At this stage the school may not be familiar with the concept of a learning organisation. However there is recognition that developing people as better learners will involve culture change. It is this essential culture change that is being considered at this juncture.	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.	The school is fully conversant with the school as a learning organisation. It has a robust set of indicators that show that the school has become a knowledge creating organisation.
12.2. Evaluation for development. This progression of indicators is concerned with how and how much the school's review of its outcomes and practice actually influences future development action.	**12.2b.** Monitoring and evaluation of bronze level activity in the Learning Quality Framework leads to a learning-focused Improvement Plan.	**12.2s.** The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning.	**12.2g.** The school has integrated its learning-organisation indicators into its monitoring and evaluation systems and uses this information to improve its outcomes.
Brief explanation of the indicator:	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 LQF itself.	The school has broadened its planning and evaluation systems by including key information about how the school is learning. This information serves to enhance the school's development process, in terms of both provision and outcomes.	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.

Section 3b
Glossary of terms

Glossary of Terms

Learners	embraces all of the people in the school, youngsters and adults.
Teachers	members of the teaching staff
Practitioners	Teachers and classroom support staff
Staff	Teachers, classroom support staff and all other support staff.
SLT	the leadership team of the school
Lead Teachers	the school's movers and shakers, the early adopters, perhaps the Learning and Teaching group. This is the group of teachers who are experimenting with the school's emerging approach to learning.
Small scale enquiries	these are less formal action research enquiries offering teachers an opportunity to pursue a particular interest. They are supported by the school and results are often shared for the benefit for all.
AfL	Assessment for Learning
AR&R	Assessment, Recording and Reporting
BLP	Building Learning Power
CPD	Continuing Professional Development
HoM	Habits of Mind
L2L	Learn to Learn
LQF	Learning Quality Framework
L&T	Learning and Teaching
MTP	Medium Term Plan
P4C	Philosophy for Children
PLC	Professional Learning Community, sometimes called Teacher Learning Community.
PM	Performance Management
SEAL	Social and Emotional Aspects of Learning
SoL	Schemes of Learning, Schemes of Work etc...

When LQF indicators mention *some*, *many* or *most*, these translate in to numbers as follows:

- Some teachers – is likely to be around 20% of teachers in the school. Typically, for example, around 15 teachers in a large secondary school. For very small schools, it is likely that 'some' will mean more than 20%, otherwise it might be just one teacher!

- Many Teachers – is around half of the teachers.

- Most Teachers – is around 90% of the teachers.

Section 4
The Indicators In Action

Principle 1. Vision for learning

An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.

What the indicator strand is about:

1.1. A new vision for education. How the school grows and uses a vision for the empowerment of learning.

Bronze	Silver	Gold
1.1b. The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning.	**1.1s.** The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	**1.1g.** The school's vision for learning is embedded in its culture and guides the school's improvement plan.

Brief explanation of the indicator:

The school has become aware that there is more to education than the current system acknowledges or rewards. There is a growing realisation that more can and needs to be done. It all starts with an itch of dissatisfaction with the status quo and a readiness to move forward.

What this Level Indicator is about and what this means in practice.

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.

- The discussions may have grown out of concerns about how students are learning:
  - their dependence on teachers
  - some disengagement from the process
  - their reliance on memory
  - their inability to apply knowledge to wider tasks or situations
  - their attitudes to learning
  - ...and so on
- These discussions will take 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
- Underlying these discussions will be a strong urge to prepare young people better for a complex world — ie growing the skills they need to become confident, empathetic lifelong learners. Such discussions are likely to have taken some time and provoked small scale learning enquiries in the school.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- How could we explain the principles that underpin our emerging vision for student learning?
- 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?

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Brief explanation of the indicator:

The school has an emerging vision for its educational role. There is a shift in understanding learning; that the school's role is to develop people's learning character and thus help them get smarter.

What this Level Indicator is about and what this means in practice.

The important aspect of this indicator is the nature of the vision, not the fact that the school has a vision.

- The 'strengthening of learning character' is about developing positive learning skills and dispositions — emotional, social, cognitive and personal — covering all the psychological dimensions of learning.
- 'Core values of learner empowerment' is about enabling learners (young and old) to become responsible for their own learning, to afford them greater independence.
- The expandability of intelligence is about helping learners to play with a full deck of learning cards — beyond remembering, regurgitating, answering right.
- The vision for a wider purpose of education needs to be based on these values. It is likely to be manifest in a public statement of some type. It will be vivid and clear enough to be described in a learning framework for the school.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Could SLT talk passionately about this view of education and how students will benefit?
- How does our vision capture what we understand by 'learning character', and what makes us think that intelligence can be expanded?
- 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?
- How has the vision been described/translated into the school's learning framework?

Principle 1. Vision for learning

An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.

What the indicator strand is about:

1.1. A new vision for education. How the school grows and uses a vision for the empowerment of learning.

Bronze	Silver	Gold
1.1b. The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning.	**1.1s.** The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	**1.1g.** The school's vision for learning is embedded in its culture and guides the school's improvement plan.

Brief explanation of the indicator:

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 'enculturation'.

What this Level Indicator is about and what this means in practice.

The important aspect of this indicator is that the school can be seen to be following through on its vision. Its vision is driving the school culture.

- A vision based on building learning character, learner empowerment and the expandability of intelligence is likely to be influencing:
  - A shift in the role of teachers, towards being coaches and facilitators.
  - Staff having greater responsibility for learning development.
  - Students being offered opportunities to take greater responsibility for their own learning.
  - A shift in the learning environment in classrooms and beyond.
  - Students being aware of themselves as learners.
  - Shifts of this nature will be described and resourced in the school's development / improvement plan, in team/phase plans, and in individual staff development plans.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Are these changes linked to our vision for education?
- To what extent, and how, are we monitoring what is happening in the school as a result of actions taken?
- What examples might staff, governors and parents give of how the culture is changing? Would this be a positive view?
- To what extent have such changes been noted or commented on in any external monitoring (e.g. Ofsted)?

Principle 1. Vision for learning

An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.

What the indicator strand is about:

1.2. Spreading understanding. Spreading understanding of the vision in the school and community.

Bronze	Silver	Gold
1.2b. The emerging understanding of the need to review the school's vision for learning is spreading throughout the school.	**1.2s.** Understanding of the school's vision for learning is spreading throughout the school and its internal community.	**1.2g.** School governors, staff, students, parents and the community support the school's learning ambitions.

Brief explanation of the indicator:

The itch of dissatisfaction and a yearn for more depth is not confined to senior leaders and governors but is under debate across the school (links to indicator 4.1b).

What this Level Indicator is about and what this means in practice.

Although the debate about a new vision for the school may have begun with senior leaders it will not remain thus.

- Leaders will be 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.
- Such discussions may have been met with a range of reactions – excitement, fear, complacency - which are taken seriously and overcome creatively.
- Small scale enquiries will have been set up around the school to explore new thinking about learning
- The important aspect of this indicator is that understanding for the need for a new vision is spreading.
- Almost everyone should eventually sign-up to the vision. It is at this stage that practitioners need to be convinced of the need, manageability and potency of a new vision.

Things that will indicate that you have reached this stage.

Ask yourself:

- Have practitioners been involved in discussing the need for a new vision?
- Have we overcome any negative reactions?
- What were practitioner's main fears about a new way of working? What did we do to dispel such fears?
- Could we describe what the most powerful lever for convincing practitioners was?
- Would practitioners be able to talk convincingly about debates on the need for a new vision?
- What sort of impact have the results of our small research projects had on the 'new vision' discussions.

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Brief explanation of the indicator:

As the vision begins to take shape in the school it becomes a shared vision; where staff work together to create an image of the future. This shared vision helps people to do things because they want to, not because they have to.

What this Level Indicator is about and what this means in practice.

Discussion about the new vision now takes a more focused form.

- At this level you are beyond the need to convince practitioners of the need to change.
- The debate now moves on to being clearer about just what the change looks like,
- The key word in the indicator is 'understanding'. Practitioners have a clear view of what the vision means to and for them in the longer term.
- There is a realisation that this change will take time and effort but that the ultimate goal is worthwhile.
- Practitioners realise too that what is envisaged is largely unchartered territory and that they are being supported to learn their way through it.
- SLT will have made a strong public commitment to the vision and are seen to be allocating time and resources to make it happen.
- Practitioners are talking informally to others outside of the school to convey the school's purpose for education.
- The school's website and other publicity and information channels are beginning to reflect the school's thinking about learning.

Things that will indicate that you have reached this stage.

Ask yourself:

- Are senior and middle leaders and practitioners clear about what the school's vision for education and learning means for them?
- Can they describe this?
- Has the continuing debate about the vision been useful?
- What makes us say that?
- Would senior and middle leaders, and some teachers, be able to describe/explain how working towards the vision is being prioritised and resourced?
- Could teams or individual teachers point to actions in their development plan that are linked to the school's vision for education?
- How are we helping the community beyond school to understand our purpose and role in education?

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1.2b. The emerging understanding of the need to review the school's vision for learning is spreading throughout the school.	**1.2s.** Understanding of the school's vision for learning is spreading throughout the school and its internal community.	**1.2g.** School governors, staff, students, parents and the community support the school's learning ambitions.

Brief explanation of the indicator:

As the vision for education embeds itself in the culture of the school it gains support not only from staff and students but from parents and others in the community.

What this Level Indicator is about and what this means in practice.

The key words in this indicator are 'support' and 'parents and community'.

- Understanding the vision has now shifted to actively supporting it.
- In-school support has been extended to external support.
- How such support might have been earned can be seen in other linked indicators.
- Support might consist of some of the following:
  - Parents coming into the school and sharing their learning journeys
  - Exceptional attendance at parents' evenings or its equivalent.
  - Local companies showing interest in what the school is doing to grow learning habits.
  - Parents using the Home-Learning Packs (10.2g) and/or Learning Heroes to reinforce good learning habits at home.
  - Companies offering to sponsor in-school awards for excellence in learning habits.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Do we have any testimonials from people that show that support?
- Have we publicised how the community is supporting our efforts and has this generated further support?
- Do we have any evidence of changes in parenting and its effects on pupils?
- Would practitioners, students and parents be able to relate any of the above convincingly?

Principle 2. A Framework for learning

A coherent approach to building traits that affect how people go about learning, drives learning in the school and its community.

What the indicator strand is about:

2.1 The school's view of learning. The nature of the school's learning framework.

Bronze	Silver	Gold
2.1b. The school's commitment to improving learning is rooted in developing the 'how' of learning and may be evident in one or more of a range of approaches.	**2.1s.** The school has adopted and/or developed a coherent learning framework predicated on "Learning is learnable" and informed by the learning sciences.	**2.1g.** Within the school there is widespread understanding of and commitment to the school's learning framework.

Brief explanation of the indicator:

The school is casting around for ways to improve learning. It may have a range of approaches being tried out and monitored. All such approaches will be broadly concerned with and emphasise the 'how' of learning.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
There are many ideas/initiatives/frameworks/ philosophies that aim, in part or in whole to improve students as learners.	Ask yourself:

What this Level Indicator is about and what this means in practice.

There are many ideas/initiatives/frameworks/philosophies that aim, in part or in whole to improve students as learners.

- Such approaches include Thinking Skills, SEAL, P4C, PLTS, BLP, AfL, Opening Minds, L2, Open Futures, Forest Schools, Habits of Mind.
- Many schools will already be using some of these approaches.
- Such approaches will have been the subject of staff training and been monitored for success and impact.
- These approaches provide the school with the first stages of its Framework for Learning.
- The essence of such approaches are gradually being distilled to help the school form its view of learning.

Things that will indicate that you have reached this stage.

Ask yourself:

- Can we explain why we introduced any of these approaches?
- What did we hope it/they would achieve?
- What has been the impact of the approaches in the classroom and on students?
- How can we justify carrying these approaches forward as part of our aim to develop learning habits?
- 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?
- Would answers to these questions be the same from the staff involved?
- To what extent are we forming a coherent view of learning from these approaches?

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Brief explanation of the indicator:

The school's vision for learning and its growing understanding of learning behaviours are being drawn together into a learning framework that makes sense to the school. This will take the form of a document such as a Learning Framework, but importantly, it is underpinned by the new learning sciences.

What this Level Indicator is about and what this means in practice.

This indicator drives much of the development stage.

- The school has drawn together its views about learning to form a coherent learning framework.
- The framework will be influenced by the school's vision for learning, previous experience of learning initiatives, research into learning to learn frameworks, research into the learning sciences.
- The framework could take many forms but is likely to contain beliefs and values of learning, descriptions of the learning habits to be developed, descriptions of culture and practice that will promote better learning
- However the framework is constructed it will be comprehensive enough to give a clear steer to how learning is grown and developed in staff and students.
- The Framework amounts to the school's learning philosophy that drives, and is further detailed, in the school's L&T policy which in turn defines practice.

Things that will indicate that you have reached this stage.

Ask yourself:

- How does the framework exist?
- Does it give a clear and coherent view of learning?
- How would practitioners describe/explain the learning framework?
- Would most practitioners be able to give clear/ similar messages about it?
- Is the framework deep enough/comprehensive enough to guide our practice across all the LQF principles?
- How well is the learning framework working for us?
- Would most practitioners say the same?

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Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about how widespread the understanding of the Learning Framework is across the school and whether that understanding is also matched to a real commitment.	Ask yourself:
At this stage:	• Would leaders be able to describe strategies they have put in place to ensure the widespread understanding of the Learning Framework?
• Senior leaders have made sure that the school's Learning Framework has been 'translated' into accessible language and formats for a wide audience.	• Could staff describe what the Learning Framework means for them?
• Most staff have been involved when the school has been developing its Learning Framework.	• How might we show that people are committed to the school's view of learning?
• Most staff have been consulted at various points in the Learning Framework journey.	• 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?
As a consequence:	• Could staff describe how their contribution to learning is recognised and valued?
• Disagreements about the Framework have been settled creatively.	• Could staff describe how they have been enabled / supported / empowered to take ownership of and responsibility for their own learning?
• Staff feel valued and positive about the school and its learning.	
• Staff feel informed and involved.	
• Staff have, and feel they have, appropriate and fair access to learning.	
• Staff throughout the school, including support staff, are familiar with the school's language of learning.	

Principle 2. A Framework for learning

A coherent approach to building traits that affect how people go about learning, drives learning in the school and its community.

What the indicator strand is about:

2.2 Strategic influence of the framework. How the learning framework gradually influences many aspects of how the school works.

Bronze	Silver	Gold
2.2b. Some practitioners understand how the school's current chosen approaches to learning relate to the learning sciences.	**2.2s.** The school's Learning Framework is acting as a catalyst to re-examine classroom practice, performance management, CPD and other structured learning processes.	**2.2g.** The school's Learning Framework has influenced a range of policies and practice across the organisation.

Brief explanation of the indicator:

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. Some practitioners are becoming interested in the psychology of learning which stands them in good stead for the next stage.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
The approaches being introduced in classrooms are considered for their deeper intent or meaning.	Ask yourself:

The approaches being introduced in classrooms are considered for their deeper intent or meaning.

- Some practitioners explore essential understandings of the purpose of an approach and are keen to dig more deeply into approaches to discover the psychology of what makes them work.
- The approaches being used are monitored and impact is analysed (e.g. SEAL, AfL, P4C, PLTS, BLP, L2).
- Wider reading helps some practitioners to recognise the scope and depth of the current approaches in relation to their usefulness in growing students' learning dispositions.
- Talk about deep learning - the how of learning - is becoming popular in the staff room and as part of staff meetings.

Ask yourself:

- 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?
- What have we learned from introducing these approaches that we would want to use in introducing other approaches?
- What do we need to look for in other approaches that might help us grow students' learning habits?
- What do we understand about learning from the approaches we have introduced?
- What are the underlying principles of these approaches that are helping us to rationalise and distil our practice?

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Brief explanation of the indicator:

Here the learning framework, which describes the school's understanding of learning, has already influenced revisions to the L&T policy and is being used to create discussion about what constitutes best practice; how developing learning habits will and should influence other learning structures in the school – eg CPD, PM and other policies

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
The school's Learning Framework is starting to steer thinking and development work.	Ask yourself:

The school's Learning Framework is starting to steer thinking and development work.

- Here the framework helps the school to re-frame its learning practice in classrooms CPD, Performance Management and any other learning processes.
- Each will tend to undergo a shift in emphasis. This might include: PM - being seen as a structured learning opportunity (not a threat); classroom observation being used 'as' or 'for' development, not 'of' development; classroom observation being used to look for learning behaviours and how these are activated by teachers; evidence on student performance that includes data on students' development as learners.
- CPD – agreed learning opportunities for staff are evaluated for their contribution to improving learning habits. Classroom based action-research is a major vehicle for CPD.
- Professional Learning Communities and coaching partnerships are effective CPD channels.
- and so on...

Ask yourself:

- 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?
- How are the revised policies changing the culture of the school?
- Would most staff think the same?
- To what extent do these policies give learners (staff and students) greater power and responsibility for their own learning?
- Is the revised L&T policy being put into action across all areas of the curriculum?
- How do we know this?

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2.2b. Some practitioners understand how the school's current chosen approaches to learning relate to the learning sciences.	**2.2s.** The school's Learning Framework is acting as a catalyst to re-examine classroom practice, performance management, CPD and other structured learning processes.	**2.2g.** The school's Learning Framework has influenced a range of policies and practice across the organisation.

Brief explanation of the indicator:

At this stage the school has debated, re-written and put into action a range of policies influenced by their understanding of learning and their Learning Framework. Such policies are gradually changing the school's culture.

What this Level Indicator is about and what this means in practice.

This indicator is about how the school's Learning Framework and its understanding of learning is gradually influencing the school's culture and practice more widely.

- At silver level, the school has used the Framework to examine structured learning processes such as Performance Management, CPD and classroom practice. At gold level, the influence of the Framework is likely to have led to re-examination and amendment of:
  - The Assessment, Recording and Reporting policy.
  - Classroom observation policy, standards and format.
  - The Monitoring and Evaluation policy.
  - The Performance Management policy including the setting of teachers' targets.
  - CPD policy and tracking mechanisms for development of staff.
  - Behaviour Management policy.
  - Lesson design formats.
  - Medium Term Plans and Schemes of Learning formats.
  - Team and phase leader roles.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- How do our revised policies and related processes reflect the flavour of our Learning Framework?
- Would most staff be able to say how these policies have changed and how this has impacted on their practice and on the school?
- Would governors be able to say how these policies have changed and how this has impacted on practice and on the school?
- Would students be able to say how life in the school has changed for them?
- Are there any other policies or processes that we would still want to alter and re-document? Why these?
- Has the school needed to make changes to the roles of senior and middle leaders in the light of these changes ?
- And critically in terms of linking to Ofsted:
- Does our Curriculum Intent, Implementation and Impact document incorporate reference to the learning behaviours we are seeking to build in our learners?

Principle 3. A language for learning

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

What the indicator strand is about:

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

Bronze	Silver	Gold
3.1b. Some teachers use an emergent language of learning between themselves and with their students.	**3.1s.** A shared language for learning, stemming from the school's Learning Framework, and further exemplified in the school's L&T policy, permeates professional discourse and some classroom practice.	**3.1g.** A deep and evolving language for learning is embedded in professional and classroom discourse and in most other aspects of school life.

Brief explanation of the indicator:

Teachers and support staff may use, for example, the word 'learning' rather than 'work'. They are beginning to: recognise learning as a process that calls for many learning behaviours; talk about themselves as learners; pick up and talk about topical news items related to learning.

What this Level Indicator is about and what this means in practice.

This indicator is about how practitioners are beginning to use a language for learning.

- 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 — broad-brush ideas, like teamworking, listening, managing impulsivity, questioning for example.
- There is an emerging shared understanding of the impact of words relating to learning that are in everyday use are having on the learning process.
- As a consequence some practitioners:
  - use the emerging language for learning to discuss the learning process with each other.
  - are undertaking small-scale classroom enquiries using the language.
  - are becoming interested in the learning process itself and are considering what that means for their own teaching.
  - are discussing the language itself, suggesting additions, exploring nuances etc.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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 staff to discuss the process of learning?
- Have any practitioners undertaken small-scale enquiries with students, using or exploring the language, and with what impact?
- Is this emerging language of learning causing us to understand the process of learning in a different way?
- What makes us say that? What evidence do we have?
- And critically in terms of linking to Ofsted:
- Does our Curriculum Intent, Implementation and Impact document incorporate reference to the learning behaviours we are seeking to build in our learners, how we are doing it, and the impact of what we are doing?

Principle 3. A language for learning

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

What the indicator strand is about:

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

Bronze	Silver	Gold
3.1b. Some teachers use an emergent language of learning between themselves and with their students.	**3.1s.** A shared language for learning, stemming from the school's Learning Framework, and further exemplified in the school's L&T policy, permeates professional discourse and some classroom practice.	**3.1g.** A deep and evolving language for learning is embedded in professional and classroom discourse and in most other aspects of school life.

