	Bronze	Developing	partial	secure	Silver	Developing	partial	secure	Gold	Developing	partial	secure
Commitment: The school is committed to using the learning sciences to develop its peoples' learning dispositions, and equip itself as a learning organisation.												
1: Vision for Learning: An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.												
1.1 A new vision for education. How the school grows and uses a vision for the empowerment of learning.	1.1b 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.			
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: 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.			
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: 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.			
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.			

Planning: Leadership approaches, plans and strategies are aligned to enhance learning development across the school and its students									
4. Leading innovation in learning. Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility									
4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.	4.1b 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. (Links to 9.1g).		
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. 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.		
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 broader learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.			5.4g 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. 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 include the coverage of learning habits. Some areas are beginning to adapt them to include progression also.			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.	
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 Methodologies: Learning opportunities intrigue and motivate learners, develop effective learning habits and enhance content acquisition								
7.1 Relating for Learning. How staff make learning a shared responsibility.	7.1b Lead teachers are exploring how they might give learners increased responsibility for their own learning through adopting a coaching approach.			7.1s The prevailing culture of many classrooms is changing. Teachers coaching students, modelling positive learning behaviours, and with responsibility increasingly devolved to students, these classrooms are becoming places to learn rather than places to be taught.			7.1g Most practitioners are skilful coaches who act in ways that place the responsibility for learning with the learner. The school as an organisation and practitioners model the learning behaviours they seek to develop in learners.	
7.2 Talking for Learning. How staff make learning the object of conversation.	7.2b Lead teachers talk informally with students about learning and how it works using the school's emerging language for learning.			7.2s Talk about the process of learning in many classrooms is rooted in the school's chosen language for learning and alerts students to the learning behaviours they are using.			7.2g Most practitioners understand and discuss with students how they are improving as learners using language drawn from the school's map of progression.	
7.3 Constructing Learning. How staff make learning the object of learning	7.3b Lead teachers draw students' attention to a range of behaviours they use when learning in order to encourage students to reflect on the how of learning.			7.3s Most learning opportunities are designed to be challenging, to make the processes of learning visible in terms of understanding of content and the development of students' learning capacities, and have frequent opportunities for reflection.			7.3g Skilfully orchestrated, challenging, dual focused learning opportunities are used routinely across the school and reflected on to enable learners to understand how they learn.	
7.4 Celebrating Learning. How staff make learning the object of attention.	7.4b Displays in some classrooms are focused on learner development and how they might learn from their mistakes.			7.4s Most learning environments are set up to reinforce positive messages about learning and the importance of learning from mistakes.			7.4g Positive messages about the process of learning and how it might be improved permeate the school's physical environment and reflect the school's map of progression.	

8. The Learning Environment. The Learning Environment is used constructively to promote positive learning behaviours and reinforce messages about the nature of learning.

8.1 Relating for Learning. How the shifting relationships in the classroom enable learners to take responsibility for their learning	8.1b Students of lead teachers are being enabled to take increasing levels of responsibility for themselves as learners.			8.1s Most learners understand and act on their responsibility as learners and learn constructively with their peers and with their teachers.			8.1g Students feel empowered to learn independently and do so in classrooms that are communities of enquiry.		
8.2 Talking for Learning. The extent to which learners can understand and can explain how their learning improves.	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. How learners are enabled to think for themselves and to self-regulate.	8.3b Students of lead teachers are aware of / able to identify the learning behaviours they are using.			8.3s Most students are aware of and reflect on the learning behaviours that are employing and/or can decide which ones are most 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. How learners perceive and respond to the school's value systems in relation to learning	8.4b Students of lead teachers are beginning to discern the school's learning values as lead teachers begin to explore learning with them.			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. Learner engagement: Young people actively co-participate in the design, management and evaluation of learning and contribute to the powerful learning culture.

9.1 Student voice. How students are involved is the development of learning strategy.	9.1b 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.		
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, Governors and Community. The school works in partnership with parents and carers to develop learning dispositions

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

Evaluation: The school, its people, its students and its community understand the impact on the investment in growing learning habits											
11. Evaluating the impact. Tracking and authenticating the growth of learning dispositions (with regard to when, where and how well they are used) builds learners' motivation and informs learning design.											
11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.	11.1b 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.			
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. 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.			
12.2 Evaluation for development. How and the extent to which the 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.			