	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
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.	1.1b 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.	Page 32			Start with Indicators 1.1 and 1.2 as these are the keys to developing Principles 2 and 3.	Impacts on Principle 2 and indicator 4.1		
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.	1.2b 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).	Page 35						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
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.	2.1b 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.	Page 38				Driven by principle 1, impacts on principles 3, 7 and 8		
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.	2.2b 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.	Page 41						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
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.	3.1b 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.	Page 44				Driven by principle 2, impacts on principles 7, 8, 11. Strong impact on indicator 7.2		
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.	3.2b 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	Page 47						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
		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.	4.1b 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.	Page 50			Start with 4.1 and 4.2 to create the conditions for 5.1 and 5.2.	Driven by principles 1 and 2, strongly linked to indicator 1.2, impacts on developing a culture within which principle 5 can develop, and changes in principles 6 onwards can flourish.		
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.	4.2b 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.	Page 53						
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.	4.3b 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. Monitoring is increasingly viewed as a developmental rather than judgemental process.	Page 56						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
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.	5.1b 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.	Page 59			Start with 5.1 and 5.2 to drive developments across principles 6, 7, 8, and 9.	Driven by principles 1,2,3 and 4, builds the support for developments in principle 6 onwards.		
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.	5.2b 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.	Page 62						
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.	5.3b 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.	Page 65						
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.	5.4b 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.	Page 68						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
	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.	6.1b 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.	Page 71				Driven by indicator 7.3, informed by principle 11, impacts on principles 7 and 8.		
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.	6.2b 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.	Page 74						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
7. Teaching for a learning culture. How staff surface learning in order to 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 giving students increased responsibility for their learning. They build curiosity using a coaching approach and demonstrate how they are learners too.	7.1b 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.	Page 77				Driven by principles 1,2,3,4,5, strongly informed by indicator 3.2, informed by indicator 6.1, impacts on principles 8 and 9.		
7.2 Talking for Learning. How staff make learning the object of conversation.	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.	7.2b 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.	Page 80						
7.3 Constructing Learning. How staff make learning the object of learning.	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.	7.3b 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.	Page 83						
7.4 Celebrating Learning. How staff make learning the object of attention.	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	7.4b Learning prompts and / or learning walls are used to remind and inspire students about effective ways of learning.	Page 86						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
8. Learning in a learning culture. How the learning culture of classrooms enables learners to take a full and active role in their own 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 feel welcome in classroom, are involved in decision making processes and take an active part in learning.	8.1b 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.	Page 89				Driven by principle 7, impacts on principle 9.		
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.	8.2b 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.	Page 92						
8.3 Constructing Learning. How learners are enabled to think for themselves and to self-regulate.	8.3b Students of lead teachers are able to identify, with some degree of precision, the learning behaviours they are using in the classroom.	8.3b Students of lead teachers are beginning to intentionally use a limited range of learning behaviours being introduced and blended into learning activities	Page 95						
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 react positively to the learning culture. Students show a practical understanding of making effective use of failure, mistakes or effort.	8.4b 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.	Page 98						

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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.	9.1b 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.	Page 104				Is an outcome of, and informs, developments in principles 7 and 8.		
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.	9.2b 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.	Page 107						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
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.	10.1b 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.	Page 110				Is driven by principle 1 and informed by principle 11.		
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.	10.2b 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.	Page 113						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
					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.	11.1b 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.	Page 116				Is informed by developments in principles 3, 7, 8 and 9, and informs developments in principle 10 and indicator 6.1		
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.	11.2b 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.	Page 119						
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.	11.3b 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.	Page 122						

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or identify the Action Needed if not	Starter Indicators	Links		
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.	12.1b 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.	Page 125				Is informed by developments in all other principles and impacts on how the school monitors and evaluates such developments		
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.	12.2b 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.	Page 129						