Brief explanation of the indicator:

The language of learning behaviours and ways in which learning is enhanced is drawn from the school's learning framework. It is used hesitantly at first and then more fluently as teachers and learning assistants use it, and act on it, in classroom practice

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which the language that underpins the school's Learning Framework is providing a shared language with which practitioners can identify and discuss the learning process.

- Practitioners talk about learning behaviours, both to each other and in lessons, using a common language that stems from the school's Learning Framework.
- Schemes of Learning are being adapted using this language.
- Lesson planning proformas may have been adapted to include reference to the framework's language.
- Some displays reference the language.
- Practitioners see and talk about themselves as learners.
- Above all, the language is being made explicit to students.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- 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?
- Would a cross-section of practitioners be able to describe the learning process using the shared language?
- Is there any evidence that planning increasingly reflects the shared language?
- Would a few students be able to talk about/in the school's language for learning?
- Are we aware of any pockets in the school where the language of learning has not permeated? What are we doing about this?
- And critically in terms of linking to Ofsted:
- Have our Curriculum Intent, Implementation and Impact document and our Learning Framework become one, coherent document that synthesises both our content and learning aspirations?

Principle 3. A language for learning

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

What the indicator strand is about:

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

Bronze	Silver	Gold
3.1b. Some teachers use an emergent language of learning between themselves and with their students.	**3.1s.** A shared language for learning, stemming from the school's Learning Framework, and further exemplified in the school's L&T policy, permeates professional discourse and some classroom practice.	**3.1g.** A deep and evolving language for learning is embedded in professional and classroom discourse and in many other aspects of school life.

Brief explanation of the indicator:

The language of learning is used fluently not only in classrooms but in other aspects of school life. The language is evolving and extending to meet the needs of the school but stays true to the psychology of expansive learning.

What this Level Indicator is about and what this means in practice.

The key words in this indicator are 'deep', 'embedded' and 'other aspects'. At this stage the language of learning has been deepened such that practitioners don't just use broad brush behaviours such as 'questioning' or 'risk taking' but are aware of different types of questions and what they are used for. They are aware of risks being taken and could explain why. This language is embedded in and drives action.

- Talk about learning behaviours is fluent and precise.
- Schemes of Learning and planning proformas reflect this language.
- Displays in classrooms and around the school reference the language.
- The language itself may be evolving and extending to meet the needs of the school.
- The language is used routinely in almost all classrooms.
- Students and staff are viewed as learners and staff can speak about how students use their learning behaviours.
- Importantly, the language is now well beyond the classroom and is evident in many aspects of the extended curriculum.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have a simple document that illustrates the school's shared language for learning?
- Does evidence from learning walks or 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?
- What is the evidence that planning reflects the shared language?
- Does display in classrooms and beyond make reference to the language?
- Have we deepened the language? How have we done that?
- How would we explain the rationale for this?
- Would any group of students be able to talk coherently using the school's language for learning?
- 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?

Principle 3. A language for learning

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

What the indicator strand is about:

3.2 Impact of the language for learning. The extent to which students use and profit from the language for learning.

Bronze	Silver	Gold
3.2b. Some students are beginning to detect and use an 'emergent' language for learning.	**3.2s.** Students are becoming familiar with the language of learning and some use it effectively to improve their learning.	**3.2g.** Students are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts.

Brief explanation of the indicator:

In areas of the school where ideas are being tried out or embedded (e.g. AfL P4C, PLTS, BLP etc) an emerging language for learning is being picked up by students

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about the extent to which the school's emerging language for learning is being detected by students who might, on occasion, use it tentatively about their own learning.	Ask yourself:
Students who are exposed to teachers who are trying out and using ideas related to the school's initiatives in learning to learn will be picking up the appropriate language.	• Has the school recognised that words used in such approaches constitute a language of learning?
For example:	• Is there any evidence from learning walks or Learning Reviews that some students are being exposed to the school's emerging language?
• P4C – questioning, dialogue and argument, reasonableness	• Will classroom observation confirm this?
• Habits of Mind – curiosity, clear thinking, checking and improving, taking risks	• What evidence do we have that some students are beginning to experiment with the use of the language(s)?
• BLP – collaboration, perseverance, imagining, questioning, revising	• Would these students be able to use the emerging language, albeit hesitantly, at interview?
• AfL – peer and self-assessment, comment only marking, constructive feedback, reflection, independence	• Are these words being blended together to give a coherent learning language or are they being confined to particular lessons, specific times in a lesson, specific subjects, or special learning to learn courses/programmes?

Principle 3. A language for learning

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

What the indicator strand is about:

3.2 Impact of the language for learning. The extent to which students use and profit from the language for learning.

Bronze	Silver	Gold
3.2b. Some students are beginning to detect and use an 'emergent' language for learning.	**3.2s.** Students are becoming familiar with the language of learning and some use it effectively to improve their learning.	**3.2g.** Students are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about the extent to which the school's language for learning is familiar to students and is being used by students to describe themselves as learners.	Ask yourself:

This indicator is about the extent to which the school's language for learning is familiar to students and is being used by students to describe themselves as learners.

- Opportunities for students to discuss learning habits are increasingly built into lessons.
- The school may have a 'learn to learn' course or series of lessons to introduce students to the school's language for learning, or it may have other means of achieving this.
- As a consequence, students are familiar with the school's language for learning.
- The language is visible and heard regularly in classrooms.
- Some students are able to use the language with a degree of precision to describe themselves as learners and/or the learning process in general.
- Students are becoming aware of 'getting better' at using their learning habits and how they can help themselves to improve.

Ask yourself:

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

Principle 3. A language for learning

A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.

What the indicator strand is about:

3.2 Impact of the language for learning. The extent to which students use and profit from the language for learning.

Bronze	Silver	Gold
3.2b. Some students are beginning to detect and use an 'emergent' language for learning.	**3.2s.** Students are becoming familiar with the language of learning and some use it effectively to improve their learning.	**3.2g.** Students are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about the extent to which students can use the language for learning fluently and can apply this understanding to their own learning.	Ask yourself:
• Opportunities for students to discuss their learning behaviours are routinely built into lessons.	• What is the evidence that students are being routinely exposed to the school's language for learning across the curriculum?
• The school's strategy for introducing students to the language for learning is robust and well-established.	• Will classroom observations confirm this?
• As a consequence, students are very familiar with the school's language for learning.	• Is there evidence that most students are using the language with confidence, fluency and precision?
• The language is visible and heard routinely in classrooms.	• How fluently would any group of students be able to describe themselves as a learner at interview?
• Most students are able to use the language with precision to describe themselves as learners.	• Is the language that students use deep/sophisticated enough to enable them to describe how they are improving as learners and does this language reflect an understanding of the school's map of progression?
• Students are aware of which aspects of these learning behaviours they need to improve and those behaviours they find more difficult/tricky.	
• Students are aware that these habits of learning are relevant in all learning situations. They can relate their behaviours to contexts beyond school.	

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.

Bronze	Silver	Gold
4.1b. School leaders initiate debate on how current practice might be re-formed to accommodate a focus on learning.	**4.1s.** There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.	**4.1g.** Staff and students are engaged in dialogues to develop learning across the school.

Brief explanation of the indicator:

School leaders are raising and leading the dialogue about possible new approaches to teaching and learning, 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.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which senior leaders are enabling and developing ongoing discussions within the school about new, innovative approaches to learning. The leadership style is one of engaging and including practitioners in discussing change, new ideas, other ways of working (ie the opposite of leaders simply deciding what needs to be done and then telling others).

- Members of SLT, and particularly the person responsible for T&L, are well-read and informed about issues around known approaches such as AfL, Habits of Mind, P4C, BLP or similar.
- Senior leaders are driving the agenda for discussions about learning, perhaps through the person responsible for T&L, but also more generally through collective support from the SLT.
- 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.
- There is an emerging debate about why and how things might need to be done differently.

Things that will indicate that you have reached this stage.

Ask yourself:

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

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.

Bronze	Silver	Gold
4.1b. School leaders initiate debate on how current practice might be re-formed to accommodate a focus on learning.	**4.1s.** There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.	**4.1g.** Staff and students are engaged in dialogues to develop learning across the school.

Brief explanation of the indicator:

The debates are more focused on what good and outstanding teaching might look like in the light of the school's learning framework. More staff are being brought into the dialogue and such opportunities are used to spread and broaden understanding about learning.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about how leaders are creating the conditions for ongoing discussions within the school about new, innovative approaches to learning that are informed by the learning sciences and the school's learning framework.	Ask yourself:

What this Level Indicator is about and what this means in practice.

This indicator is about how leaders are creating the conditions for ongoing discussions within the school about new, innovative approaches to learning that are informed by the learning sciences and the school's learning framework.

- Leadership of the change process has widened across the school.
- There may be a group of practitioners who meet as a Learning and Teaching research/advisory group.
- CPD stimulates interest in and discussion about learning.
- The quality/impact of teaching is being re-evaluated in light of the school's Learning Framework.
- The criteria for good or outstanding teaching may be re-adjusted to accommodate the new emphasis on students' learning dispositions.
- The school's classroom observation schedule, lesson planning formats and L&T policy may well be re-written as a result of these discussions.
- As a consequence, 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Can we describe and illustrate how this focus on learning has informed classroom practice?
- Does the school's Inset record show a sustained interest in discussing new approaches to L&T?
- What evidence do we have that practitioners are encouraged to take risks in their classrooms and experiment with considered new approaches?
- Are we satisfied that our learning focused observation formats and lesson plans are supporting effective (new) practice?
- How would a cross-section of practitioners describe the school's interest in open debate about classroom standards?

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.

Bronze	Silver	Gold
4.1b. School leaders initiate debate on how current practice might be re-formed to accommodate a focus on learning.	**4.1s.** There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.	**4.1g.** Staff and students are engaged in dialogues to develop learning across the school.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about how leaders, having created the conditions for ongoing learning discussions within the school, are ensuring that leadership of the process is distributed to staff and students.	Ask yourself:

This indicator is about how leaders, having created the conditions for ongoing learning discussions within the school, 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.
- Senior leaders maintain an interest and oversight of direction, but increasingly ensure that developments are happening without their direct involvement.
- Learning and Teaching advisory groups, involving both staff and students, operate at whole school level and subject/phase level.
- Feedback from these groups is used to refine practice.
- Increasingly, practitioners see themselves as leaders of learning in teams and in classrooms, and students see themselves as leaders of their own learning.

Ask yourself:

- 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 have informed classroom practice?
- How would senior/middle leaders describe how they have empowered these groups to act?
- How would students on such advisory groups describe their role?
- Does the school's CPD record demonstrate a sustained and ongoing focus on student learning?

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.2 Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.

Bronze	Silver	Gold
4.2b. Teachers feel able to embrace experimentation in the classroom with confidence.	**4.2s.** Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.	**4.2g.** Staff act with a spirit of self confidence and generate their own creative solutions.

Brief explanation of the indicator:

Leaders are building a culture which encourages teachers to experiment and take risks in their classroom. 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.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which teachers feel confident to experiment with new ways of working in their classrooms.

- Leaders actively encourage and support teachers to try out new ideas and to seek novel ways of working.
- Teachers increasingly feel sufficiently confident to take risks and experiment in their own classrooms.
- Teachers share what they are wanting to find out about either through school wide formal professional groups or within their team.
- The outcomes from these experiments (both positive and negative) are shared and learned from.
- Leaders are modelling experimentation and are adopting 'no blame' attitudes to risk taking.

Things that will indicate that you have reached this stage.

Ask yourself:

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

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.2 Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.

Bronze	Silver	Gold
4.2b. Teachers feel able to embrace experimentation in the classroom with confidence.	**4.2s.** Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.	**4.2g.** Staff act with a spirit of self confidence and generate their own creative solutions.

Brief explanation of the indicator:

Few organisations feel no resistance to change. But the learning school enables people to think of creative ways to overcome resistance. Without this few change programmes would get beyond this point. There is a collective will to overcome barriers to change.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about the extent to which practitioners are encouraged to seek their own ways around barriers and difficulties, and creative, out of the ordinary, positive solutions are used to overcome such difficulties, problems and barriers.	Ask yourself:
• 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.	• Would senior and middle leaders describe their approach to overcoming barriers as creative/positive?
• Open door leadership behaviour supports the sharing of successes and helps them be adopted more widely.	• Are they be able to cite examples of when they have done this, how it was done, and what the impact has been?
• Teachers and learning support staff are increasingly proactive in seeking their own solutions to advance the development of learning in the school.	• What barriers/resistance have been overcome in the recent past?
• The inevitable pockets of resistance and blocks to new ways of working are embraced with creativity rather than defensiveness, anger or disappointment.	• How were these resolved? • How did people feel about them? • How was the resolution creative?
• Teams and individuals work creatively to uncover, tease out, work round the problems and find ways to overcome them.	• 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?

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.2 Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.

Bronze	Silver	Gold
4.2b. Teachers feel able to embrace experimentation in the classroom with confidence.	**4.2s.** Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.	**4.2g.** Staff act with a spirit of self confidence and generate their own creative solutions.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which staff are confident to seek their own creative solutions within a culture that promotes innovation, risk taking and experimentation.

- 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.
- Staff regard themselves as leaders of learning in their own classrooms and act with independence, authority and responsibility.
- Successes are routinely shared and adopted more widely.
- The 'can-do' culture is evident across the school which is proactive in the pursuit of change and improvement.
- Leaders grow staff confidence by:
  - having agreed, clear team/phase goals
  - devising clear support structures
  - discussing and agreeing the criteria for good practice
  - discussing staff plans for action research
  - supporting action research teams/groups
  - adopting a coaching approach to team and individual development
  - sharing problems within teams and generating solutions together
  - supporting professional learning communities.

Students increasingly feel leaders of their own learning.

Things that will indicate that you have reached this stage.

Ask yourself:

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

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.3 Monitoring practice. The extent to which leaders enable people to monitor, reflect on and take responsibility for their own learning and develop what constitutes excellent practice.

Bronze	Silver	Gold
4.3b. The School has a monitoring system to investigate, guide and confirm improvements.	**4.3s.** Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.	**4.3g.** Self monitoring of practice is undertaken naturally as an act of discovery in order to improve practice.

Brief explanation of the indicator:

Leaders are instrumental in setting up and being involved in monitoring practice within the school. What is envisaged here is a far cry from much current monitoring practice. Increasingly, monitoring is viewed as a developmental rather than judgemental process.

What this Level Indicator is about and what this means in practice.

This indicator is about the 'feel' of monitoring activity. 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 increasingly viewed as a developmental imperative, rather than judgemental. It is from this learning focused view on monitoring that the school is beginning to distribute responsibility for monitoring to individual staff and students.

- Such monitoring systems might include learning walks, regularly undertaken and focused on learning from, rather than judging, what is observed.
- Interest in a range of 'soft' indicators to monitor performance is growing – for example performance management is becoming increasingly developmental and less judgemental.
- The outcomes of such monitoring activities are fed back into planning and evaluation to steer individual, team and school developments.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Do teachers view performance management as a developmental rather than judgemental process?
- Would teachers describe PM in this way?
- Would teachers associate the word 'monitoring' with investigation/learning rather than performance and judgement?
- Are there examples of how monitoring as a learning process has led to new developments?
- What are team/phase leaders monitoring?
- Do the monitoring foci imply a learning or performance culture?

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.3 Monitoring practice. The extent to which leaders enable people to monitor, reflect on and take responsibility for their own learning and develop what constitutes excellent practice.

Bronze	Silver	Gold
4.3b. The School has a monitoring system to investigate, guide and confirm improvements.	**4.3s.** Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.	**4.3g.** Self monitoring of practice is undertaken naturally as an act of discovery in order to improve practice.

Brief explanation of the indicator:

Responsibility for monitoring practice is firmly the responsibility of teams. They are skilled in monitoring and developing their own practice against agreed criteria.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about the extent to which teams are enabled to take responsibility for monitoring their own performance and do so in a spirit of curiosity to find out how practice can be further refined.	Ask yourself:

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which teams are enabled to take responsibility for monitoring their own performance and do so in a spirit of curiosity to find out how practice can be further refined.

- 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. The purpose of such monitoring is to understand how teachers' habits are shifting in order to identify effectiveness and development needs.

- The criteria for this changing practice will have been discussed at whole school level and agreed by teams in relation to their areas of responsibility.

(see also principle 2, indicator 2.2S, and principle 4, 4.1S)

Things that will indicate that you have reached this stage.

Ask yourself:

- Would team leaders speak with one voice to describe their monitoring and evaluation strategy?
- What are team leaders monitoring?
- Are team leaders clear about why and how they are monitoring changing practice?
- Is there documentary evidence to support this?
- Has each team agreed standards of practice in relation to promoting/growing students' learning habits?
- Are there examples of how the monitoring of learning has initiated new developments?
- 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?

Principle 4. Leading innovation in learning.

Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.

What the indicator strand is about:

4.3 Monitoring practice. The extent to which leaders enable people to monitor, reflect on and take responsibility for their own learning and develop what constitutes excellent practice.

Bronze	Silver	Gold
4.3b. The School has a monitoring system to investigate, guide and confirm improvements.	**4.3s.** Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.	**4.3g.** Self monitoring of practice is undertaken naturally as an act of discovery in order to improve practice.

Brief explanation of the indicator:

Responsibility for keeping practice on track is held by the individual, and the emphasis is on peoples' personal responsibility for their own learning. More important than what is monitored is the spirit in which it is done - self discovery rather than duty.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which staff themselves 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, and display vital learning behaviours in so doing.

- Self-monitoring is viewed as developmental and practice is modified proactively rather than reactively.
- Practitioners might monitor their practice in relation to their:
  - use of 'could be' language
  - encouragement of growth mindsets
  - fluency in learning language
  - inventiveness in designing and implementing split-screen lessons
  - tendency to nudge students in improving their learning behaviours
  - understanding of progression in learning habits and how they build this into their moment to moment practice.
- They might watch out for and record changes in students' learning behaviour in terms of, for example, interest in learning, responsibility for learning, dependency, curiosity or confidence, investigative powers, creativity, imagination, and so on.
- The emphasis of such behaviours will be taken from the school's Learning Framework.

Things that will indicate that you have reached this stage.

Ask yourself:

- How would practitioners describe their approach to monitoring their own practice?
- 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)?
- How would practitioners describe their monitoring of their students' learning?
- What are practitioners monitoring?
- Would practitioners be able to cite examples of how their ongoing self-monitoring has helped them to adapt their practice?
- 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?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.1 Aligning CPD to the school's vision. How CPD links the needs of the school, its teams and individual staff.

Bronze	Silver	Gold
5.1b. 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.	**5.1s**. CPD programmes align school, team and individual needs based on the school's vision and framework of learning.	**5.1g.** Staff learning through learning enquiries and reconnaissance activity is used to refine the school's vision and framework for learning.

Brief explanation of the indicator:

The school has a range of CPD programmes which meet individual needs. 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. This type of CPD is becoming increasingly popular and valuable.

What this Level Indicator is about and what this means in practice.

The traditional type of CPD is moderated to include the set up of small scale research enquiries. The outcomes of such learning enquiries are shared across the school and ensures that everyone knows what is being investigated and what the impact on practice and on students has been. This helps to prepare practitioners for the debate about the content and format of the school's emerging vision/framework for learning.

They are undertaken by practitioners who have a particular interest in or passion for some aspect of learning. Enquiries might include some or all of the following:

- Adapting the taught curriculum to better accommodate learning (6.1)
- Introducing and training learning habits (7.1)
- Dual focused teaching (7.2)
- Commentating to nudge progression (7.3)
- Modelling being a learner (7.4)
- Using Could-Be language (8.1)
- Ensuring challenge (8.2)
- Growth mindsets (8.3)
- Growing team workers (8.4)
- Listening to students about learning (9.1)
- Students as designers of learning (9.2)
- Tracking progression (11.1)
- Building Reflective Learners (11.3)

At this stage, the school may well be considering engaging (or have engaged) external support on the 'how' of learning, to underpin developments in the school's chosen area(s) of interest.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- 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?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.1 Aligning CPD to the school's vision. How CPD links the needs of the school its teams and individual staff.

Bronze	Silver	Gold
5.1b. 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.	**5.1s**. CPD programmes align school, team and individual needs based on the school's vision and framework of learning.	**5.1g.** Staff learning through learning enquiries and reconnaissance activity is used to refine the school's vision and framework for learning.

Brief explanation of the indicator:

The school's CPD programme is built from known school, team and individual needs. The thrust of the programme aligns these needs to focus on ensuring that the school's vision and framework for learning come to fruition (in time).

What this Level Indicator is about and what this means in practice.

The development of staff is understood as the key driver in changing the school's culture.

