

Evaluation: The school, its people, its students and its community

understand the impact of the investment in growing learning habits

11. Evaluating the impact. Tracking and authenticating the growth of learning dispositions informs learning design.

(with regard to when, where and how well they are used) builds learners' motivation and

<p>11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.</p>	<p>11.1s The school is testing a variety of formative methods of assessing, recording and reporting progression in learning habits. (For more detail, guidance and support on this indicator, refer to the <i>School Development Guide</i> pages 116-118)</p>		<p>DONE The school has:</p> <ul style="list-style-type: none"> designed its own self assessment proforma for students used Blaze BLP on-line tool for two reporting cycles and integrated the feedback into reports to parents developed an ICT based recording tool on the school network for teachers to keep ongoing records of student learning behaviours; begun to link learning habit data with attainment data. 	<p>EVIDENCE</p> <ul style="list-style-type: none"> Sample completed assessment proformas Sample reports to parents Pupil records Analysis of how learning habit development and attainment data is linked
<p>11.2 Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.</p>	<p>11.2s The school has developed a broad map of progression in the development of learning dispositions in line with its framework for learning. (For more detail, guidance and support on this indicator, refer to the <i>School Development Guide</i> pages 119-121)</p>		<ul style="list-style-type: none"> Progression ladders in key learning behaviours have been developed by lead teachers, shared at a training day, and modified in the light of feedback. These have been translated into student speak. The progression map is used by students to set targets for their own development as learners. 	<ul style="list-style-type: none"> The progression ladders in both teacher and student speak. Our analysis of how the progression map is impacting on Schemes of Learning and what more needs to be done to complete the process. Lesson plans and MTPs showing how progression is built into planning.
<p>11.3 Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.</p>	<p>11.3s Students record and reflect on their progression in learning habits and set personal targets for improvement. (For more detail, guidance and support on this indicator, refer to the <i>School Development Guide</i> pages 122-124)</p>		<ul style="list-style-type: none"> Students and teachers set learning habit development targets, which are reviewed termly with form tutors. These feed into the reporting to parents cycle. 	<ul style="list-style-type: none"> Individual student targets Feedback from parents about how we report such student targets. Form tutor meeting minutes with guidance notes. Learning walk documentation shows students are offered opportunities to reflect on their learning.

The principle

The dimension

Explanation of the thread of indicators

The indicator in question (silver)

What the school has done

Evidence offered