

Explanation	Indicator	Action Taken	Evidence
<p><b>Commitment: The school is committed to using the learning sciences to develop its peoples' learning dispositions, and equip itself as a learning organisation.</b></p>			
<p><b>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.</b></p>			
<p><b>1.1 A new vision for education. How the school grows and uses a vision for the empowerment of learning.</b></p>	<p>1.1b The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 32-34)</p>		
<p><b>1.2 Spreading understanding Spreading understanding of the vision in the school and community.</b></p>	<p>1.2b The emerging understanding of the need to review the school's vision for learning is spreading throughout the school. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 35-37)</p>		

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<b>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.</b>			
<p><b>2.1 The school's view of learning. The nature of the school's learning framework.</b></p>	<p>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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 38-40)</p>		
<p><b>2.2 Strategic influence of the framework. How the learning framework gradually influences many aspects of how the school works.</b></p>	<p>2.2b Some practitioners understand how the school's current chosen approaches to learning relate to the learning sciences. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 41-43)</p>		

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<b>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.</b>			
<p><b>3.1 A language for learning. The extent to which the school's language for learning is used throughout the school.</b></p>	<p>3.1b Some teachers use an emergent language of learning between themselves and with their students. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 44-46)</p>		
<p><b>3.2 Impact of the language for learning. The extent to which students use and profit from the language for learning.</b></p>	<p>3.2b Some students are beginning to detect and use an 'emergent' language for learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 47-49)</p>		

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<b>Planning: Leadership approaches, plans and strategies are aligned to enhance learning development across the school and its students</b>			
<b>4. Leading innovation in learning. Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility</b>			
<b>4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.</b>	4.1b School leaders initiate debate on how current practice might be re-formed to accommodate a focus on learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 50-52)		
<b>4.2 Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.</b>	4.2b Teachers feel able to embrace experimentation in the classroom with confidence. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 53-55)		
<b>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.</b>	4.3b The School has a monitoring system to investigate, guide and confirm improvements. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 56-58)		

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<b>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.</b>			
<b>5.1 Aligning CPD to the school's vision. How CPD links the needs of the school its teams and individual staff.</b>	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 59-61)		
<b>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.</b>	5.2b Lead teachers and others are coming together to discuss and explore issues around learning and teaching. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 62-64)		
<b>5.3 Coaching Learning. The extent to which coaching partnerships are used to support professional development.</b>	5.3b CPD for school and team leaders develops the leadership and coaching skills required to support cultural changes. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 65-67)		
<b>5.4 Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.</b>	5.4b Senior staff conduct learning walks across the school to gather and act on quantitative and qualitative data on how students are learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 68-70)		

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<p><b>Action: Learning opportunities within and beyond the school build, broaden and strengthen people's effective learning habits for lifelong learning</b></p>			
<p><b>6. Curriculum Design. The curriculum is effective in cultivating and progressing a set of generic learning habits and attitudes</b></p>			
<p><b>6.1 Adapting the taught curriculum. How the taught curriculum is being adapted to cultivate and build progress in learning habits.</b></p>	<p>6.1b The school is exploring adapting its curriculum to accommodate the systematic development of students' learning habits. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 71-73)</p>		
<p><b>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.</b></p>	<p>6.2b The school is examining how enrichment activities have the potential to develop learning behaviours. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 74-76)</p>		

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<b>7. Teaching for a learning culture. How staff surface learning in order to develop effective learning habits and enhance content acquisition.</b>			
<b>7.1 Relating for Learning. How staff make learning a shared responsibility.</b>	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 77-79)		
<b>7.2 Talking for Learning. How staff make learning the object of conversation.</b>	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 80-82)		
<b>7.3 Constructing Learning. How staff make learning the object of learning.</b>	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 83-85)		
<b>7.4 Celebrating Learning. How staff make learning the object of attention.</b>	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 (For more detail, guidance and support on this indicator, refer to the Development Guide pages 86-88)		

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<b>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.</b>			
<p><b>8.1 Relating for Learning. How the shifting relationships in the classroom enable learners to take responsibility for their learning</b></p>	<p>8.1b Students of lead teachers feel welcome in classroom, are involved in decision making processes and take an active part in learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 89-91)</p>		
<p><b>8.2 Talking for Learning. The extent to which learners can understand and can explain how their learning improves.</b></p>	<p>8.2b Students of lead teachers are being enabled to talk about the process of learning using the school's emerging language. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 92-94)</p>		
<p><b>8.3 Constructing Learning. How learners are enabled to think for themselves and to self-regulate.</b></p>	<p>8.3b Students of lead teachers are able to identify, with some degree of precision, the learning behaviours they are using in the classroom. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 95-97)</p>		
<p><b>8.4 Celebrating Learning. How learners perceive and respond to the school's value systems in relation to learning.</b></p>	<p>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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 98-100)</p>		



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<b>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.</b>			
<b>9.1 Student voice. How students are involved is the development of learning strategy.</b>	9.1b The school uses the analysis of learners' feedback on their experiences of small scale learning enquiries to improve practice. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 104-106)		
<b>9.2 Students as designers of learning. How students are increasingly involved in the design &amp; facilitation of learning.</b>	9.2b Some teachers invite students' ideas that are fed into the design of projects and investigations. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 107-109)		

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<b>10. Parents, Governors and Community. The school works in partnership with parents and carers to develop learning dispositions</b>			
<p><b>10.1 Informed and contributing parents. How parents are informed of and contribute to the school's learning strategy.</b></p>	<p>10.1b Parents are made aware of the school's approach to deepening learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 110-112)</p>		
<p><b>10.2 Building parent power. How parents are kept informed and helped to contribute to their child's development as a learner.</b></p>	<p>10.2b School leaders are evaluating how emerging practice on deepening learning behaviours might best be reflected in reports to parents. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 113-115)</p>		

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<b>Evaluation: The school, its people, its students and its community understand the impact on the investment in growing learning habits</b>			
<b>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.</b>			
<b>11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.</b>	11.1b Lead staff are debating how to tackle the assessment of students' growth as confident learners. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 116-118)		
<b>11.2 Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.</b>	11.2b The school is considering the nature of skill progression in their current approach to improving learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 119-121)		
<b>11.3 Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.</b>	11.3b Teachers and students in small scale learning enquiries are exploring the possible nature and use of personal learning to learn targets. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 122-124)		

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<b>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</b>			
<p><b>12.1 Evaluation of development. The extent to which the school evaluates itself as a learning organisation.</b></p>	<p>12.1b The school is considering a set of indicators with which to monitor itself as a learning organisation. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 125-128)</p>		
<p><b>12.2 Evaluation for development. How and the extent to which the school uses its growth as a learning organisation to improve outcomes.</b></p>	<p>12.2b Monitoring and Evaluation of bronze level activity in the Learning Quality Framework leads to a learning-focused Improvement Plan. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 129-131)</p>		