- The school's vision and framework for learning are understood by practitioners and used to generate/uncover development needs.
- Staff development programmes are planned to contribute to specific outcomes relating to classroom practice.
- 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.
- Teams and individuals recognise how their develoment fits with / contributes to the school's vision and framework for learning and set goals to achieve this.
- CPD programmes are likely to include:
  - Induction of new practitioners into the school's learning framework
  - Accreditation at Masters level for practitioners undertaking small scale research enquiries
  - Coaching support for practitioners
  - Training in the reviewing of learning.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.1 Aligning CPD to the school's vision. How CPD links the needs of the school its teams and individual staff.

Bronze	Silver	Gold
5.1b. 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.	**5.1s**. CPD programmes align school, team and individual needs based on the school's vision and framework of learning.	**5.1g.** Staff learning through learning enquiries and reconnaissance activity is used to refine the school's vision and framework for learning.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.

This indicator is about how staff development itself is a driver for change. Internally 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. By reading, researching on-line, networking and attending meetings/conferences, staff and governors keep abreast of the expansive education movement, both nationally and internationally. This enables the school to be prepared for new ideas and to make measured decisions when planning the future.

- The school's CPD plan will indicate ongoing investment in small scale learning enquiries and reconnaisance activity.
- Such small scale enquiries are raising further questions about the nature of learning.
- The results of small scale enquiries are fed into Professional Learning Communities as a way of continuing to develop classroom practice.
- Learning enquiries and reconnaisance are shared with staff and governors.
- This type of CPD activity is continuing to drive the school forward.

Things that will indicate that you have reached this stage.

Ask yourself:

- Is there documentary evidence of continuing small scale enquiries?
- Do these probe more deeply into how practitioners are enhancing learning behaviours?
- Have any such enquiries caused us to amend our learning framework?
- 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?
- Would practitioners be able to give an account of how small scale learning enquiries and reconnaissance activity keep the school moving forward?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.2 Professional Learning Communities. How and the extent to which the school supports communities of learning enquiry to develop and reform teaching and learning practice.

Bronze	Silver	Gold
5.2b. Lead teachers and others are coming together to discuss and explore issues around learning and teaching.	**5.2s.** The school supports practitioners to form and sustain professional learning communities to share and deepen changes in teaching habits aligned with the learning. framework	**5.2g.** The professional learning communities have the knowledge, expertise and the authority to develop and extend the learning reforms over time.

Brief explanation of the indicator:

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.

What this level indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about groups of teachers coming together to share development experience and what is / is not working (termed professional learning communities, or PLCs) - these groups become a major vehicle for changing classroom practice.	Ask yourself:

What this level indicator is about and what this means in practice.

This indicator is about groups of teachers coming together to share development experience and what is / is not working (termed professional learning communities, or PLCs) - these groups become a major vehicle for changing classroom practice.

- At this stage such groups may be made up of teachers who are undertaking a whole variety of enquiries - they may or may not be led by designated lead teachers or ASTs (see 5.1 bronze for more on this).
- The groups are likely to:
  - meet regularly
  - explore and probe each other's practice
  - support each other's disappointments
  - help to re-structure an enquiry when necessary
  - distil elements of good teaching practice emerging from enquiry results
  - consider how such practice might be scaled up across the school.

Things that will indicate that you have reached this stage.

Ask yourself:

- What documentary evidence do we have of these small scale enquiries?
- 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?
- How would lead teachers describe their involvement in these enquiries?
- How has the school supported lead teachers in these enquiries?
- What lessons have been learned about the impact of such enquiries on professional learning from groups such as these?
- Will these lessons form a blueprint for the generation of professional learning communities across the school?

Principle 5. CPD policy and strategy.

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What the indicator strand is about:

5.2 Professional Learning Communities. How and the extent to which the school supports communities of learning enquiry to develop and reform teaching and learning practice.

Bronze	Silver	Gold
5.2b. Lead teachers and others are coming together to discuss and explore issues around learning and teaching.	**5.2s.** The school supports practitioners to form and sustain professional learning communities to share and deepen changes in teaching habits aligned with the learning framework.	**5.2g.** The professional learning communities have the knowledge, expertise and the authority to develop and extend the learning reforms over time.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.

This is a key indicator in making sure that classroom practice develops along all of the lines suggested in Principles 7, 8 and 9.

- Without real commitment to developing practice the journey is likely to falter.
- Research has suggested that the most successful CPD change strategy is Professional (or Teacher) Learning Communities.
- The school will be supporting / resourcing / encouraging several groups across the school - usually 8/10 people (depending on the size of the school) with similar interests, meeting voluntarily each month for about 75 mins over a couple of years.
- During their meetings they share what they have tried to achieve, probe deeply into why something worked or not and how they could improve it, introduce new aspects of learning to be considered, and plan their next steps.
- These close knit developmental groups are changing their practice through self-review, peer scrutiny and supported commitment.
- Reference: 'Tight but Loose' Dylan Willam

Things that will indicate that you have reached this stage.

- Is there any documentary evidence from Professional Learning Communities across the school?
- How do PLCs relate to subject/phase teams?
- 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?
- Which are the most successful PLCs, and what makes us say that?
- How far through the 'change curriculum' have PLCs got? Are they working / adapting at the same speed?
- Are PLCs strong enough to move into the next level of development?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.2 Professional Learning Communities. How and the extent to which the school supports communities of learning enquiry to develop and reform teaching and learning practice.

Bronze	Silver	Gold
5.2b. Lead teachers and others are coming together to discuss and explore issues around learning and teaching.	**5.2s.** The school supports practitioners to form and sustain professional learning communities to share and deepen changes in teaching habits aligned with the learning framework.	**5.2g.** The professional learning communities have the knowledge, expertise and the authority to develop and extend the learning reforms over time.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.

At this level, PLCs are the key CPD vehicle. Through self-reflection and peer scrutiny they have learned their way forward and successfully changed their practice.

- PLCs have become hubs for changing and spreading good practice. Through their own development they have earned the authority to help / assist others to improve and make decisions about the next phase of development.
- PLCs might be connected to other networked learning communities or call upon the services of national and/or local experts for external stimulation
- PLCs will:
  - Continue to meet regularly
  - Share their members with other PLCs
  - Have an influential input into generating school standards and criteria for good classroom practice
  - Be a vehicle for extending good practice across the school
  - Develop a training trajectory for new staff
  - Influence the future development of the learning across the school.

Things that will indicate that you have reached this stage.

Ask yourself:

- How have we tied PLCs into the formal mangement structures of the school to ensure that they have a voice?
- What role do PLCs play across the wider programmes of CPD?
- What have PLCs done to earn them the right of influencing standards of practice?
- What future agenda for learning reforms are PLCs putting forward?
- What agendas have they already influenced?
- Where are the 'hot spots' of exceptional practice and how are we using these to assist others?
- Where do our PLCs go from here?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

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

Bronze	Silver	Gold
5.3b. CPD for school and team leaders develops the leadership and coaching skills required to support cultural changes.	**5.3s.** CPD for practitioners develops coaching skills as required in classroom practice.	**5.3g.** Most staff are well-versed in coaching strategies that deepen learning behaviours in others.

Brief explanation of the indicator:

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.

What this Level indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.

This indicator is about the recognition of the potency of coaching as an effective approach to developing practice and changing the culture.
 	
• The school will have invested time and resources in training / developing coaching approaches as a leadership style.
• Some team leaders understand their role as being a team coach.
• Coaches combine listening, questioning with curiosity, observing without judging, clarifying current reality, drawing out the meaning of experiences and feelings, and agreeing action in a way that helps others to help themselves.
• Some teachers are trialling the coaching approach with trained coaches and providing feedback on how it compares to 'top-down', more directive approaches.
• Through coaching, practitioners are being encouraged and enabled to take responsibility for their own learning and development.
	Ask yourself:
	
	• Do we have any documentary evidence of training programmes to develop coaching expertise?
	• 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?
	• Would a sample cross-section of leaders and teachers be able to explain how they should take a large measure of responsibility for their own learning?

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What the indicator strand is about:

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

Bronze	Silver	Gold
5.3b. CPD for school and team leaders develops the leadership and coaching skills required to support cultural changes.	**5.3s.** CPD for practitioners develops coaching skills as required in classroom practice.	**5.3g.** Most staff are well-versed in coaching strategies that deepen learning behaviours in others.

Brief explanation of the indicator:

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.

What this level indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about extending the role of coaching into the classroom. Coaching has been established as an important approach to leading change with staff. Here the approach is recognised as equally powerful for teachers and students.	Ask yourself:
- The school will have invested time and resources in developing teachers' coaching skills. - Growing numbers of teachers will have been trained by high quality trainers on the use of coaching skills and will be applying them in the classroom. - Teachers will be sharing their experiences of using coaching methods in the classroom and leaders will be taking an interest in their formative evaluation of the process. - Training in coaching will have been extended to tutors and guidance staff to assist them in developing students' goals / targets for achievement.	- Do we have any documentary evidence of programmes to develop staff coaching skills? - 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? - 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? - 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)?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

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

Bronze	Silver	Gold
5.3b. CPD for school and team leaders develops the leadership and coaching skills required to support cultural changes.	**5.3s.** CPD for practitioners develops coaching skills as required in classroom practice.	**5.3g.** Most staff are well-versed in coaching strategies that deepen learning behaviours in others.

Brief explanation of the indicator:

At this stage coaching is well embedded as a supportive framework for driving and implementing change in the school.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which coaching skills have been trained and are used across the school. Most staff have now undergone training in coaching and can use the approach with colleagues and with students.

- They are skilled in:
  - staying curious, being genuinely interested in other person's problems, experiences, successes. Their questioning does not feel like an interrogation. They join with people in a quest to discover what's there, to help explore experience and feelings, without imposing their own.
  - building patterns and pictures from what they see, observe and record about practice. They invest time and resources in deeper professional enquiries to answer the difficult questions about how teachers teach and how students learn. The multi-dimensional data collected helps to build patterns and pictures of understanding – the real picture of reality.
  - creating learning by offering commentary on what they see/hear, reframing experiences, disentangling interpretations, drawing out meaning, combating self-criticism, allowing time for people to generate their own solutions.
  - securing a commitment to action, encouraging people to imagine next steps, considering different options, clarifying possible outcomes, sensing what will move people forward, providing encouragement to go beyond what they think they can do, asking directly for commitment.

Things that will indicate that you have reached this stage.

Ask yourself:

- What are we looking for that will prove/suggest the impact value of coaching?
- What coaching programmes have we invested in during the past few years?
- What proportion of staff have undertaken such programmes?
- 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?
- Would staff be able to talk about how they have improved their coaching skills and the impact this has had with colleagues and students?
- Which, if any, of the coaching behaviours described opposite are part of our observation schedules for teaching or tracking systems for teams?
- How does the school recognise and celebrate these behaviours?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.4 Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.

Bronze	Silver	Gold
5.4b. Senior staff conduct learning walks across the school to gather and act on quantitative and qualitative data on how students are learning.	**5.4s.** Key staff are trained in and conduct learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.	**5.4g.** 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.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
The school has been used to looking at classroom practice through the lens of good/outstanding teaching. In its early shifts to focus on the learning process itself, senior staff are looking at classroom practice in new ways and are developing a dialogue about learning.	Ask yourself:

What this Level Indicator is about and what this means in practice.

The school has been used to looking at classroom practice through the lens of good/outstanding teaching. In its early shifts to focus on the learning process itself, senior staff are looking at classroom practice in new ways and are developing a dialogue about learning.

- Through informal learning walks, senior staff will be looking for/at:
  - How students are being engaged in learning
  - How students are being given opportunities to be more independent
  - How students are being encouraged to persist and see 'being stuck' as an opportunity to learn something new
  - How students understand themselves as learners
  - How small scale learning enquiries are impacting on students
- Such walks are for the purpose of learning, not judgement. The learning is constantly fed into the ongoing dialogue about learning.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have a documented programme of learning walks?
- What was the focus of each walk?
- What was learned from such walks?
- What happened to the findings? How were they shared with others? How did they inform the dialogue about learning?
- How have findings from the learning walks helped to steer / guide / formulate the school's thinking about learning?
- Are learning walks sufficiently robust to be a foundation for reviewing learning in the future? What evidence do we have for this?

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.4 Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.

Bronze	Silver	Gold
5.4b. Senior staff conduct learning walks across the school to gather and act on quantitative and qualitative data on how students are learning.	**5.4s.** Key staff are trained in and conduct learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.	**5.4g.** 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.

Brief explanation of the indicator:

Other staff are now trained in conducting learning reviews. This helps more staff to gain insights into learning and desirable standards of practice.

What this level indicator is about and what this means in practice.

This indicator is about conceiving a Learning Review as a more substantial model of enquiry than is typically conducted with Learning Walk. Learning Reviews are framed by a broader set of questions and involve a cross-section of teachers in the enquiry team.

- 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. The learning environment may also be included in the Review (see principle 8).
- Classroom staff are trained in what to look for. The training includes ethics and confidentiality.
- The data is distilled and openly reported.
- The involvement of a cross-section of staff and transparency of reporting give important cultural signals about the values involved in reaching the school's vision for learning.
- Learning reviews thus become an important vehicle for teacher development.
- Learning Reviews provide helpful data on what behaviours and practice both support and hinder learning development.

Things that will indicate that you have reached this stage.

Ask yourself:

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

Principle 5. CPD policy and strategy.

CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.

What the indicator strand is about:

5.4 Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.

Bronze	Silver	Gold
5.4b. Senior staff conduct learning walks across the school to gather and act on quantitative and qualitative data on how students are learning.	**5.4s.** Key staff are trained in and conduct learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.	**5.4g.** 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.

Brief explanation of the indicator:

The many staff now trained in conducting learning reviews are joined by students. Their involvement adds an important new dimension to learning reviews and the sharing of learning.

What this Level Indicator is about and what this means in practice.

This indicator is about two substantive changes to reviewing learning:

Firstly, the inclusion of students in the enquiry team;

Secondly, how teaching impacts upon learning is a core focus.

- Training programmes covering observation and feedback skills, ethics and confidentiality, have been undertaken by a number of students.
- Students from part of some, if not all, learning review teams.
- Students are able to give perceptive but respectful feedback to teachers.
- Teachers are willing to listen to students and take seriously what they say.
- In some schools, students are able to manage their own investigations into classroom practice and make recommendations to faculty and school leaders.
- The reporting of Learning Reviews is transparent to the whole school and Governors and will have diagnostic, formative, summative and evaluative elements.
- Learning Reviews continue to be a purposeful, key driver of change.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any paper-based evidence of the learning reviews undertaken in the last year?
- Why were these reviews undertaken – what was their purpose?
- What has been learned from these reviews?
- What are we planning to review in the near future?
- 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?

Principle 6. Curriculum Design

Curriculum design: The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.

What the indicator strand is about:

6.1 Adapting the taught curriculum. How the taught curriculum is being adapted to cultivate and build progress in learning habits.

Bronze	Silver	Gold
6.1b. The school is exploring adapting its curriculum to accommodate the systematic development of students' learning habits.	**6.1s.** Schemes of learning in a broad range of curriculum areas / subjects / phases / are being adapted to include coverage and, in some areas, progression of learning habits.	**6.1g.** Innovative use of time allocation for subject areas, cross curricular projects and curriculum pathways are designed to ensure progressive cultivation of learning habits.

Brief explanation of the indicator:

The school, usually through lead teachers, is beginning to think about the impact 'learning to learn' might have on the curriculum and how this might affect Schemes of Learning. It will be asking if we are serious about helping to grow their learning habits, how can we best integrate acquiring knowledge and learning habits across the curriculum.

What this Level Indicator is about and what this means in practice.

The likely nature of the exploration will involve:

- Considering which learning habits the school is talking about (there are many varieties of such competencies, or the school might be developing its own)
- Where such competencies/habits sit in relation to different areas of the curriculum.
- Whether some sit more comfortably in one rather than another.
- How such habits relate to the natural rhythm of a topic area or project.
- When might be the best time to introduce the habits to students?
- Does the development of learning habits require a different sort of timetable – for example extended learning, individual, pair or team learning?
- What sort of small-scale enquiry will help us to answer some of these questions?
- How might the development of learning dispositions sit in medium term plans and schemes of learning?

At this level, the school is only talking about, and maybe experimenting with wider curriculum change. Implementation comes later.

Things that will indicate that you have reached this stage.

Ask yourself:

- Is there any documentary evidence that captures the nature and depth of discussions?
- How could we describe our plans to enable students to become more self-aware and responsible as learners?
- Have we any descriptions of learning enquiries/ experiments into adapting the curriculum?
- Are planning proformas changing in the light of these developments?
- What documentary evidence will illustrate how some Schemes of Learning have been/are being revised?

Principle 6. Curriculum Design

Curriculum design: The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.

What the indicator strand is about:

6.1 Adapting the taught curriculum. How the taught curriculum is being adapted to cultivate and build progress in learning habits.

Bronze	Silver	Gold
6.1b. The school is exploring adapting its curriculum to accommodate the systematic development of students' learning habits.	**6.1s.** Schemes of learning in a broad range of curriculum areas / subjects / phases / are being adapted to include coverage and, in some areas, progression of learning habits.	**6.1g.** Innovative use of time allocation for subject areas, cross curricular projects and curriculum pathways are designed to ensure progressive cultivation of learning habits.

Brief explanation of the indicator:

The school's learning framework and associated L&T policy are now being used as a basis for considering changes in the curriculum – how and where learning habits will be covered, to what extent, and what type of experiences are likely to bring about success. This is happening across a wide range of curriculum areas.

What this Level Indicator is about and what this means in practice.

- Schemes of Learning in most curriculum areas have been adapted with coverage of learning habits in mind.
- Planning proformas for Schemes of Learning include reference to the linked learning habits.
- Most Schemes of Learning identify linked learning habits and indicate how they are to be developed.
- SoL have been audited to map the coverage and frequency of learning skill use.
- individual lesson plans have a focus on both content and learning habits.
- lessons frequently have a dual focus of content acquisition and learning habit development.
- 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- What would a sample of Medium Term Plans and SoL reveal?
- What documentary evidence exists to indicate that SoL have been adapted to include learning habit development?
- 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?
- Does the school have evidence arising from the LQF audit? What did it show? What has been done with the outcomes?
- How have lesson planning proformas changed, and what is the impact on teachers' day-to-day planning?
- Do we have evidence that implemented changes are having a positive effect on the growth of students' learning habits?

Principle 6. Curriculum Design

Curriculum design: The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.

What the indicator strand is about:

6.1 Adapting the taught curriculum. How the taught curriculum is being adapted to cultivate and build progress in learning habits.

Bronze	Silver	Gold
6.1b. The school is exploring adapting its curriculum to accommodate the systematic development of students' learning habits.	**6.1s.** Schemes of learning in a broad range of curriculum areas / subjects / phases / are being adapted to include coverage and, in some areas, progression of learning habits.	**6.1g.** Innovative use of time allocation for subject areas, cross curricular projects and curriculum pathways are designed to ensure progressive cultivation of learning habits.

Brief explanation of the indicator:

Adaptation to the curriculum becomes more innovative. An understanding of learning drives curriculum change reaching such aspects as timetabling, extended projects, cross curricular working etc.

What this Level Indicator is about and what this means in practice.

The school has reviewed its curriculum in light of its Learning Framework and made creative and innovative changes in order to support the progressive development of student learning habits.

- The curriculum has been reviewed in terms of how effective it was at progressively developing student learning habits.
- As a result the curriculum has been adapted (as necessary) to provide a structure that better supports the development of learning habits.
- SoL have been audited to ensure that learning habits will be acquired progressively and in line with the school's map of progression (this is dependent on indicator 11.2).
- Changes have been made on a number of fronts, possibly in terms of some of the following – lesson duration, subject time allocation, structure of the day/week, the use of tutor time, making links between subject areas increasingly explicit, cross-curricular approaches, the use of immersion days, new courses with an alternative learning focus or accreditation route, creative strategies for accrediting success.

Things that will indicate that you have reached this stage.

Ask yourself:

- Is there any documentary evidence that illustrates how the curriculum has been developed?
- Have we sampled SoL to audit the coverage, frequency of use and progression of learning habits?
- How could we explain why we changed the curriculum, and how would we assess the impact of those changes?
- What evidence could we provide that the changes have led to deeper student learning?
- How could we illustrate the innovative nature of our curriculum model?
- How would we describe our future intentions with regards curriculum design?

Principle 6. Curriculum Design

Curriculum design: The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.

What the indicator strand is about:

6.2 Maximising the use of the wider curriculum. How aspects of the wider curriculum are used to contribute to the cultivation and development of learning habits.

Bronze	Silver	Gold
6.2b. The school is examining how enrichment activities have the potential to develop learning behaviours.	**6.2s.** School routines, including enrichment activities, are used purposefully to develop dimensions of learning habits that are more difficult to attain through classroom activities.	**6.2g.** Learning habits are brought to life in real settings (work experience etc) and these opportunities are designed to contribute to the development of learning habits.

Brief explanation of the indicator:

In the early stages of thinking about learning the school is considering how the wider curriculum can be harnessed to help cultivate students as motivated independent learners.

What this Level Indicator is about and what this means in practice.

The likely nature of the exploration –

- What enrichment activities do we have?
- Which learning skills or habits do they currently build, albeit unconsciously?
- Are there any habits that get little attention through enrichment activity? Does this matter?
- Should enrichment time be consciously used in this way?
- Do we need to map provision?
- Might we need to expand or re-design enrichment time in the light of this?
- If we use enrichment activities to develop learning habits more consciously, will this require resources or training?

Things that will indicate that you have reached this stage.

Ask yourself:

- Is there any documentary evidence that captures the exploration?
- How would we define 'enrichment'?
- How would leaders of traditional enrichment activities, like after school clubs, describe their contributions to the discussion?
- How would we demonstrate that some teachers are considering learning habits within enrichment activities?
- What changes are we planning/considering?

Principle 6. Curriculum Design

Curriculum design: The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.

What the indicator strand is about:

6.2 Maximising the use of the wider curriculum. How aspects of the wider curriculum are used to contribute to the cultivation and development of learning habits.

Bronze	Silver	Gold
6.2b. The school is examining how enrichment activities have the potential to develop learning behaviours.	**6.2s.** School routines, including enrichment activities, are used purposefully to develop dimensions of learning habits that are more difficult to attain through classroom activities.	**6.2g.** Learning habits are brought to life in real settings (work experience etc) and these opportunities are designed to contribute to the development of learning habits.

Brief explanation of the indicator:

Through the school's learning framework the school is considering how a range of routines and/ or enrichment activities can be used to develop learning habits and how this might be done.

What this Level Indicator is about and what this means in practice.

The first key aspect of this indicator is that the school is actively planning to develop student learning habits beyond the 'taught' curriculum, and is considering how other routines and activities can contribute to learning development. The second is to help students to begin to realise that the learning habits developed in the classroom have transferability to a wider range of contexts.

- The school will have 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.
- Assemblies in particular can be used to change the focus of what is celebrated. Students can be rewarded/recognised for progress in learning habits rather than the attainment of standard learning outcomes.
- Work experience might be used for students to 'test' their learning habits in real work situations.
- Thought is being given to how aspects of this (hidden) curriculum can contribute to learning habit development.
- 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- How can we show that students have responded to these changes?

Principle 6. Curriculum Design

Curriculum design: The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.

What the indicator strand is about:

6.2 Maximising the use of the wider curriculum. How aspects of the wider curriculum are used to contribute to the cultivation and development of learning habits.

Bronze	Silver	Gold
6.2b. The school is examining how enrichment activities have the potential to develop learning behaviours.	**6.2s.** School routines, including enrichment activities, are used purposefully to develop dimensions of learning habits that are more difficult to attain through classroom activities.	**6.2g.** Learning habits are brought to life in real settings (work experience etc) and these opportunities are designed to contribute to the development of learning habits.

Brief explanation of the indicator:

The school is now 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. This affects things like work experience, award schemes and field study trips.

What this Level Indicator is about and what this means in practice.

The key aspect in this indicator is that the divide between the taught curriculum and the enrichment curriculum is diminishing.

- It is as commonplace for enrichment activites, 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.
- The school is linking its learning language to real life settings such as team fixtures, theatrical performances, concerts, sports days, work experience.
- Enrichment activities are planned with the development of learning habits in mind.
- The enrichment curriculum is subject to the same evaluations as the taught curriculum in respect of learning habits.
- Students are aware of how the enrichment curriculum is helping them to develop as learners.
- Teachers can explain how they plan enrichment activities that exercise and stretch learning habits.

Things that will indicate that you have reached this stage.

Ask yourself:

- Is there any documentary evidence that captures how learning habits are planned to infuse through enrichment activities?
- How would students describe their experiences of the enrichment curriculum?
- How could teachers illustrate the planning process for developing learning habits in enrichment time?
- Do teachers and students perceive the narrowing gap between taught and enrichment, and how might we demonstrate this?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.1 Relating for Learning. This progression of indicators considers how staff gradually devolve responsibility for learning to learners, how they model themselves as learners, and how, by adopting a coaching approach, they enable learners to take ownership of their learning.

Bronze	Silver	Gold
7.1b. Lead teachers are exploring giving students increased responsibility for their learning. They build curiosity using a coaching approach and demonstrate how they are learners too	**7.1s.** Most learning is characterised by a range of collaborative learning strategies to deepen teamwork behaviour and helping learners to see each other as resources (not rivals) for learning.	**7.1g.** Most practitioners, as skilled coaches, resist offering solutions, enabling students to confront and engage with challenge. The classroom has become a learning community where everyone learns from each other.

Brief explanation of the indicator:

Teachers are experimenting with giving students increased levels of responsibility in the classroom. Teachers enable students to do more for themselves; more questioning, choice of activity, self assessment. 'Teacher telling' decreases as coaching approaches begin to shift the culture of the classroom.

What this Level Indicator is about and what this means in practice.

It concerns the early attempts of some teachers to devolve increasing responsibility for learning to learners. Teachers explore and adopt a coaching approach in line with their belief that students can and should do more for themselves. This is part of teachers' attempts to model the positive learning behaviours they are seeking to establish in their students.

In practice, this means:

Devolving Responsibility: At this phase, such shifts in responsibility may be fairly limited. Some students may find it hard to accept and rise to this level of responsibility; progress may be slow. Trialling might include students being given more time and choice of activities.

Coaching: Some teachers will have had formal training in coaching, helping students to explore their challenges, problems and goals.

Modelling: Lead teachers are modelling the behaviours they seek to build in their students. This may involve teachers in, for example:

- sometimes saying 'I do not know'
- learning aloud in front of students, illustrating how they do not have all of the answers
- discussing how they find learning difficult on occasions and describing how they tackle the process/feelings, demonstrating confident uncertainty
- describing the mixed emotions they experience while learning

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- How will students of lead teachers talk about this?
- To what extent do lead teachers model the behaviours they seek to develop in their students, and how might you evidence this?
- Is there any evidence of the coaching 'courses' that some teachers may have undertaken?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.1 Relating for Learning. This progression of indicators considers how staff gradually devolve responsibility for learning to learners, how they model themselves as learners, and how, by adopting a coaching approach, they enable learners to take ownership of their learning.

Bronze	Silver	Gold
7.1b. Lead teachers are exploring giving students increased responsibility for their learning. They build curiosity using a coaching approach and demonstrate how they are learners too	**7.1s.** Most learning is characterised by a range of collaborative learning strategies to deepen teamwork behaviour and helping learners to see each other as resources (not rivals) for learning.	**7.1g.** Most practitioners, as skilled coaches, resist offering solutions, enabling students to confront and engage with challenge. The classroom has become a learning community where everyone learns from each other.

Brief explanation of the indicator:

The culture of many classrooms is changing / has changed. Active learners are not only offered more opportunities to decide what to do, but there is lots of collaborative activity where learners develop their social dispositions and learn to learn as a team

What this Level Indicator is about and what this means in practice.

This indicator concerns the spread of a classroom culture that is rooted in students taking greater responsibility for their own learning. **Many** teachers have adopted the learning culture described in 7.1b and have also extended this to include more student interaction through group or team learning.

In practice this means:

Devolving Responsibility: Such classrooms are places to learn, rather than places to be taught.

Learning to be collaborative and increasingly co-construct meaning together is a strong feature.

Student questioning is increasingly used to shape learning.

Learners are enabled to exercise choice over what/how they learn.

Learners have an increasing role in monitoring and assessing their own learning.

Coaching: encourages learners to create meaning for themselves and find their own ways to improve.

- Learning is becoming more important than teaching in these classrooms.
- The role of teacher has changed from purveyor of information to 'the guide at the side'.
- The school might be considering renaming classrooms as 'learning spaces'.

Modelling: Many teachers are happy to admit to being uncertain, and believe that 'not knowing yet' is an important message for both learners and teachers.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have documentary evidence to indicate that classrooms are becoming increasingly learning friendly?
- How will teachers describe their efforts to move responsibility to learners?
- How will students describe this?
- 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'?
- Would a learning walk show teachers devolving responsibility when possible?
- Would a learning walk show evidence of teachers coaching learners?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.1 Relating for Learning. This progression of indicators considers how staff gradually devolve responsibility for learning to learners, how they model themselves as learners, and how, by adopting a coaching approach, they enable learners to take ownership of their learning.

Bronze	Silver	Gold
7.1b. Lead teachers are exploring giving students increased responsibility for their learning. They build curiosity using a coaching approach and demonstrate how they are learners too	**7.1s.** Most learning is characterised by a range of collaborative learning strategies to deepen teamwork behaviour and helping learners to see each other as resources (not rivals) for learning.	**7.1g.** Most practitioners, as skilled coaches, resist offering solutions, enabling students to confront and engage with challenge. The classroom has become a learning community where everyone learns from each other.

Brief explanation of the indicator:

This stage deepens and expands the silver level. Most staff are well-versed in coaching techniques and use them routinely. Responsibility for learning is securely placed with the learner and students relish this responsibility. The distinction between teacher and learner is becoming increasingly blurred, and the classroom increasingly resembles a community of enquiry.

What this Level Indicator is about and what this means in practice.

This indicator concerns the extent to which responsibility for learning is placed securely with the learner in classrooms. This sense of devolved responsibility has also been secured by teachers and leaders.

In practice, this means:

Classrooms have become communities of enquiry. Distinctions between teacher and learner are blurring; teachers learn alongside their students.

Devolving Responsibility:

Teachers: ensure that learners are aware of their responsibilities and hold them accountable for carrying them out. Student initiated enquiries are commonplace.

Coaching:

Teachers: coach whenever possible; tell only as a last resort; present knowledge as open to question and provisional in order to prompt exploration; prompt students to enquire thoughtfully, creatively and critically.

Students too are using a coaching approach with each other to further their learning.

Modelling:

Most teachers learn alongside students. They view themselves as learners and demonstrate fallibility, reacting with confident uncertainty to show that they too are still learning.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any documentary evidence from learning walks or reviews to illustrate the extent to which responsibility has been devolved to learners?
- Will practitioners be able to describe why and how they do this?
- Do we have any documentary evidence from learning walks or reviews to illustrate that the prevailing culture is one of coaching rather than telling?
- Will classroom observations confirm this to be the case?
- Is this true for all practitioners, or only for teachers?
- Would practitioners be able to describe how and when they coach learners?
- Do practitioners model the behaviours we are seeking to develop in learners, and how do we know?
- Would students be able to give examples of the responsibilities they have for their own learning?
- Do we have any evidence that students are rising to this challenge?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.2 Talking for Learning. This progression of indicators is concerned with the ways in which teachers use an agreed and growing language for learning to explain the process of learning and nudge it forward.

Bronze	Silver	Gold
7.2b. Lead teachers are beginning to talk about learning and how it works. They use the school's emerging language for learning and encourage students to use it to talk about their learning.	**7.2s.** Talk about the learning process- verbal and feedback – is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.	**7.2g.** Most practitioners use a language for learning fluently to help cultivate and improve students' understanding of their growth as learners. Use of the school's map of progression in learning behaviours keeps the language fresh and useful.

Brief explanation of the indicator:

Lead teachers are becoming more aware of the 'how' of learning and beginning to identify and talk about some students' learning behaviours in lessons. Students are beginning to detect and use this language themselves.

What this Level Indicator is about and what this means in practice.

This indicator explores how lead teachers 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, to nudge learning forward and to explore the nature of the learning process.

In practice, this means that the explorations may include some or more of:

Exploring learning as a process: Conversations may include noticing things about learning:

- What do we mean when we say learning?
- When and where is it best?
- What helps you to do it?
- How does it feel? What hinders your learning?

Prompts of helpful learning behaviours are displayed in classrooms; teachers talk about it with students; articles or news items are used to illustrate it.

Creating a language for learning: discussions about the learning process and are likely to focus on 'what do effective learners do?', and will be rooted in approaches such as P4C, AfL, BLP, HoM etc;

Nudging learning forward: Informal comments and/or written feedback identify and praise effective behaviours.

Whatever approaches the school is using to introduce and explore learning-to-learn, lead teachers will be considering how it will help students to become better learners. (See linked indicator 3.1b).

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any documentary evidence (perhaps from learning walks) that lead teachers are noticing and discussing learning behaviours?
- Is there any documentary evidence to track how and why this has developed (from small scale enquiries, perhaps)?
- How will these teachers describe the impact of their experiments?
- Are there any materials that have been used to stimulate these discussions?
- How will lead teachers describe how they have engaged with students about the learning process and learning behaviours?
- How will students of lead teachers recall these discussions?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.2 Talking for Learning. This progression of indicators is concerned with the ways in which teachers use an agreed and growing language for learning to explain the process of learning and nudge it forward.

Bronze	Silver	Gold
7.2b. Lead teachers are beginning to talk about learning and how it works. They use the school's emerging language for learning and encourage students to use it to talk about their learning.	**7.2s.** Talk about the learning process- verbal and feedback – is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.	**7.2g.** Most practitioners use a language for learning fluently to help cultivate and improve students' understanding of their growth as learners. Use of the school's map of progression in learning behaviours keeps the language fresh and useful.

Brief explanation of the indicator:

Teachers and Teaching Assistants use the language of learning as a basis for commenting on students' work and moving thinking about learning on. Verbal and written feedback on learning encourages students to become confident learners who can talk about their learning and how their learning improves.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent and quality of how teachers commentate on the learning process and how this is spreading across the school. Learning related discussions are part of everyday classroom conversations. Teachers nudge students to adopt positive learning behaviours.

In practice, this means;

Teachers' classroom talk is all focused on the process and experience of learning itself. Sometimes teacher comments encourage students to pay attention to how they are learning. Teacher comments ask them to slow down and notice and appraise the strategies and steps they are using along the way. E.g. "What would have made this easier for you? Where else could you use that?" This helps students to become more reflective and thoughtful about their own learning.

Teachers turn each of the learning behaviours into sets of casual prompts or nudges to move students along in learning. For example, to nudge curiosity/ questioning: "What's odd about that? What does that make you wonder? What do you want to find out? How else could you do that?"

Teachers use the school's language for learning to prompt students' development of learning habits; they draw attention to existing effective behaviours and prompt students to adopt / develop others; oral feedback is well-balanced between content acquisition and the 'how' of better learning; written feedback includes reference to effective learning behaviours – e.g. the recognition of the use of learning behaviours in written work.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do learning reviews provide evidence to confirm that practitioner commentary has a dual focus of both learning behaviours and content?
- Has the school supported / analysed the quality of teacher questioning/commentating techniques and the extent to which these are effective in helping students to improve as learners?
- Is there evidence from work scrutiny that written feedback is increasingly focussing on both the learning process and the content?
- Are there any new thinking routines that have been introduced in order to support effective learning behaviours?
- How would practitioners describe their effectiveness in commentating and nudging learning behaviours?
- Would students be able to describe how their teachers are helping them to become more effective learners?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.2 Talking for Learning. This progression of indicators is concerned with the ways in which teachers use an agreed and growing language for learning to explain the process of learning and nudge it forward.

Bronze	Silver	Gold
7.2b. Lead teachers are beginning to talk about learning and how it works. They use the school's emerging language for learning and encourage students to use it to talk about their learning.	**7.2s.** Talk about the learning process- verbal and feedback – is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.	**7.2g.** Most practitioners use a language for learning fluently to help cultivate and improve students' understanding of their growth as learners. Use of the school's map of progression in learning behaviours keeps the language fresh and useful.

Brief explanation of the indicator:

Teachers use sophisticated prompts drawn from the school's map of progression in learning behaviours to deepen students' understanding of themselves as learners. They talk with fluency and precision borne of sustained practice. Their skilful timely comments nudge students' learning behaviours forward.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent and quality of teachers' oral commentary and written feedback about how students learn and how this is used to help students become more effective learners in line with the school's map of progression in learning.

In practice, this means:

Exploring learning as a process: The school will have considered how to ensure progression in the acquisition of learning habits. Teachers actively secure this progression by developing the learning language as students move through the school (see indicator 11.2) Students have regular opportunities to self-assess progress in, both content and learning habits, and set their own targets for development.

By this level teachers are able to offer coaching feedback:

About **tasks**…'Does this answer meet the success criteria? What other information do you need to meet the criteria?'

About the **learning process**…'Are there more efficient strategies you could use? What other Qs could you ask about this task?'

About **self regulation**… 'What would be the best way of checking your answer? How have your ideas changed?'

Teachers 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do learning reviews and work scrutinies provide any evidence to confirm that teacher commentary and written feedback have a dual focus of both learning and content?
- Do learning reviews / walks provide evidence that the language used in classrooms is at the level of the school's map(s) of progression?
- Is there evidence that written feedback is having a positive effect on students' targets for development as effective learners?
- How would teachers describe how they plan their comments to nudge learning forward?
- Would students be able to describe how their teachers' comments, nudges and coaching helps them to become more effective learners?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.3 Constructing Learning. This progression of indicators considers how staff link curriculum content with learning behaviours within a model for learning that has reflection at its core.

Bronze	Silver	Gold
7.3b. Lead teachers are beginning to make conscious choices about which learning behaviours to introduce and couple with content to make learning interesting and challenging.	**7.3s.** Most learning opportunities are designed to ensure students learn at the edge of their comfort zone, reflect on the learning process and stretch their learning behaviours.	**7.3g.** Skilfully orchestrated, challenging, dual focused, open ended learning activities are used, and routinely monitored and evaluated by students, across the school.

Brief explanation of the indicator:

Lead teachers are aware of learning behaviours students need to exercise in lessons and increasingly plan learning with these in mind. Learning is planned with regular opportunities for reflection.

What this Level Indicator is about and what this means in practice.

This indicator is about an emerging understanding in some teachers that students should be alerted to and encouraged to discuss/reflect on how they learn, in addition to what they are learning. There is a growing awareness that the activities that teachers design affect the learning behaviours that students exercise, and that such activities need to provide challenge if they are to develop both content and learning behaviours.

In practice, this means:

Reflection: Some teachers will be taking opportunities that arise naturally to discuss and reflect on how students are learning during lessons and at review points

Linking content with learning behaviours:

Lead teachers will experiment with putting emphasis on learning behaviours alongside content. Lessons become dual focused…on the how of learning as well as the what (content) of learning. In planning lessons teachers may consider **not only** what skills, knowledge and understanding will be required but **also** how such content will cause students to use/stretch their emotional/social/cognitive/meta learning capacities.

Lesson design focuses on learning rather than teaching through questions such as:

- Which learning behaviour(s) will best enable students to get to grips with this content?
- What type of activity will best harness and stretch these learning behaviours

(See linked indicators 3.2b, 8.3b and 6.1b)

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any documentary evidence (perhaps from learning walks) that teachers are noticing learning behaviours?
- Ditto planning for learning behaviours?
- Ditto discussing and reflecting on learning behaviours?
- Ditto that teachers are identifying the relevant behaviours and not just relying on old favourites like perseverance which can become code for 'working hard' if used indiscriminately?
- Is there any documentary evidence to track how and why this has developed (from small scale enquiries, perhaps)?
- Have teachers, who are experimenting with this, got any supporting documentation relating to triumphs, pitfalls or difficulties?
- How will these teachers describe the impact of their experiments?
- How will students who have been exposed to it describe this change?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.3 Constructing Learning. This progression of indicators considers how staff link curriculum content with learning behaviours within a model for learning that has reflection at its core.

Bronze	Silver	Gold
7.3b. Lead teachers are beginning to make conscious choices about which learning behaviours to introduce and couple with content to make learning interesting and challenging.	**7.3s.** Most learning opportunities are designed to ensure students learn at the edge of their comfort zone, reflect on the learning process and stretch their learning behaviours.	**7.3g.** Skilfully orchestrated, challenging, dual focused, open ended learning activities are used, and routinely monitored and evaluated by students, across the school.

Brief explanation of the indicator:

Most teachers are now aware of the learning habits they are trying to help students to build. In many lessons, one or two learning habits will be infused with content. Lessons are planned with learning in mind and will offer opportunities for reflection on what was learned and how it was learned.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent of lessons; that have the dual focus of developing learning habits in order to enable students to acquire content more readily and effectively; that are characterised by rich and challenging activities; that have regular opportunities for activity and for reflection.

In practice, this means:

Reflection: Lesson review points encourage learners to reflect on both content acquisition and learning capacity development

Linking content with learning behaviours:

Lessons are characterised by intended learning outcomes that include both content and related learning behaviours (from the school's chosen language and map of progression), and both are being made explicit. [See linked indicators 6.1s 11.2s]; many Schemes of Learning and planning proformas will have been adapted accordingly. Most teachers are using the school's learning language drawn from its Learning Framework more fluently, and many have integrated language drawn from the school's map of progression into their teaching plans; many teachers are using this split screen approach, although where the approach is in its infancy, the teaching may be a little more stilted or hesitant than usual.

Rich, challenging activities: Many teachers orchestrate a range of engaging activities that deepen content understanding and require students to expand their learning repertoire.

Teaching routines to support and focus ways of thinking are evident; Visible Thinking Routines, like See/Think/Wonder.

Things that will indicate that you have reached this stage.

Ask yourself:

- Is there any documentary evidence (perhaps from Learning Reviews or learning walks, reviews or team plans) of the extent to which:
  - the school's map of progression is being used to plan dual-focused teaching?
  - reflection a regular feature of lessons?
  - activities are being designed to stretch learning behaviours identified in the school's map of progression?
- 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 describe their lesson planning strategies?
- How would students describe their 'average' lesson - would they include reference to learning habits in their description?
- Are some curriculum areas / phases taking to this approach more easily than others?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.3 Constructing Learning. This progression of indicators considers how staff link curriculum content with learning behaviours within a model for learning that has reflection at its core.

Bronze	Silver	Gold
7.3b. Lead teachers are beginning to make conscious choices about which learning behaviours to introduce and couple with content to make learning interesting and challenging.	**7.3s.** Most learning opportunities are designed to ensure students learn at the edge of their comfort zone, reflect on the learning process and stretch their learning behaviours.	**7.3g.** Skilfully orchestrated, challenging, dual focused, open ended learning activities are used, and routinely monitored and evaluated by students, across the school.

Brief explanation of the indicator:

The dual focused learning opportunities are now commonplace across the school. Activities are challenging and stretch both content understanding and learning behaviours. Teachers are fluent in the language of learning and the growth of learning habits is seamlessly integrated with content and is a source of reflection.

What this Level Indicator is about and what this means in practice.

This indicator is about how skilfully lessons with a dual focus on both content acquisition and progression in learning behaviour(s) are being delivered across the school, and the extent to which learning is both active and a source of reflection. In such lessons, the habits are signalled, related to the content, drive the content acquisition, and distilled and reflected on at review points throughout.

In practice, this means:

Reflection: Lesson review points routinely address both content acquisition and the functioning of the learning skill. The culture is one of high progress driven by secure and sophisticated learning behaviours that are reflected on, developing and widely applied.

Linking content with learning behaviours: The development of learning behaviours is planned to ensure their progression; lessons will be characterised by intended learning outcomes that couple content and related learning behaviours that drive the content learning forward, Schemes of Learning will have been adapted to include progression in learning behaviours; planning proformas will note the 'level' of learning behaviour being provoked.

Rich, challenging activities: Lessons are characterised by a wide range of rich, challenging and open-ended activities that engagingly develop understanding of content and stretch learning behaviours.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- 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?
- Does the school have any documentation from learning walks / reviews to indicate that reflection on the process of learning is commonplace?
- Are activities in lessons sufficiently challenging to both develop content and stretch learning behaviours?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.4 Celebrating Learning. This progression of indicators considers how staff communicate and enact the school's beliefs about learning friendly cultures.

Bronze	Silver	Gold
7.4b. Displays and talk in some classrooms show a positive learning centred attitude to overcoming mistakes, errors and being stuck and building students' perseverance.	**7.4s.** Most learning environments are set up to reinforce positive messages about learning with an emphasis on growth as a learner.	**7.4g.** Positive learning messages reflecting the school's learning values about the growth of learning habits permeate the school's physical environment and reflect the school's map of progression in learning.

Brief explanation of the indicator:

Learning prompts and / or learning walls are used to remind and inspire students about effective ways of learning.

What this Level Indicator is about and what this means in practice.

This indicator is about how the nature of display in some classrooms is being used to create awareness of and support for the development of effective learning and the importance of learning from mistakes.

In practice, this means:

Growing learning habits: Lead teachers alert students to the learning behaviours they are using and/or required to use, and enable students to exercise specific learning behaviours.

Re-defining failure: Mistakes are seen as a natural part of learning and recognised as valuable; something to learn from and improve on, something to change and try new ways, taking a risk and then learning from it if it doesn't work. Similarly 'stuck' is promoted as an interesting place to be rather than a place of shame. Getting stuck, coming against a brick wall, not knowing what to do next is treated as a natural part of learning. If you don't get stuck the learning is probably not challenging enough.

Learning on display: for example,

- make reference to effective learning behaviours
- focus on **how** a successful piece/artefact/ solution was produced, including the mistakes along the way
- use interactive learning walls
- have pictures of absorbed, focused learners
- show lists/photos of what good learners do
- show work in progress (emphasising learning as a process, not an outcome)
- show the development of a learning project.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any documentary or photographic evidence to illustrate that displays in some classrooms focus on both curriculum content and the learning process?
- Would lead teachers be able to describe the strategies, learning prompts and changes to the learning environment that they are exploring in order to broaden students' learning behaviours?
- 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?
- 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'?
- Would a walk around the classrooms of lead teachers convince the observer that all of the above are being explored and developed?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.4 Celebrating Learning. This progression of indicators considers how staff communicate and enact the school's beliefs about learning friendly cultures.

Bronze	Silver	Gold
7.4b. Displays and talk in some classrooms show a positive learning centred attitude to overcoming mistakes, errors and being stuck and building students' perseverance.	**7.4s.** Most learning environments are set up to reinforce positive messages about learning with an emphasis on growth as a learner.	**7.4g.** Positive learning messages reflecting the school's learning values about the growth of learning habits permeate the school's physical environment and reflect the school's map of progression in learning.

Brief explanation of the indicator:

Positive messages about learning are now a commonplace. The thrills and spills of the learning process are reinforced in the way learning is displayed. The growth in learning behaviours and independence in learning is celebrated.

What this Level Indicator is about and what this means in practice.

This indicator is about what teachers notice and commend and what they don't, what they put on the walls, how growth in learning capacity is acknowledged how the learning environment is used to create awareness of and support for the growth of effective learning habits.

In practice, this means:

Growing learning habits: The emphasis in many classrooms has shifted from 'how was I learning' to 'how well was I learning'. Stimulated by the school's interest in and understanding of how learning behaviours improve, teachers are experimenting with ways of alerting students to how their learning habits are growing.

Growth or improvement in learning behaviours are recognised in displays, in photographs, in learning assemblies, in certificates.

Re-defining failure: Teachers celebrate the importance of making and learning from mistakes; feedback encourages learners to reflect on the mistakes they have made and how/what they might learn from them. Being stuck is recognised as an interesting place to be

Learning on display: Displays in most classrooms make reference to effective learning behaviours/habits; some displays explain the fine-grain detail of learning habits; there are examples of displays that focus on how the successful piece/artefact/solution was produced.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?

- Are there any displays, left over from previous initiatives that give mixed messages? Take a look at any posters relating to 'Classroom Rules', for example – do they give a consistent, learning focused message?

- 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?

- 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?

- Would teachers be able to describe how they make use of display and the physical learning environment to support and develop effective learning behaviours?

With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 7. Teaching for a Learning Culture

Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition. [See also the corresponding indicator in Principle 8].

What the indicator strand is about:

7.4 Celebrating Learning. This progression of indicators considers how staff communicate and enact the school's beliefs about learning friendly cultures.

Bronze	Silver	Gold
7.4b. Displays and talk in some classrooms show a positive learning centred attitude to overcoming mistakes, errors and being stuck and building students' perseverance.	**7.4s.** Most learning environments are set up to reinforce positive messages about learning with an emphasis on growth as a learner.	**7.4g.** Positive learning messages reflecting the school's learning values about the growth of learning habits permeate the school's physical environment and reflect the school's map of progression in learning.

Brief explanation of the indicator:

The physical environment and displays in classrooms and in public circulation areas transmit positive messages of learning and how it can be improved. Learning areas are set up to afford learner responsibility.

What this Level Indicator is about and what this means in practice.

This indicator is about the messages about learning that the school's physical environment conveys relating to the importance of learning from mistakes and how learning behaviours develop. The language used is derived from the school's map of progression.

In practice, this means:

Growing learning habits: 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. Many displays in public spaces reference effective learning. Displays focus on the growth of learning habits.

Re-defining failure: 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.

Learning on display: 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.

Photographs of students using learning behaviours may be visible. Learning profiles of staff may be visible.

Learner of the week/month/term/year (awarded for effort or learning behaviour development) may be on display.

Learning quotes and signs are used around the school.

Learning displays are couched in 'could be' language and invite closer scrutiny and interest.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Have you checked that there are no displays, left over from previous initiatives that give mixed messages?
- Are progression maps in evidence? Are they used? How are they used? Who uses them?
- Is the message 'mistakes are how we learn' frequently evident in display?
- 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?
- Do we have any documentary or photographic evidence to illustrate that school displays focus on celebrating and provoking positive learning behaviours including making mistakes?
- Do we have any documentary or photographic evidence to illustrate that school displays focus on the growth of learning behaviours?
- Would practitioners be able to describe how they actively make use of display and the school's wider physical environment to promote effective learning development?
- Would students be able to describe how they make use of display to support the growth of their own learning behaviour?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.1 Learning relationships. This progression of indicators considers how learners respond to gradually being given greater responsibility for their own learning.

Bronze	Silver	Gold
8.1b. Students of lead teachers feel welcome in classroom, are involved in decision-making processes and take an active part in learning.	**8.1s.** Most learners understand and act on their responsibility as learners, they learn constructively with their peers and with their teachers.	**8.1g**. Students feel empowered to learn independently and have a rich view of themselves as a learner.

Brief explanation of the indicator:

The experiments of lead teachers are beginning to impact on students. They feel more involved in the decision making process. They are realising that they can have more control of their learning than they previously thought. They are getting used to, even liking, their teachers not providing ready answers.

What this Level Indicator is about and what this means in practice.

- This indicator is about how students are responding to teachers' efforts to encourage and enable them to take a more active role in their own learning.
- Students who are exposed to this learning culture:
- Are coming to realise that teachers are there to help them to learn for themselves rather than provide ready answers. They are getting used to, and even enjoying, this.
- Have noticed that they spend more time finding things out for themselves and less time listening to the teacher.
- Find their lessons more stimulating, more involving.
- Create their own understandings for themselves, rather than trying to remember someone else's. However, at this stage students are unlikely to be aware of this shift of emphasis.
- Are beginning to see classrooms as places where they belong and have a purpose, rather than places where they are simply told what to think.
- Increasingly feel a welcome part of the classroom and a valued contributor to that
- their teachers are also learners.

Things that will indicate that you have reached this stage.

Ask yourself:

- Would such students be able to describe how their classroom experience is beginning to change?
- Do these students find their classrooms more welcoming, more comfortable places to be?
- Do they feel that they are able to contribute more?
- Do they enjoy this change, or would they rather let their teacher think things through for them?
- And how do you know?
- What would classroom observations / learning walks or student interviews reveal about all students being more involved and feeling welcome/comfortable in the classroom?
- Do students understand what their teachers are doing differently, and more importantly, why they are doing it?
- Do they appreciate these increased levels of responsibility?
- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.1 Learning relationships. This progression of indicators considers how learners respond to gradually being given greater responsibility for their own learning.

Bronze	Silver	Gold
8.1b. Students of lead teachers feel welcome in classroom, are involved in decision-making processes and take an active part in learning.	**8.1s.** Most learners understand and act on their responsibility as learners, they learn constructively with their peers and with their teachers.	**8.1g**. Students feel empowered to learn independently and have a rich view of themselves as a learner.

Brief explanation of the indicator:

Many students accept and act on their responsibility for learning. They are becoming more self-reliant and increasingly willing and able to learn with and from their peers. They no longer expect or want their teachers to do it for them.

What this Level Indicator is about and what this means in practice.

- This indicator is about how the shift of responsibility is gaining traction and is a feature of many classrooms – it is increasingly becoming 'the way we do things here'. Many students are taking an active role in their own learning and with reduced 'teacher telling' they are becoming more reliant on themselves and their peers, with whom they learn constructively. Increasingly they feel welcome in their classrooms and believe that their contribution is valued.

- Many Students:

- Enjoy the fact that they are encouraged to work things out for themselves, and understand why this is a better way to learn.

- Are becoming increasingly self-reliant and willing to utilise their own resources before seeking help.

- Are becoming increasingly skilful at learning with and from their peers. They understand the essence and point of team working.

- Create their own understandings for themselves, rather than trying to remember or memorise someone else's.

- See their classrooms as places they learn rather than places they are taught.

- Feel welcome and valued.

- Understand that their teachers are also learners.

Things that will indicate that you have reached this stage.

Ask yourself:

- Would students be able to describe how their classroom experience has changed?

- Do they relish this change, or would they rather let their teacher think it through for them? How do you know?

- In what ways are students finding their classrooms more welcoming? Why?

- Why do they feel that their contributions are becoming more valued?

- What would classroom observations or learning walks or student interviews reveal about this?

- What have teachers across the school been doing differently to cause students to become more self- reliant.

- Can students say why they need these increased levels of responsibility?

- What would convince you that students becoming more self-reliant?

- How widespread is this shift of responsibility? Does it survive the approach of external examinations?

- Are students becoming more effective at learning with and from their peers? What evidence could you offer that such improvements are well underway?

- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.1 Learning relationships. This progression of indicators considers how learners respond to gradually being given greater responsibility for their own learning.

Bronze	Silver	Gold
8.1b. Students of lead teachers feel welcome in classroom, are involved in decision-making processes and take an active part in learning.	**8.1s.** Most learners understand and act on their responsibility as learners, they learn constructively with their peers and with their teachers.	**8.1g**. Students feel empowered to learn independently and have a rich view of themselves as a learner.

Brief explanation of the indicator:

Learning is a shared responsibility. Students exhibit self-reliance and are skilful collaborative learners. They behave as a supportive learning community that is learning its way forward together.

What this Level Indicator is about and what this means in practice.

- This indicator is about how learning has become a shared responsibility within the school. Students are taking an active role in their own learning and demonstrate self-reliance. They feel both welcome in and valued as contributors in all aspects of school life. Collectively they enjoy and are highly skilled at learning with and from their peers and others, both in school and elsewhere. The distinction between learner and teacher has become increasingly blurred as students now emulate how adults use coaching approaches to deepen learning in others.
- Most Students have become effective interdependent learners who:
- Expect to learn together with others under their own commitment; using teachers' expertise as a last resort.
- Are self-reliant and utilise their own resources and those of their peers before seeking help.
- Are skilful at learning with and from their peers within a community of enquiry.
- Feel welcome and valued for their unique contribution to the classroom learning culture.
- Are agents of their own learning, taking control of learning with relish.
- Frame and pursue their own lines of enquiry.
- Are happy to seek assistance from 'experts' and from expertise beyond the school.
- Accept responsibility for their own learning and that of their peers.
- Are becoming skilful coaches and, in many senses, teachers.
- Learn alongside and with their teachers.

Things that will indicate that you have reached this stage.

Ask yourself:

- To what extent do students understand and accept responsibility for their own learning?
- How would students describe their role in the classroom?
- Would almost all students answer in this way?
- How do you know that students feel valued contributors to their classrooms?
- Is shared responsibility a consistent feature in almost all learning experiences?
- What would classroom observations or learning walks or student interviews reveal about 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 evidence do we have that shows our understanding of a 'community of enquiry'? Does the school act as one?
- Are students highly skilful, collaborative learners? What evidence do we have that students' collaborative skills are fit for purpose?
- Does all of this survive the approach of external examinations?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.2 Talking for Learning. This progression of indicators is concerned with how learners absorb the language of learning, using this to understand themselves as a developing learner.

Bronze	Silver	Gold
8.2b. Students of lead teachers are being enabled to talk about the process of learning using the school's emerging language.	**8.2s**. Many students are able to describe their learning strengths and weaknesses using the school's language for learning.	**8.2g.** Most students have a sophisticated language with which to discuss the learning process, view themselves positively as learners and can describe how their learning is improving.

Brief explanation of the indicator:

The classroom talk of lead teachers has gone beyond 'try hard' or 'do your best' and now uses phrases, ideas, concepts from the school's emerging language of learning. Students are beginning to better understand the process of learning and their role in it.

What this Level Indicator is about and what this means in practice.

- This indicator is about how students of lead teachers are coming to understand the process of learning by hearing and developing a language with which to discuss it. This language will often be used tentatively at this phase, but has already moved beyond simple labels of learning habits.
- Students who are exposed to lead teachers experiments will pick up the school's emerging language for learning. They will:
- Be able to describe 'effective learning' using the school's emerging language – e.g. if the school is basing its language around BLP, students will already be aware of words like Resilience, but will be able to go beyond these big concepts and talk about the disposition to persevere, collaborate, to be curious etc. with a degree of understanding. [The same would be true for any other model of learning that the school has chosen – i.e. language of learning has gone beyond the 'banner headlines' and is becoming more precise]
- Be beginning to understand themselves as learners, whereas previously they were 'people who were taught'.
- View themselves positively as learners who can talk about how they learn, but at this stage will have little idea of how their learning is improving.
- Be using the language to begin to take some control of their own learning behaviours.

Things that will indicate that you have reached this stage.

- Ask yourself (in relation to students of lead teachers):
- Do we have any documentary evidence from learning walks to suggest that students of lead teachers are beginning to develop an elaborated view of learning?
- How, at interview, would such students discuss the process of learning?
- 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?
- As a school, have we secured, at bronze level, Principle 3 - A Language for Learning, which is closely linked to indicator 8.2?
- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.2 Talking for Learning. This progression of indicators is concerned with how learners absorb the language of learning, using this to understand themselves as a developing learner.

Bronze	Silver	Gold
8.2b. Students of lead teachers are being enabled to talk about the process of learning using the school's emerging language.	**8.2s**. Many students are able to describe their learning strengths and weaknesses using the school's language for learning.	**8.2g.** Most students have a sophisticated language with which to discuss the learning process, view themselves positively as learners and can describe how their learning is improving.

Brief explanation of the indicator:

Many students have developed a fluent language with which to discuss how they learn. They are able to describe their learning strengths and relative weaknesses, can identify behaviours that they are trying to improve and how they are hoping to do this.

What this Level Indicator is about and what this means in practice.

- This indicator is about how students talk fluently about themselves as learners, how well they understand what they need to improve based on feedback from their teachers, and how they are going to go about it. At Silver level, at least half of students need to be able to do this.

- The key aspect here is that enough students are able to discuss their learning fluently. As a consequence, many students:

- Can talk fluently about key learning behaviours such as, collaboration. They will know what it means, why it's an important thing to do, how doing it helps them learn, how they are improving this disposition and what their improvement target is like… adopting different team roles, or sharing their own ideas and building on the ideas of others. The same will be true for other key learning behaviours.

- The school has yet to communicate its progression map very widely, and the language from the map is only likely to have become part of some students' lexicon as yet. (See indicator 11.3s)

- Students will be able to talk about their learning strengths and weaknesses in relation to learning strategies… how they keep an eye on their learning as they go along, how they ask themselves how it measures up to expectations when it's finished, whether the strategies they used worked, what might have made it even better. i.e. they are showing a growing meta-cognitive ability.

- Students use feedback from teachers, both nudging comments and written feedback, to better understand what they need to do to improve as a learner.

- Students are able to act on this advice.

Things that will indicate that you have reached this stage.

Ask yourself:

- Can many of our students discuss how they learn with appropriate fluency? Can our they describe their learning strengths and relative weaknesses? Can some identify what they are trying to improve?

- Are students alert to the nudging comments and written feedback that teachers make about learning behaviours? Are they acting on this advice?

- Can 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? Do enough of our students use the school's learning language with 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?

- Do enough of our students understand some of the dispositions that lie behind terms like collaborate or persevere?

- 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?

- Have we conducted any formal conversations with students to test this out? Is there any resulting documentary or camera evidence?

- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.2 Talking for Learning. This progression of indicators is concerned with how learners absorb the language of learning, using this to understand themselves as a developing learner.

Bronze	Silver	Gold
8.2b. Students of lead teachers are being enabled to talk about the process of learning using the school's emerging language.	**8.2s**. Many students are able to describe their learning strengths and weaknesses using the school's language for learning.	**8.2g.** Most students have a sophisticated language with which to discuss the learning process, view themselves positively as learners and can describe how their learning is improving.

Brief explanation of the indicator:

A sophisticated language of learning is now used in classrooms. It stems from the school's progression map of growth in learning behaviours Students are able to describe their learning in relation to the map(s), and decide how they need to improve as a learner.

What this Level Indicator is about and what this means in practice.

- This indicator is about how students are able to talk with fluency and precision about how they are planning to improve their learning behaviours. At Gold level, the majority of students need to be able to do this in age-appropriate language.
- The key aspect here is that enough students are able to fluently discuss their learning and how they are improving using a language drawn from the school's progression map(s).
- As a consequence, most students:
- Have a sufficiently fluent, precise language with which to discuss their learning. At this stage they will be aware of progression steps from 'can't' to 'can' in the key learning behaviours {as identified in the school's map of progression and introduced to some students in Silver level). The same will be true for all of the school's key behaviours
- The school has shared its progression map widely, and the language from the map is becoming part of students' lexicon;
- Will be able to understand and communicate the skills that make up key learning behaviours.
- 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 plans;
- Will have a positive view of themselves as learners and feel able to take control of their improvement trajectory.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do most of our students use the school's progression learning language with 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?
- Are most of our students aware of the progression trajectories embedded in our progression map(s) and how they apply to their development as a learner? Do they have an accurate sense of themselves as learners in relation to phases of development?
- Is oral and written feedback in relation to learning behaviours sufficiently precise to enable students to develop as learners, and do our students act on this feedback?
- 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?
- What evidence do we have that our students have a positive outlook about their ability to control the development of their own learning?
- Have we conducted any formal conversations with students to test this out? Is there any resulting documentary evidence?
- What are our learning walks telling us?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.3 Constructing Learning. This progression of indicators is about the extent to which the rich model of learning in the classroom is enabling learners to become managers of their own learning.

Bronze	Silver	Gold
8.3b. Students of lead teachers are able to identify, with some degree of precision, the learning behaviours they are using in the classroom.	**8.3s.** Many students are aware of and reflect on their learning behaviours and can select which ones are likely to lead to success in overcoming challenge.	**8.3g.** Most students are reflective learners, able to think for themselves, take responsible risks and manage their own learning.

Brief explanation of the indicator:

Students of lead teachers are beginning to intentionally use a limited range of learning behaviours being introduced and blended into learning activities.

What this Level Indicator is about and what this means in practice.

- This indicator is about how students are picking up on the changes that lead teachers are signalling in their teaching, and seeing how learning behaviours feel in use. Lead teachers are drawing students' attention to which learning capacity students are using when they are 'doing' an activity (see linked indicators 7.3b and 3.2b), Students are becoming aware of the fact that they have a range of learning capacities that they were previously unaware of.
- Learners who are exposed to lead teachers who are trialling this:
- Are becoming aware of the names, purposes and feeling associated with some learning behaviours.
- Are becoming familiar with and begin to reflect on the how of learning when asked to.
- Find their teachers' habit of alerting them to learning behaviours useful.
- Contribute to reflective discussions about the 'how' of learning with increasing understanding.
- Are wrestling with more challenging activities but because of positive attitudes to making mistakes (7.4) are finding this engaging.
- Are coming to understand that learning is a risky process and that challenging activities are more worthwhile.

Things that will indicate that you have reached this stage.

Ask yourself:

- What documentary evidence do we have from learning walks or similar that show students are detecting a link between learning talk and action?
- How would such students describe their reactions to being more aware of how learning works?
- Do they appreciate their teachers' attempts to draw their attention to how they are learning?
- What are students' reactions to the injection of greater challenge into lessons?
- Can these students correctly identify the learning behaviours they are using or have at their command, or do they rely on their teachers doing this for them?
- What would observations in the classrooms of lead teachers reveal about the consistency with which this is happening?
- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.3 Constructing Learning. This progression of indicators is about the extent to which the rich model of learning in the classroom is enabling learners to become managers of their own learning.

Bronze	Silver	Gold
8.3b. Students of lead teachers are able to identify, with some degree of precision, the learning behaviours they are using in the classroom.	**8.3s.** Many students are aware of and reflect on their learning behaviours and can select which ones are likely to lead to success in overcoming challenge.	**8.3g.** Most students are reflective learners, able to think for themselves, take responsible risks and manage their own learning.

Brief explanation of the indicator:

Most students are now aware of the learning behaviours they are using and reflect on the 'how' of their learning. Additionally, some students are gaining a nuanced understanding of learning.

What this Level Indicator is about and what this means in practice.

- This indicator is about the extent that students are capable of using their learning behaviours effectively; deciding which ones to use to ensure success; monitoring how they are using the behaviours as they go along; changing tack if needs be; evaluating the outcome and what proved to be effective. Many will be able to achieve this level and as the school's emerging understanding of progression takes hold students' understanding through fine-grain behaviours will increase. Most students enjoy these levels of reflection and can see how it enables them to improve and take charge of their learning.

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- Most students:
- Are aware of the learning behaviours they are exercising as they learn.
- Can reflect on both the content that has been learned and the learning behaviours that were exercised.
- Can self monitor and modify their own learning.
- Are aware of how they might improve their learning behaviours
- Some students:
- Are aware of how they are becoming more effective learners and reflect on what more they need to do.
- Are familiar with the school's map of progression in learning habits and use it to better understand how they learn and what more they can/should do.

Things that will indicate that you have reached this stage.

Ask yourself:

- Could many students 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 use language drawn for the school's map of progression to do this?
- 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 include learning behaviours?
- Do students understand why reflection is a good idea?
- How much are students able to regulate their own learning in terms of: monitoring how they are learning; adopting other behaviours as and when necessary; 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 any learning to learn targets they are currently pursuing?
- How many students are rising to the challenge of stretching, rather than 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?
- Is this practise sufficiently widespread?
- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.3 Constructing Learning. This progression of indicators is about the extent to which the rich model of learning in the classroom is enabling learners to become managers of their own learning.

Bronze	Silver	Gold
8.3b. Students of lead teachers are able to identify, with some degree of precision, the learning behaviours they are using in the classroom.	**8.3s.** Many students are aware of and reflect on their learning behaviours and can select which ones are likely to lead to success in overcoming challenge.	**8.3g.** Most students are reflective learners, able to think for themselves, take responsible risks and manage their own learning.

Brief explanation of the indicator:

Most students use learning habits fluently and, from the school's map of progression, are aware of how to improve them. Many are reflective, independent learners who are able to regulate and manage their own learning.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
• This indicator is about the extent that students are reflective, know how they learn, can think for themselves and take responsible risks when learning. Critically at this level, most students can regulate and manage their own learning now that they have a clear understanding of themselves as learners . • Most students: • Are aware of how they are becoming more effective learners and reflect on what more they need to do. • 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. • Many students: • Are well aware that their lessons help them to both acquire content and exercise / stretch their learning behaviours. • Are aware of how their growth as a learner is linked to and enhances their subject progress and attainment. • Are able to self-regulate and to take responsible risks when pursuing their own goals. • Are reflective about themselves as learners and how / where they might apply their learning behaviours in other areas of their life. • Enjoy learning at the edge of their comfort zone, knowing that this is when learning happens.	Ask yourself: • Is there any evidence from Learning Reviews or learning walks) of the extent to which students: • Are they able to describe themselves as learners with appropriate precision using language drawn from the school's map of progression? • Can they reflect on the process of learning for themselves? • Do they rise to the challenge of stretching their learning behaviours for themselves? Evidence? • Do they know how/when they use these behaviours in other areas of their learning lives? • Are they able to discuss and give examples of how their learning behaviours enhance their content learning? • Can most students talk about what they are doing to become more effective learners? • How do students self-regulate, take responsible risks in pursuit of their own learning goals? • Do they understand the need to operate mostly at the edge of their comfort zone? • What would classroom observations reveal? • Given that 'many' implies around half, and 'most' Is around 90%, do we have evidence that sufficient numbers of our students exhibit these characteristics?

Principle 8. Learning from a Learning Culture

How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. . [See also linked Principle 7].

What the indicator strand is about:

8.4 Celebrating Learning. This progression of indicators considers how learners perceive and respond to experiencing the school's agreed learning values everyday in classrooms.

Bronze	Silver	Gold
8.4b. Students of lead teachers react positively to the learning culture. Students show a practical understanding of making effective use of failure, mistakes or effort.	**8.4s.** Most students have sensed the school's commitment to growing learning habits and are taking an interest in their own growth as a learner.	**8.4g.** Most students learn with confident uncertainty, anticipating making mistakes and learning from them. They are interested in their own development as a learner.

Brief explanation of the indicator:

The shift in emphasis towards a more learner-friendly culture is having a positive effect on students. They are becoming interested in and less afraid of perceived failure. They are starting to realise they have a substantial role to play in learning.

What this Level Indicator is about and what this means in practice.

- This indicator is about the extent to which students of lead teachers are picking up on the changing culture of the classroom, how failure is being re-framed e.g. mistakes seen as valuable rather shameful, Being stuck is an interesting place to be. Classroom display is giving greater focus to the learning process.
- Students who are exposed to lead teachers will be picking up a shift in the classroom culture. They will have:
- Detected that teachers are becoming interested in them as learners and have noticed that some display refers to this. Despite this, many learners may suspect that exam success is the only game in town and some may view the interest in learning as a distraction from the main event.
- Become increasingly aware of the learning behaviours they are using.
- Feel more confident about learning knowing that mistakes and being stuck aren't shameful.
- See mistakes as opportunities to learn rather than something to be avoided at all costs.
- Begun to see and understand themselves as having an active role in learning.
- Use classroom display prompts to support their learning development.
- Become able to identify a range of learning behaviours when they are using them.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any evidence from learning walks to suggest that students of lead teachers are beginning to detect this culture shift?
- How, at interview, would such students talk about this?
- Would they still talk about avoiding mistakes or learning from them, and which would they feel is more important?
- What would you expect to see in display to convince you that this shift is beginning?
- To what extent can you allow teachers to devise their own learning displays, and to what extent do you need a consistent message in all classrooms?
- Have students detected that the classroom is showing signs of discussing / celebrating / rewarding effective learning in addition to successful content learning? What evidence do you have for this?
- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

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Brief explanation of the indicator:

Students understand themselves as developing learners. They are not afraid of making mistakes nor of putting effort into learning. Their understanding of and confidence in learning is growing.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about the extent to which students have become interested in how to become a better learner. They have realised that they can control the learning dispositions to their own advantage and use this to become a better learner. Through teachers making learning the object of attention, students take an increasing interest in their growth as learner and are becoming more confident, assured learners.	Ask yourself:

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which students have become interested in how to become a better learner. They have realised that they can control the learning dispositions to their own advantage and use this to become a better learner. Through teachers making learning the object of attention, students take an increasing interest in their growth as learner and are becoming more confident, assured learners.

Many Students:

Have detected that teachers are interested in them as learners.

Know the learning behaviours they are using.

Appreciate and feel comfortable with mistakes, realising their value as opportunities to learn.

Are aware of themselves becoming better, more confident and happier learners.

Feel proud and supported to see their growth as a learner in classroom displays or school assemblies or reports to parents etc.

. Are aware of the various meanings of 'effort' and realise its potential.

Some students:

Don't shy away from effort. They know that effective learning invariably requires effort and are confident that effort will pay off.

Know that it is important to take an active interest in how they are growing as a learner and they use classroom display to support this.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any evidence from learning walks to suggest that students have detected this culture shift?
- How, at interview, would students talk about the re-definition of failure?
- Would they talk about the importance of making mistakes and learning from them?
- What type of displays would convince you this shift has happened? Consistent across the school?
- Do students make active use of the learning displays in classrooms?
- Are teachers giving a powerful message about becoming a better learner being detected and valued by students?
- What would you expect to see in terms of written feedback to convince you that learning is the object of attention?
- While individual teachers and classrooms have become increasingly learning friendly, have public circulation spaces kept pace?
- Has what the school as an organisation values and celebrates made similar adjustments?
- Do students know what effort means? Do they act on it? Do they feel that they becoming increasingly confident learners?
- With an eye on possible accreditation in the future, can we capture any of these aspects on camera?

Principle 8. Learning from a Learning Culture

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What the indicator strand is about:

8.4 Celebrating Learning. This progression of indicators considers how learners perceive and respond to experiencing the school's agreed learning values everyday in classrooms.

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Brief explanation of the indicator:

Students view and understand themselves as developing learners. They expect learning to be tricky, effortful and rewarding. They are confident, independent lifelong learners.

What this Level Indicator is about and what this means in practice.

- This indicator is about the extent to which students are confident learners who take an active interest in their growth as a learner.
-
- Most Students:
- Understand and value the importance of making mistakes and learning from them,
- Don't shy away from effort, know what effort means and that effective learning invariably requires it.
- Know how to take an active interest in how they are growing as a learner.
-
- Many students:
- Come to school to learn rather than to work.
- Understand that learning is an uncertain yet exciting process that requires effort.
- Take an active interest in their own learning and how it is improving.
- Sense that the school values their growth as learner as much as it does their progress and academic attainment.
- Are interested in and able to describe how they are growing as an effective learner.

Things that will indicate that you have reached this stage.

Ask yourself:

- How do students view lessons? As work, or as learning? If you asked them, what would they say?
- 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 itself?
- Can students explain their growth as learners and how this impacts on their attainment?
- How is an individual student's growth as a learner recorded, monitored, and communicated to parents/carers?
- Do any students still have a fear of making mistakes? Why might that be?
- Does classroom display support / sustain students' active interest in themselves as learners? Through this, are students able to explain how they are growing as effective learners?
- Are students confident that effort will pay off? Do they also make the necessary effort?
- If students were asked what was meant by effort would they all answer in a similar fashion?

Intentionally Blank

Intentionally Blank

Intentionally Blank

Principle 9. Learner Engagement

Learner engagement: Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture.

What the indicator strand is about:

9.1 Student voice. How students are involved in the development of learning strategy.

Bronze	Silver	Gold
9.1b. The school uses the analysis of learners' feedback on their experiences of small scale learning enquiries to improve practice.	**9.1s.** A representative group of students provide learner insights and evidence of their experience of learning and their growth as independent learners.	**9.1g.** Representative student voice group(s) actively research and report on their experiences of and needs for learning. These insights are used to inform the development of learning.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.

This indicator is about how those teachers who are undertaking small-scale classroom enquiries are seeking and acting on feedback from their students on the impact of the changes.

These teachers are:

- exploring new approaches to learning and engaging with their students on how they view those changes
- noticing and recording how students are reacting to changes in teachers' practice at various points within the trial period
- discussing with students their perceptions of the changes and their impact on learning
- sharing with students teacher evidence of how students have changed as learners
- considering how these changes might be more widely adopted
- beginning to think about how such changes might impact on Schemes of Learning or curriculum design
- seeking and are alert to student views of their learning experiences in lesson plenaries and review points

Things that will indicate that you have reached this stage.

Ask yourself:

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

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Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.

This indicator is about whether and how the school has formalised giving a voice to students in relation to learning.

- A randomised group of students is consulted on a regular basis about their experiences of learning.
- Issues like the use of a learning language, challenging tasks, teacher acting as coach, the use of 'could be' language, or collaborative activities, might all be explored for their interest and impact.
- Feedback is taken seriously and informs future developments
- Occasional subject level interviews may also give additional evidence
- Teachers are alert to student views of their learning experiences lesson by lesson, in lesson plenaries and review points, and adapt their practice accordingly

Things that will indicate that you have reached this stage.

Ask yourself:

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

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What the indicator strand is about:

9.1 Student voice. How students are involved is the development of learning strategy.

Bronze	Silver	Gold
9.1b. The school uses the analysis of learners' feedback on their experiences of small scale learning enquiries to improve practice.	**9.1s.** A representative group of students provide learner insights and evidence of their experience of learning and their growth as independent learners.	**9.1g.** Representative student voice group(s) actively research and report on their experiences of and needs for learning. These insights are used to inform the development of learning.

Brief explanation of the indicator:

Representative groups are not only offering feedback but are actively researching learning practice in the school. Their views on curriculum change are also sought and acted on.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which the school empowers student group(s) to offer feedback on learning practice in the school and to actively research how this might be improved.

- Feedback on all teaching, learning and curriculum matters is valued and acted upon.
- Various groups of students are consulted on a regular basis about their experiences of learning.
- Some groups are encouraged and empowered to research learning practice in the school and offer feedback and suggestions for development.
- Feedback is taken seriously and informs future developments.
- Subject/phase level interviews give additional evidence.
- Teachers seek advice from students on their learning in lesson plenaries and review points and adapt practice accordingly
- To ensure that students' views are objective and not subject to peer pressure, this group of students may have been trained in lesson observation techniques and how to give feedback (more likely at secondary level).

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- 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?
- 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?

Principle 9. Learner Engagement

Learner engagement: Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture.

What the indicator strand is about:

9.2 Students as designers of learning. How students are increasingly involved in the design & facilitation of learning.

Bronze	Silver	Gold
9.2b. Some teachers invite students' ideas that are fed into the design of projects and investigations.	**9.2s.** Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum.	**9.2g.** Students relish the many opportunities they are offered to be designers of their own learning across the curriculum.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about the ways in which the some teachers are developing ways of including students' views and ideas in order to inform their curriculum/lesson planning. • Some teachers: 　• have consulted small groups of students on aspects of particular projects 　• have adapted their plans in the light of student ideas 　• are considering how to involve students more widely and formally 　• are considering how such approaches might change classroom practice	Ask yourself: • 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?

Principle 9. Learner Engagement

Learner engagement: Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture.

What the indicator strand is about:

9.2 Students as designers of learning. How students are increasingly involved in the design & facilitation of learning.

Bronze	Silver	Gold
9.2b. Some teachers invite students' ideas that are fed into the design of projects and investigations.	**9.2s.** Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum.	**9.2g.** Students relish the many opportunities they are offered to be designers of their own learning across the curriculum.

Brief explanation of the indicator:

Some teachers work with students to plan and facilitate learning. This is experimental and its impact is being monitored.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about the ways in which teachers are exploring how students might be enabled to design and/or deliver some learning experiences within the curriculum.	Ask yourself:

This indicator is about the ways in which teachers are exploring how students might be enabled to design and/or deliver some learning experiences within the curriculum.

- Many teachers:
  - have planned learning alongside students on occasion
  - have shared their planning and evaluation with students
  - have experimented with using students as teachers
  - are considering how such approaches might change classroom practice
- Some teachers:
  - have developed strategies for gathering and using student feedback to inform learning plans.

Ask yourself:

- Would 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?

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9.2 Students as designers of learning. How students are increasingly involved in the design & facilitation of learning.

Bronze	Silver	Gold
9.2b. Some teachers invite students' ideas that are fed into the design of projects and investigations.	**9.2s.** Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum.	**9.2g.** Students relish the many opportunities they are offered to be designers of their own learning across the curriculum.

Brief explanation of the indicator:

The idea that 'learners become their own teachers' has taken root in many areas of the school. Students are given opportunities to design and deliver learning opportunities, which they relish. The impact is being monitored.

What this Level Indicator is about and what this means in practice.

This indicator is about how students react positively to being involved in designing their own learning.

- 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.
- 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- Would 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?
- Is there any evidence of students' reactions to co-designing/delivering learning?
- How would students describe their perceived role in learning?
- Is this way of working worth pursuing, and what makes you say that?

Principle 10. Parents and Community

The school works in partnership with parents and carers to develop learning dispositions

What the indicator strand is about:

10.1 Informed and contributing parents. How parents are informed of and contribute to the school's learning strategy.

Bronze	Silver	Gold
10.1b. Parents are made aware of the school's approach to deepening learning.	**10.1s.** An accessible version of the school's learning framework is shared with, and used to steer the school's relationship with parents, carers and the community.	**10.1g.** The views of the parents, carers and the community are sought and used to inform learning developments across the school.

Brief explanation of the indicator:

Parents are viewed as partners in supporting students' learning and the school feels it is essential to share emerging ideas and practice about learning. Parents' reactions are monitored and this information used to gauge next steps.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.

This indicator is about how effectively the school shares ideas about learning with parents and the extent to which the school has been sensitive to feedback on this.
 	
 • Parents/governors/others have been informed of the school's emerging exploratory views about the learning process and growing learning habits
 • Such sharing of information is likely to include:
   • what the approach is all about (AfL, HoM, P4C, BLP, PLTS etc)
   • what the school will be/is doing differently
   • what the students will be/are doing differently
   • what impact it is expected to have.
 • Information might be shared through:
   • websites and newsletters
   • parents' evenings
   • curriculum information sheets
   • special learning sessions etc.
	Ask yourself:
	
	 • How 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?
	 • 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?

Principle 10. Parents and Community

The school works in partnership with parents and carers to develop learning dispositions

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Brief explanation of the indicator:

The school has settled on a learning framework based on the learning sciences. The framework has been carefully dejargonised and made understandable for parents in a variety of media. The school's messages about and approaches to learning influence how the school develops its relationship with parents and other stakeholders.

What this Level Indicator is about and what this means in practice.

This indicator is about how effectively the school keeps parents and others informed about the school's learning framework through a variety of means.

- 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.
- Governors are well informed.
- 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have documentary evidence that records how we have kept parents updated and interested in learning?
- 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?
- Do we have any evidence of how well-received and effective our efforts to share our learning ideals with parents are?
- Are we seeing a change in how parents are involved with / responding to the school's focus on learning behaviours?

Principle 10. Parents and Community

The school works in partnership with parents and carers to develop learning dispositions

What the indicator strand is about:

10.1 Informed and contributing parents. How parents are informed of and contribute to the school's learning strategy.

Bronze	Silver	Gold
10.1b. Parents are made aware of the school's approach to deepening learning.	**10.1s.** An accessible version of the school's learning framework is shared with, and used to steer the school's relationship with parents, carers and the community.	**10.1g.** The views of the parents, carers and the community are sought and used to inform learning developments across the school.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which parents' (and others) views on learning are sought and taken into account to inform future developments.

- 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).
- Feedback from the group(s) forms part of the school's monitoring and evaluation systems and is used to guide future developments.
- Parents know, understand and are committed to the school's learning philosophy and are keen to be consulted, engaged, informed of its development.

Things that will indicate that you have reached this stage.

Ask yourself:

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

Principle 10. Parents and Community

The school works in partnership with parents and carers to develop learning dispositions

What the indicator strand is about:

10.2 Building parent power. How parents are kept informed and helped to contribute to their child's development as a learner.

Bronze	Silver	Gold
10.2b. School leaders are evaluating how emerging practice on deepening learning behaviours might best be reflected in reports to parents.	**10.2s.** Parents are kept informed effectively of their child's progress in developing learning habits.	**10.2g.** The school offers guidelines and examples of how parents can best support the development of their child's learning habits in everyday life.

Brief explanation of the indicator:

The school is concerned that its reporting to parents may currently concentrate on targets and levels. There is, therefore, an emerging debate about how best to capture and report on wider/richer aspects of children's learning.

What this Level Indicator is about and what this means in practice.

This indicator concerns the extent to which the school is beginning to think through the implications of a shift in focus towards the wider aspects of students' learning on their reporting systems.

The debate will likely consider:

- 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?
- what is manageable for teachers?

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Who else beyond SLT have been involved, and how would they describe their contributions?
- What conclusions have been reached, and why?

Principle 10. Parents and Community

The school works in partnership with parents and carers to develop learning dispositions

What the indicator strand is about:

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Bronze	Silver	Gold
10.2b. School leaders are evaluating how emerging practice on deepening learning behaviours might best be reflected in reports to parents.	**10.2s.** Parents are kept informed effectively of their child's progress in developing learning habits.	**10.2g.** The school offers guidelines and examples of how parents can best support the development of their child's learning habits in everyday life.

Brief explanation of the indicator:

With the school's learning framework in place – staff have agreed new ways of reporting to parents about their child's progress/ tendencies in learning behaviours. The school is determined to keep wider views of learning high on parent's agenda.

What this Level Indicator is about and what this means in practice.

This indicator is about the ways in which the school enables parents to be aware of their child's progress as a learner in the broadest sense.

- In addition to subject level comments, reports to parents:
  - highlight learning strengths and areas/ strategies for development in line with the school's learning framework
  - use a non-jargonised version of the school's language for learning
  - 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.
- Rewards systems will have been adapted to reflect the Learning Framework and keep parents informed of learning successes.
- A range of ways of keeping parents up-to-date with their child's progress is being trialled – e.g. on-line profiles / reports, different types of face-to-face contact.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- 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?

Principle 10. Parents and Community

The school works in partnership with parents and carers to develop learning dispositions

What the indicator strand is about:

10.2 Building parent power. How parents are kept informed and helped to contribute to their child's development as a learner.

Bronze	Silver	Gold
10.2b. School leaders are evaluating how emerging practice on deepening learning behaviours might best be reflected in reports to parents.	**10.2s.** Parents are kept informed effectively of their child's progress in developing learning habits.	**10.2g.** The school offers guidelines and examples of how parents can best support the development of their child's learning habits in everyday life.

Brief explanation of the indicator:

The school is going beyond keeping parents informed – to harnessing their engagement in actively contributing to growing/strengthening their child's learning character. Parents and carers are offered practical guidance in how best to form / grow / re-grow their child's learning habits.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which 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.

- Guidance is readily available and accessible to parents. The school is making sustained efforts to help parents understand how they can support their child's learning development.
- The partnership with parents is ensuring that the home reinforces the same messages about learning that are embodied in the school's learning framework.
- Many parents understand and can explain how they can support their child to become an effective learner.

Things that will indicate that you have reached this stage.

Ask yourself:

- What documentary evidence do we have that we regularly offer guidance and support to parents?
- Would parents, if asked, be aware of this support and guidance?
- Do we have any evidence from parents that this guidance is being used?
- Can we cite any examples where this home/ school liaison has had a significant impact?

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.

Bronze	Silver	Gold
11.1b. Lead staff are debating how to tackle the assessment of students' growth as confident learners.	**11.1s.** The school is testing a variety of formative methods of assessing, recording and reporting progression in learning habits.	**11.1g.** The school's assessment recording and reporting system blends progression in learning habits with assessment of progress, attainment and other key indicators of pupil performance.

Brief explanation of the indicator:

There is a growing recognition that current assessment practice is only concerned with curriculum levels and targets. Ways of looking for wider skills are being considered This debate feeds into and from other explorations that are taking place in the school and helps to inform and guide the school's direction in learning.

What this Level Indicator is about and what this means in practice.

This indicator is about how lead teachers are beginning to explore and recognise that existing Assessment, Recording and Reporting (AR&R) 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.

- Lead teachers:
  - are engaged in and stimulating discussions about how AR&R might need to be adapted to reflect the school's growing focus on the learning process and on student learning behaviours
  - are experimenting with how they might record student learning behaviours and how this might be reported to parents (see indicator 10.2b)
  - are coming to an understanding that students will need to have a substantial role in contributing to this assessment process

Things that will indicate that you have reached this stage.

Ask yourself:

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

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.

Bronze	Silver	Gold
11.1b. Lead staff are debating how to tackle the assessment of students' growth as confident learners.	**11.1s.** The school is testing a variety of formative methods of assessing, recording and reporting progression in learning habits.	**11.1g.** The school's assessment recording and reporting system blends progression in learning habits with assessment of progress, attainment and other key indicators of pupil performance.

Brief explanation of the indicator:

In line with the school's learning framework and L&T policy, the school, teachers and students are experimenting with formative ways of assessing, recording and reporting progression in learning habits.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about the extent to which the school is experimenting with and adapting its AR&R practices to include reference to progression in learning behaviours.	Ask yourself:

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which the school is experimenting with and adapting its AR&R practices to include reference to progression in learning behaviours.

- Teachers are 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 (see indicators 2.1s and 11.2s).
- Interest has moved from recognising that students, given the right opportunities, use learning behaviours, to capturing how students develop/progress in learning behaviours.
- Experiments might include:
  - how students track their own development (lesson by lesson, weekly, termly)
  - 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

Things that will indicate that you have reached this stage.

Ask yourself:

- Who could describe the experiments that have been tried and with what outcomes?
- Could someone describe the experiments being undertaken at classroom/student group level re the data being captured by teachers?
- 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?
- Is there any documentation to show the extent of and results of the experiments at whole school level?
- Are we able to say how we are planning to move forward?
- Have we got evidence of how we report to parents on students' development as learners?

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.

Bronze	Silver	Gold
11.1b. Lead staff are debating how to tackle the assessment of students' growth as confident learners.	**11.1s.** The school is testing a variety of formative methods of assessing, recording and reporting progression in learning habits.	**11.1g.** The school's assessment recording and reporting system blends progression in learning habits with assessment of progress, attainment and other key indicators of pupil performance.

Brief explanation of the indicator:

The school has developed an agreed, manageable and reliable AR&R system for learning habits that draws on a variety of data, and blends with data on curriculum performance, behaviour, attendance etc.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which the school's AR&R systems includes information on learning habits together with curriculum attainment data.

- AR&R practice has been adapted to include specific reference to progressive development of student learning habits.
- Teachers' records contain evidence/comments relating to learning skills.
- 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.
- Students have and pursue agreed targets for learning development.
- 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- 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 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?

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.2 Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.

Bronze	Silver	Gold
11.2b. The school is considering the nature of skill progression in their current approach to improving learning.	**11.2s.** The school has developed a broad map of progression in the development of learning dispositions in line with its framework for learning and L&T policy.	**11.2g.** The map of progression in learning habits is used in the design of learning opportunities and subject to annual review based on improving classroom practice.

Brief explanation of the indicator:

The concern is to identify what learning skills are and how to identify their improvement/ growth. This discussion will be centred on the schools' current approaches to learning development (eg AfL, PLTS, BLP, P4C etc). This is very much an experimental stage.

What this Level Indicator is about and what this means in practice.

This indicator is about the school beginning to explore and develop an understanding of the nature of progression across a range of key learning behaviours.

Lead teachers are considering:

- the fine-grain learning skills that are being developed in approaches such as AfL, PLTS, BLP, P4C, HoM. For example:
  - the skills of collaboration (AfL, BLP, HoM, PLTS)
  - the skills of questioning (BLP, HoM, P4C)
  - the skills of dialogue (P4C)
  - the skills of giving/taking feedback (AfL)
  - the skills of listening (BLP, P4C, HoM)
- 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 likely to contribute to or form the basis of the learning enquiries envisaged in indicator 11.3b

Things that will indicate that you have reached this stage.

Ask yourself:

- 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?
- Could they describe discussions that they have been involved in around this issue?
- What documentary evidence shows the outcomes of these discussions?

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.2 Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.

Bronze	Silver	Gold
11.2b. The school is considering the nature of skill progression in their current approach to improving learning.	**11.2s.** The school has developed a broad map of progression in the development of learning dispositions in line with its framework for learning and L&T policy.	**11.2g.** The map of progression in learning habits is used in the design of learning opportunities and subject to annual review based on improving classroom practice.

Brief explanation of the indicator:

This is a key stage in sustaining the development of learning. From discussions from the bronze stage, and with reference to the school's adopted learning framework and L&T policy (see principle 2), the school has constructed a broad map of progression – showing a possible trajectory of key learning behaviours.

What this Level Indicator is about and what this means in practice.

This indicator is about 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.

- Teachers are developing a clear understanding of what, for example, becoming increasingly persistant, might be like.
- The school may be developing its own descriptors that describe progression, or adopting a progression map that is consistent with their learning framework from elsewhere.
- There is a growing understanding that without this step, further progress will be limited.
- The focus is moving from 'do students do it?' to 'how well do students do it?'
- Progression frameworks will be enhanced by considering progress in three ways - how well they do it, how often and in what contexts.
- The practitioner's role will become 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.

Things that will indicate that you have reached this stage.

Ask yourself:

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

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.2 Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.

Bronze	Silver	Gold
11.2b. The school is considering the nature of skill progression in their current approach to improving learning.	**11.2s.** The school has developed a broad map of progression in the development of learning dispositions in line with its framework for learning and L&T policy.	**11.2g.** The map of progression in learning habits is used in the design of learning opportunities and subject to annual review based on improving classroom practice.

Brief explanation of the indicator:

The map of progression in learning habits is used in the design of learning. The deconstruction of habits into finer level skills serves to enrich & broaden the language of learning and keep it fresh. The progression map is also influencing curriculum design.

What this Level Indicator is about and what this means in practice.

This indicator is about how effectively the school uses its understanding of progression in learning habit development to support the design of learning opportunities that ensure students become progressively more sophisticated learners.

- 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.
- There is a shared understanding of the nature of progression across practitioners.
- The school has explored and is using strategies designed to help students to become more effective learners across a range of key learner behaviours.
- Lesson design has been adapted to build-in the progressive acquisition of fine-grain learning skills.
- Lessons and extended learning opportunities are designed to connect the progression map with the increasing skilfulness of students' learning behaviours.
- Practice is under constant review and refinement.

Things that will indicate that you have reached this stage.

Ask yourself:

- Would teachers be able to describe progression in key learning behaviours?
- Are teachers using this understanding 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?
- Who is keeping this under review and how would they describe current practice and next steps?

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.3 Building self-reflective learners.

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

Bronze	Silver	Gold
11.3b. Teachers and students in small scale learning enquiries are exploring the possible nature and use of personal learning to learn targets.	**11.3s.** Some students are reflecting on themselves as learners using the school's (newly created) progression map to record and set personal targets for improvement.	**11.3g.** Students are able to articulate their growth as independent learners and link this to their curriculum progress and attainment.

Brief explanation of the indicator:

Some 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. The results of this enquiry/pilot are fed back into the general debate about assessing and developing learning behaviours.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about how lead teachers are beginning to work with target groups of students to agree learning-specific targets. This enquiry is likely to grow from exploration in indicator 11.2b.	Ask yourself:
	• Could lead teachers describe the outcomes of their enquiries in designing and using learn-to-learn targets?
• Lead teachers are discussing what learn-to-learn targets might look like.	• Is there any documentary evidence available?
• If, for example, the school is using HoM or BLP frameworks, they may be considering scales like:	• How would the students describe these experiments?
• can do xx with teacher direction	• Has the feedback from these enquiries informed other developments in the school, especially in the area of AR&R?
• can do xx when reminded or supported	
• can do xx on their own sometimes	
• can do xx frequently by themselves	
• The xx may relate to staying on task, asking good questions, using imagination, managing distractions etc.	
• Some lead teachers are trying this out with students in target groups, and monitoring the response.	
• Outcomes are being fed back into other whole school discussions about the school's learning framework and the emerging language for learning.	

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.3 Building self-reflective learners.

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

Bronze	Silver	Gold
11.3b. Teachers and students in small scale learning enquiries are exploring the possible nature and use of personal learning to learn targets.	**11.3s.** Some students are reflecting on themselves as learners using the school's (newly created) progression map to record and set personal targets for improvement.	**11.3g.** Students are able to articulate their growth as independent learners and link this to their curriculum progress and attainment.

Brief explanation of the indicator:

The school has settled on a way of engaging students in reflecting on and recording their perceived growth as a learner. This is likely to be happening both day to day and more periodically. The system being trialled with some students is causing them to better understand themselves as learners.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about the extent to which the school enables students to set, record and review their own personal targets for learning habit development.	Ask yourself:

This indicator is about the extent to which the school enables students to set, record and review their own personal targets for learning habit development.

- The school has a robust system that supports students to set, and review progress towards, their own learning targets which are linked to the school's map of progression:
  - Some students are aware of their own targets and can describe what they are doing to achieve them
  - lessons encourage students to reflect on and talk about how they are learning
  - some students are well-versed in the school's language for learning and can use it to describe their own learning
  - Some students increasingly understand their learning strengths and areas for development.
- Student L2L target setting will have resolved issues such as:
  - when will targets be set?
  - short-term or long-term targets?
  - supported by peers, teachers, mentors, alone?
  - where recorded?
  - when amended / updated?
  - monitored by self / others?
  - level / depth of targets?
  - how validated?
  - selected from a known bank of targets or designed by the student?
  - the role of the personal tutor?
  - is the system the same for all students?

Curriculum progress is at least satisfactory and on a rising trend.

Ask yourself:

- Are some students able to discuss their own learning targets and how they intend to achieve them?
- Do these students use the school's progression map language for this?
- 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 there any documentary evidence showing students' learning targets?
- Is there documentary evidence of how the personal target setting system works?
- Is the system manageable, working well, and seen as useful by students?
- What makes us say that?
- Is this practice robust enough to act as a stepping stone to the next level/stage of the framework?

Does our most recent ASP analysis show that progress is at least satisfactory and on a rising trend?

Principle 11. Evaluating the impact

Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.

What the indicator strand is about:

11.3 Building self-reflective learners.

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

Bronze	Silver	Gold
11.3b. Teachers and students in small scale learning enquiries are exploring the possible nature and use of personal learning to learn targets.	**11.3s.** Some students are reflecting on themselves as learners using the school's (newly created) progression map to record and set personal targets for improvement.	**11.3g.** Students are able to articulate their growth as independent learners and link this to their curriculum progress and attainment.

Brief explanation of the indicator:

The AR&R system for assessing progress in learning habits is well-developed. By this stage, students are well versed in the development of their own learning habits and can appreciate the relevance and contribution of these behaviours to their progress and attainment.

What this Level Indicator is about and what this means in practice.

This indicator is about the extent to which students are self-aware as learners, knowledgeable about how they are improving learners, and how this contributes to their progress.

- The school has developed an effective system to support students to assess and record their learning habits which are based on its map of progression.
- Students can describe their own targets for development with fluency, using the school's language for learning.
- Students are able to describe themselves as learners in terms of how frequently, how widely, and how effectively, they use their learning habits.
- Students are able to talk about the progress they have made and what has helped them in this.
- Students are able to discuss how the development of learning habits is helping them in their learning more widely and in progressing towards curriculum targets in particular.
- Many students are confident, independent learners.
- Curriculum progress is at least good.

Things that will indicate that you have reached this stage.

Ask yourself:

- How would students describe their growth as a learner, and how this links to progress and attainment?
- 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?
- What has the school discovered from an analysis of growth in learning habits and curriculum progress and attainment?
- Would our most recent analysis and or most recent Ofsted report show progress as at least 'good'? If it does not, do we have secure evidence of improvements in progress that have yet to work their way through to it.
- Is there any documentary evidence that would support this?
- How is students' understanding of themselves as learners impacting on their personal development?
- (Links with indicator 11.1g.)

Principle 12. Evaluating the learning organisation.

Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

What the indicator strand is about:

12.1 Evaluation of development. The extent to which the school evaluates itself as a learning organisation.

Bronze	Silver	Gold
12.1b. The school is considering a set of indicators with which to monitor itself as a learning organisation.	**12.1s.** The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation.	**12.1g.** The school uses a range of indicators that give an accurate picture of itself as a learning organisation.

Brief explanation of the indicator:

At this stage the school may not be familiar with the concept of a learning organisation. However there is recognition that developing people as better learners will involve culture change. It is this essential culture change that is being considered at this juncture.

What this Level Indicator is about and what this means in practice.

This indicator is about senior leaders 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.

- There is a growing understanding at SLT level the 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.

- At this stage, SLT might be 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.

Things that will indicate that you have reached this stage.

Ask yourself:

- What do we understand by 'a learning organisation'?
- What happens in the school now that gives the feel of a learning organisation?
- 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?

Principle 12. Evaluating the learning organisation.

Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

What the indicator strand is about:

12.1 Evaluation of development. The extent to which the school evaluates itself as a learning organisation.

Bronze	Silver	Gold
12.1b. The school is considering a set of indicators with which to monitor itself as a learning organisation.	**12.1s.** The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation.	**12.1g.** The school uses a range of indicators that give an accurate picture of itself as a learning organisation.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	Things that will indicate that you have reached this stage.
This indicator is about how the school understands itself as a learning organisation and how it uses this understanding to monitor its progress.	Ask yourself:

What this Level Indicator is about and what this means in practice.

This indicator is about how the school understands itself as a learning organisation and how it uses this understanding to monitor its progress.

- By this stage, senior leaders will have developed their understanding of how a learning organisation functions beyond a set of core values (defined at 12.1 bronze). The indicators might include the following:
  - Improvement plans are subject to ongoing review and revision
  - Participation in decision making is widespread
  - Leaders keep all staff well-informed
  - Leadership opportunities are widening
  - Sharing best practice across phases / subjects / teams is increasing
  - Rewards and incentives are used creatively to achieve desired outcomes
  - Established structures and systems are augmented by temporary ones in response to current needs
  - Leaders are alert to likely external pressures;
  - The school collaborates with other schools to identify development ideas
  - Leaders encourage risk-taking and experimentation
  - Individuals are increasingly responsible for their own development as learners.

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any documentation to evidence our understanding of 'the learning organisation'?
- Which aspects of the school's learning do we monitor?
- How is this monitoring helping us to improve as a learning organisation?
- For which of the indicators opposite can we offer evidence that we are making progress?
- Are there any where progress is more limited? Why is that?
- 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?

Principle 12. Evaluating the learning organisation.

Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

What the indicator strand is about:

12.1 Evaluation of development. The extent to which the school evaluates itself as a learning organisation.

Bronze	Silver	Gold
12.1b. The school is considering a set of indicators with which to monitor itself as a learning organisation.	**12.1s.** The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation.	**12.1g.** The school uses a range of indicators that give an accurate picture of itself as a learning organisation.

Brief explanation of the indicator:

The school is fully conversant with the school as a learning organisation. It has a robust set of indicators that show that the school has become a knowledge creating organisation.

What this Level Indicator is about and what this means in practice.

This indicator is about the school, through its senior leaders and other key staff, understand the school 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' (Peter Senge).

- Characteristics of a learning organisation, staffed by adults who are themselves learners, at this level will include:
  - The School Improvement Plan is negotiated and subject to review and revision in the light of new information or developments, and how these align with the core values of the school
  - Staff at all levels are consulted about and participate in the formulation of vision, strategy and policy on key aspects of school activity
  - School and team leaders ensure that staff are sufficiently well-informed so that they can contribute their ideas to the ongoing process of change and development
  - Authority to act is well-distributed throughout the school, and leadership is widely regarded as a shared endeavour
  - The school has a well-developed, collaborative culture of sharing best practice across phases / subjects / teams in order to reduce in-school variation and so improve outcomes

    Continues over leaf...

Things that will indicate that you have reached this stage.

Ask yourself:

- Do we have any documentation that would show how we view the school as a learning organisation?
- For which of the indicators on the page opposite 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 characteristics of the learning organisation not on the list opposite that school monitors? Why were these chosen?
- Would most staff be able to describe strategies that the school has recently put in place to help the school to develop as a learning organisation?

Principle 12. Evaluating the learning organisation.

Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

What the indicator strand is about:

12.1 Evaluation of development. The extent to which the school evaluates itself as a learning organisation.

Bronze	Silver	Gold
12.1b. The school is considering a set of indicators with which to monitor itself as a learning organisation.	**12.1s.** The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation.	**12.1g.** The school uses a range of indicators that give an accurate picture of itself as a learning organisation.

Brief explanation of the indicator:

The school is fully conversant with the school as a learning organisation. It has a robust set of indicators that show that the school has become a knowledge creating organisation.

Continuation from page 127...

- Rewards and incentives within the school are used flexibly to drive forward whole school and team priorities. Such rewards are public and collectively reviewed.

- Many structures and systems take temporary forms, responding to current needs and priorities, and are shaped over time to enable the school to respond to changes in the school or external environment

- All leaders scan the external environment to identify likely developments, opportunities or threats, and communicate this information across the school

- The school learns with and from other schools, seeking examples of good and outstanding practice that can be used to improve outcomes, and it offers its own ideas and strategies to others in a spirit of collaboration

- The school sustains an ethos and culture of experimentation, curiosity, imagination and optimism. The school initiates, rather than does initiatives.

- Self development opportunities are available for all individuals, sufficient for people to take advantage of the enabling climate.

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.

Principle 12. Evaluating the learning organisation.

Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

What the indicator strand is about:

12.2 Evaluation for development.

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

Bronze	Silver	Gold
12.2b. Monitoring and Evaluation of bronze level activity in the Learning Quality Framework leads to a learning-focused Improvement Plan.	**12.2s.** The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning.	**12.2g.** The school has integrated its learning-organisation indicators into its monitoring and evaluation systems and uses this information to improve its outcomes.

Brief explanation of the indicator:

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 LQF itself.

What this Level Indicator is about and what this means in practice.

This indicator focuses on how the school's plan for development comes into being and the extent to which small-scale enquiries and the LQF are impacting on it. This will involve 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.

- Monitoring is likely to include:
  - student outcomes – standards of achievement, personal attributes.
  - provision and practice – quality of teaching in terms of planning, delivery, assessment, challenge etc; quality of the curriculum in terms of breadth, balance, relevance, links etc; quality of resources
  - reconnaissance of internal change – outcomes from small-scale enquiries; changes necessary to secure progress in aspects of the LQF.
  - reconnaissance of external change – policy change, budget change, change in the local environment.

Things that will indicate that you have reached this stage.

Ask yourself:

- 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 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?
- Who is responsible for collecting the data at each level?
- What outcomes from small-scale enquires have had an impact on the improvement plan?
- How has the LQF itself impacted on the plan?
- 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?

Principle 12. Evaluating the learning organisation.

Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

What the indicator strand is about:

12.2 Evaluation for development.

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

Bronze	Silver	Gold
12.2b. Monitoring and Evaluation of bronze level activity in the Learning Quality Framework leads to a learning-focused Improvement Plan.	**12.2s.** The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning.	**12.2g.** The school has integrated its learning-organisation indicators into its monitoring and evaluation systems and uses this information to improve its outcomes.

Brief explanation of the indicator:

The school has broadened its planning and evaluation systems by including key information about how the school is learning. This information serves to enhance the school's development process, in terms of both provision and outcomes.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about how the school extends what is being monitored and evaluated in order to improve development plans. The school's understanding of what a learning organisation does is being used to enhance its development.	Ask yourself:

This indicator is about how the school extends what is being monitored and evaluated in order to improve development plans. The school's understanding of what a learning organisation does is being used to enhance its development.

- The school is likely to add, to the features that it currently monitors:
  - 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
- The school is beginning to see itself as a web of processes which interact together.

Ask yourself:

- Do we have any documentary evidence to show how we have extended our monitoring and evaluation?
- To what extent is monitoring and evaluation seen as a valuable and worthwhile activity?
- 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?
- Has our school / team / individual development planning become more focused / useful / challenging / efficient / effective? What makes us say that?

Principle 12. Evaluating the learning organisation.

Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.

What the indicator strand is about:

12.2 Evaluation for development.

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

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12.2b. Monitoring and Evaluation of bronze level activity in the Learning Quality Framework leads to a learning-focused Improvement Plan.	**12.2s.** The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning.	**12.2g.** The school has integrated its learning-organisation indicators into its monitoring and evaluation systems and uses this information to improve its outcomes.

Brief explanation of the indicator:

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.

What this Level Indicator is about and what this means in practice.	**Things that will indicate that you have reached this stage.**
This indicator is about how the school is improving outcomes (i.e. student performance / personal qualities / distinctive learning characteristics etc) by being a learning organisation.	Ask yourself:

This indicator is about how the school is improving outcomes (i.e. student performance / personal qualities / distinctive learning characteristics etc) by being a learning organisation.

- 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.
- For example:
  - Participative policy making – to what extent is this participation leading to better policies? Are school policies influencing / inhibiting improvement in student outcomes?
  - Temporary forms of structures and systems – what have short-term structures / working parties achieved? To what extent is this influencing / inhibiting student outcomes?
  - Self-development opportunities – what self-development projects are taking place? What impact have these projects had on classroom practice, students as independent learners etc?

Ask yourself:

- Do we have any documentary evidence of using learning organisation indicators to improve our practice and outcomes?
- To what extent do learning-organisation characteristics make the school a better place to learn and work?
- To what extent are learning-organisation characteristics raising the outcome performance of the school?
- To what extent is the school meeting its vision of a learning 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?

Appendix
The Full LQF Standard

Commitment. The school is committed to using the learning sciences to develop its peoples' learning dispositions, and equip itself as a learning organisation.

Principles	Explanation	Bronze	Silver	Gold	Platinum
1. Vision for Learning					
1. Vision for learning An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.	**1.1. A new vision for education.** How the school grows and uses a vision for the empowerment of learning.	**1.1b.** The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning.	**1.1s.** The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	**1.1g.** The school's vision for learning is embedded in its culture and guides the school's improvement plan.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Working beyond the school to develop innovative practice.
	1.2. Spreading understanding. Spreading understanding of the vision in the school and community.	**1.2b.** The emerging understanding of the need to review the school's vision for learning is spreading throughout the school.	**1.2s.** Understanding of the school's vision for learning is spreading throughout the school and its internal community.	**1.2g.** School governors, staff, students, parents and the community support the school's learning ambitions.	
2. A Framework for Learning					
2. A Framework for learning A coherent approach to building traits that affect how people go about learning, drives learning in the school and its community.	**2.1. The school's view of learning.** The nature of the school's learning framework.	**2.1b.** The school's commitment to improving learning is rooted in developing the "how" of learning and may be evident in one or more of a range of approaches.	**2.1s.** The school has adopted and/ or developed a coherent learning framework predicated on "Learning is learnable" and informed by the learning sciences.	**2.1g.** Within the school there is widespread understanding of and commitment to the school's learning framework.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Re-tailoring the learning framework in the light of research.
	2.2. Strategic influence of the framework. How the learning framework gradually influences many aspects of how the school works.	**2.2b.** Some practitioners understand how the school's current chosen approaches to learning relate to the learning sciences.	**2.2s.** The school's Learning Framework is acting as a catalyst to re-examine classroom practice, performance management, CPD and other structured learning processes.	**2.2g.** The school's Learning Framework has influenced a range of policies and practice across the organisation.	
3. A Language for Learning					
3. A language for learning A rich language of learning recognising its emotional, cognitive, social and strategic dimensions, permeates learning across the school and its community.	**3.1. A language for learning.** The extent to which the school's language for learning is used throughout the school.	**3.1b.** Some teachers use an emergent language of learning between themselves and with their students.	**3.1s.** A shared language for learning, stemming from the school's Learning Framework and further exemplified in the school's L&T policy, permeates professional discourse and some classroom practice.	**3.1g.** A deep and evolving language for learning is embedded in professional and classroom discourse and in many other aspects of school life.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • The language for learning is used beyond the school.
	3.2. Impact of the language for learning. The extent to which students use and profit from the language for learning.	**3.2b.** Some students are beginning to detect and use an 'emergent' language for learning.	**3.2s.** Students are becoming familiar with the language of learning and some use it effectively to improve their learning.	**3.2g.** Students are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts.	

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Planning. Leadership approaches, plans and strategies are aligned to enhance learning development across the school and its students.

4. Leading Innovation in Learning

Principles	Explanation	Bronze	Silver	Gold	Platinum
4. Leading innovation in learning. Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility.	**4.1. Dialogue.** The extent to which leaders create a dialogue about learning and innovation.	**4.1b.** School leaders initiate debate on how current practice might be re-formed to accommodate a focus on learning.	**4.1s.** There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.	**4.1g.** Staff and students are engaged in dialogues to develop learning across the school.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Moving this spirit of openness and enquiry to other organisations.
	4.2. Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.	**4.2b.** Teachers feel able to embrace experimentation in the classroom with confidence.	**4.2s.** Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.	**4.2g.** Staff act with a spirit of self confidence and generate their own creative solutions.	
	4.3. Monitoring practice. The extent to which leaders enable people to monitor, reflect on and take responsibility for their own learning and develop what constitutes excellent practice.	**4.3b.** The School has a monitoring system to investigate, guide and confirm improvements.	**4.3s.** Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.	**4.3g.** Self monitoring of practice is undertaken naturally as an act of discovery in order to improve practice.	

5. CPD Policy and Strategy

Principles	Explanation	Bronze	Silver	Gold	Platinum
5. CPD policy and strategy. CPD policy and strategy embraces a range of professional learning activities that stimulates and supports communities of enquiry and research in the promotion of effective learning habits for all.	**5.1. Aligning CPD to the school's vision.** How CPD links the needs of the school its teams and individual staff.	**5.1b.** 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.	**5.1s.** CPD programmes align school, team and individual needs based on the school's vision and framework of learning.	**5.1g.** Staff learning through learning enquiries and reconnaissance activity is used to refine the school's vision and framework for learning.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Joining with other organisations in communities of enquiry.
	5.2. Professional Learning Communities. How and the extent to which the school supports communities of learning enquiry to develop and reform teaching and learning practice.	**5.2b.** Lead teachers and others are coming together to discuss and explore issues around learning and teaching.	**5.2s.** The school supports practitioners to form and sustain professional learning communities to share and deepen changes in teaching habits aligned with the learning framework.	**5.2g.** The professional learning communities have the knowledge, expertise and the authority to develop and extend the learning reforms over time.	
	5.3. Coaching Learning. The extent to which coaching partnerships are used to support professional development.	**5.3b.** CPD for school and team leaders develops the leadership and coaching skills required to support cultural changes.	**5.3s.** CPD for practitioners develops coaching skills as required in classroom practice.	**5.3g.** Most staff are well-versed in coaching strategies that deepen learning behaviours in others.	
	5.4. Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.	**5.4b.** Senior staff conduct learning walks across the school to gather and act on quantitative and qualitative data on how students are learning.	**5.4s.** Key staff are trained in and conduct learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.	**5.4g.** 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.	

Action. Learning opportunities within and beyond the school build, broaden and strengthen people's effective learning habits for lifelong learning

6. Curriculum Design

Principles	Explanation	Bronze	Silver	Gold	Platinum
6. Curriculum Design Curriculum design: The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes.	**6.1. Adapting the taught curriculum.** How the taught curriculum is being adapted to cultivate and build progress in learning habits.	**6.1b.** The school is exploring adapting its curriculum to accommodate the systematic development of students' learning habits.	**6.1s.** Schemes of learning in a broad range of curriculum areas/ subjects/phases/ are adapting to ensure progression in learning habits and attitudes.	**6.1g.** Innovative use of time allocation for subject areas, cross curricular projects and curriculum pathways are designed to ensure progressive cultivation of learning habits.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Development of authentic learning opportunities.
	6.2. Maximising the use of the wider curriculum. How aspects of the wider curriculum are used to contribute to the cultivation and development of learning habits.	**6.2b.** The school is examining how enrichment activities have the potential to develop learning behaviours.	**6.2s.** School routines, including enrichment activities, are used purposefully to develop dimensions of learning habits that are more difficult to attain through classroom activities.	**6.2g.** Learning habits are brought to life in real settings (work experience etc) and these opportunities are designed to contribute to the development of learning habits.	

7. Teaching for a Learning Culture

Principles	Explanation	Bronze	Silver	Gold	Platinum
7. Teaching for a Learning Culture Teaching for a learning culture: how teachers make learning visible in order to develop effective learning habits and enhance content acquisition.	**7.1. Relating for Learning.** This progression of indicators considers how staff gradually devolve responsibility for learning to learners, how they model themselves as learners, and how, by adopting a coaching approach, they enable learners to take ownership of their learning.	**7.1b.** Lead teachers are exploring giving students increased responsibility for their learning. They build curiosity using a coaching approach and demonstrate how they are learners too.	**7.1s.** Most learning is characterised by a range of collaborative learning strategies to deepen teamwork behaviour. Students' interests and questions increasingly influence what and how they learn.	**7.1g.** Most practitioners, as skilled coaches, resist offering solutions, enabling students to confront and engage with challenge. The classroom has become a learning community where everyone learns from each other.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Skilled coaching of learning across the school.
	7.2. Talking for Learning. This progression of indicators is concerned with the ways in which teachers use an agreed and growing language for learning to explain the process of learning and nudge it forward.	**7.2b.** Lead teachers are beginning to talk about learning and how it works. They use the school's emerging language for learning and encourage students to use it to talk about their learning.	**7.2s.** Talk about the learning process- verbal and feedback – is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.	**7.2g.** Most practitioners use a language for learning fluently to help cultivate and improve students' understanding of their growth as learners. Use of the school's map of progression in learning behaviours keeps the language fresh and useful.	
	7.3. Constructing Learning. This progression of indicators considers how staff link curriculum content with learning behaviours within a model for learning that has reflection at its core.	**7.3b.** Lead teachers are beginning to make conscious choices about which learning behaviours to introduce and couple with content to make learning interesting and challenging.	**7.3s.** Most learning opportunities are designed to ensure students learn at the edge of their comfort zone, reflect on the learning process and stretch their learning behaviours.	**7.3g.** Skilfully orchestrated, challenging, dual focused, open ended learning activities are used, and routinely monitored and evaluated by students, across the school.	
	7.4. Celebrating Learning. This progression of indicators considers how staff communicate and enact the school's beliefs about learning friendly cultures.	**7.4b.** Displays and talk in some classrooms show a positive learning centred attitude to overcoming mistakes, errors and being stuck and building students' perseverance.	**7.4s.** Most learning environments are set up to reinforce positive messages about learning with an emphasis on growth as a learner.	**7.4g.** Positive learning messages reflecting the school's learning values about the growth of learning habits permeate the school's physical environment and reflect the school's map of progression in learning.	

Principles	Explanation	Bronze	Silver	Gold	Platinum
8. Learning from a Learning Culture					
8. Learning from a Learning Culture How the Learning Culture of classrooms enables learners to take a full and active role in learning by taking increasing control in developing effective learning dispositions. [See also linked Principle 7].	**8.1. Learning relationships.** This progression of indicators considers how learners respond to gradually being given greater responsibility for their own learning	**8.1b.** Students of lead teachers feel welcome in classroom, are involved in decision making processes and take an active part in learning.	**8.1s.** Most learners understand and act on their responsibility as learners, they learn constructively with their peers and with their teachers.	**8.1g.** Students feel empowered to learn independently and have a rich view of themselves as a learner.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Students relish challenge • Learning is a shared, co-construcive endeavour
	8.2. Talking for Learning. This progression of indicators is concerned with how learners absorb the language of learning, using this to understand themselves as a developing learner.	**8.2b.** Students of lead teachers are being enabled to talk about the process of learning using the school's emerging language.	**8.2s.** Most students are able to describe their learning strengths and weaknesses using the school's language for learning.	**8.2g.** Most students have a sophisticated language with which to discuss the learning process, view themselves positively as learners and can describe how their learning is improving.	
	8.3 Constructing Learning. This progression of indicators is about the extent to which the rich model of learning in the classroom is enabling learners to become managers of their own learning.	**8.3b.** Students of lead teachers are able to identify, with some degree of precision, the learning behaviours they are using in the classroom.	**8.3s.** Many students are aware of and reflect on their learning behaviours and can select which ones are likely to lead to success in overcoming challenge.	**8.3g.** Most students are reflective learners, able to think for themselves, take responsible risks and manage their own learning.	
	8.4. Celebrating Learning. This progression of indicators considers how learners perceive and respond to experiencing the school's agreed learning values everyday in classrooms	**8.4b.** Students of lead teachers react positively to the learning culture. Students show a practical understanding of making effective use of failure, mistakes or effort.	**8.4s.** Most students have sensed the school's commitment to growing learning habits and are taking an interest in their own growth as a learner.	**8.4g.** Most students learn with confident uncertainty, anticipating making mistakes and learning from them. They are interested in their own development as a learner.	
9. Learner Engagement					
9. Learner Engagement Learner engagement: Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture.	**9.1. Student voice.** How students are involved in the development of learning strategy.	**9.1b.** The school uses the analysis of learners' feedback on their experiences of small scale learning enquiries to improve practice.	**9.1s.** A representative group of students provide learner insights and evidence of their experience of learning and their growth as independent learners.	**9.1g.** Representative student voice group(s) actively research and report on their experiences of and needs for learning. These insights are used to inform the development of learning.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Staff and students are partners in learning
	9.2. Students as designers of learning. How students are increasingly involved in the design & facilitation of learning.	**9.2b.** Some teachers invite students' ideas that are fed into the design of projects and investigations.	**9.2s.** Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum.	**9.2g.** Students relish the many opportunities they are offered to be designers of their own learning across the curriculum.	
10. Parents and Community					
10. Parents and Community The school works in partnership with parents and carers to develop learning dispositions.	**10.1. Informed and contributing parents.** How parents are informed of and contribute to the school's learning strategy.	**10.1b.** Parents are made aware of the school's approach to deepening learning.	**10.1s.** An accessible version of the school's learning framework is shared with, and used to steer the school's relationship with parents, carers and the community.	**10.1g.** The views of the parents, carers and the community are sought and used to inform learning developments across the school.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • The school and its community works and learns together.
	10.2. Building parent power. How parents are kept informed and helped to contribute to their child's development as a learner.	**10.2b.** School leaders are evaluating how emerging practice on deepening learning behaviours might best be reflected in reports to parents.	**10.2s.** Parents are kept informed effectively of their child's progress in developing learning habits.	**10.2g.** The school offers guidelines and examples of how parents can best support the development of their child's learning habits in everyday life.	

4

Evaluation: The school, its people, its students and its community understand the impact on the investment in growing learning habits

11. Evaluating the impact

Principles	Explanation	Bronze	Silver	Gold	Platinum
11. Evaluating the impact Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.	**11.1. Tracking progression.** How the school tracks and authenticates growth in learning dispositions.	**11.1b.** Lead staff are debating how to tackle the assessment of students' growth as confident learners.	**11.1s.** The school is testing a variety of formative methods of assessing, recording and reporting progression in learning habits.	**11.1g.** The school's assessment recording and reporting system blends progression in learning habits with assessment of progress, attainment and other key indicators of pupil performance.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • assessing the wider, long term impact of growing learning habits.
	11.2. Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.	**11.2b.** The school is considering the nature of skill progression in their current approach to improving learning.	**11.2s.** The school has developed a broad map of progression in the development of learning dispositions in line with its framework for learning and L&T policy.	**11.2g.** The map of progression in learning habits is used in the design of learning opportunities and subject to annual review based on improving classroom practice.	
	11.3. Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.	**11.3b.** Teachers and students in small scale learning enquiries are exploring the possible nature and use of personal learning to learn targets.	**11.3s.** Some students are reflecting on themselves as learners using the school's (newly created) progression map to record and set personal targets for improvement.	**11.3g.** Students are able to articulate their growth as independent learners and link this to their curriculum progress and attainment.	

12. Evaluating the Learning Organisation

Principles	Explanation	Bronze	Silver	Gold	Platinum
12. Evaluating the learning organisation. Evaluating the learning organisation: A monitored set of organisational learning indicators guides continual improvement in provision, practice and the achievement of objectives.	**12.1. Evaluation of development.** The extent to which the school evaluates itself as a learning organisation.	**12.1b.** The school is considering a set of indicators with which to monitor itself as a learning organisation.	**12.1s.** The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation.	**12.1g.** The school uses a range of indicators that give an accurate picture of itself as a learning organisation.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Stakeholders involved in monitoring and evaluating the school's development as a learning organisation.
	12.2. Evaluation for development. How and the extent to which school uses its growth as a learning organisation to improve outcomes.	**12.2b.** Monitoring and Evaluation of bronze level activity in the Learning Quality Framework leads to a learning-focused Improvement Plan.	**12.2s.** The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning.	**12.2g.** The school has integrated its learning-organisation indicators into its monitoring and evaluation systems and uses this information to improve its outcomes.	

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5