

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

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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.			
<p>2.1 The school's view of learning. The nature of the school's learning framework.</p>	<p>2.1s The school has adopted and/or developed a coherent learning framework predicated on "Learning is learnable" and informed by the learning sciences. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 38-40)</p>		
<p>2.2 Strategic influence of the framework. How the learning framework gradually influences many aspects of how the school works.</p>	<p>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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 41-43)</p>		

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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.	3.1s 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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 44-46)		
3.2 Impact of the language for learning. The extent to which students use and profit from the language for learning.	3.2s Students are becoming familiar with the language of learning and some use it effectively to improve their learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 47-49)		

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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. Leadership for learning throughout the school supports innovation, experimentation and risk taking, building individual independence and responsibility			
<p>4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.</p>	<p>4.1s There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 50-52)</p>		
<p>4.2 Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.</p>	<p>4.2s Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 53-55)</p>		
<p>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.</p>	<p>4.3s Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 56-58)</p>		

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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.			
<p>5.1 Aligning CPD to the school's vision. How CPD links the needs of the school its teams and individual staff.</p>	<p>5.1s CPD programmes align school, team and individual needs based on the school's vision and framework of learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 59-61)</p>		
<p>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.</p>	<p>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 (For more detail, guidance and support on this indicator, refer to the Development Guide pages 62-64)</p>		
<p>5.3 Coaching Learning. The extent to which coaching partnerships are used to support professional development.</p>	<p>5.3s CPD for practitioners develops coaching skills as required in classroom practice. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 65-67)</p>		
<p>5.4 Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.</p>	<p>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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 68-70)</p>		

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

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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.	7.1s Most learning is characterised by a range of collaborative learning strategies to deepen teamwork behaviours. Increasingly students' interests and questions influence what they learn and how they learn it. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 77-79)		
7.2 Talking for Learning. How staff make learning the object of conversation.	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 80-82)		
7.3 Constructing Learning. How staff make learning the object of learning.	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 83-85)		
7.4 Celebrating Learning. How staff make learning the object of attention.	7.4s Most learning environments are set up to reinforce positive messages about learning with an emphasis on growth as a learner. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 86-88)		

Explanation	Indicator	Action Taken	Evidence
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.			
<p>8.1 Relating for Learning. How the shifting relationships in the classroom enable learners to take responsibility for their learning</p>	<p>8.1s Most learners understand and act on their responsibility as learners and learn constructively with their peers and with their teachers. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 89-91)</p>		
<p>8.2 Talking for Learning. The extent to which learners can understand and can explain how their learning improves.</p>	<p>8.2s Many students are able to describe their learning strengths and weaknesses using the school's language for learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 92-94)</p>		
<p>8.3 Constructing Learning. How learners are enabled to think for themselves and to self-regulate.</p>	<p>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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 95-97)</p>		
<p>8.4 Celebrating Learning. How learners perceive and respond to the school's value systems in relation to learning.</p>	<p>8.4s Many students are aware of the school's commitment to developing their learning dispositions and are taking an interest in their own growth as a learner. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 98-100)</p>		

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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 in the development of learning strategy.	9.1s A representative group of students provide learner insights and evidence of their experience of learning and their growth as independent learners. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 104-106)		
9.2 Students as designers of learning. How students are increasingly involved in the design & facilitation of learning.	9.2s Students are offered increasing opportunities to co-design and co-deliver aspects of learning in some areas of the curriculum. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 107-109)		

Explanation	Indicator	Action Taken	Evidence
10. Parents, Governors and Community. The school works in partnership with parents and carers to develop learning dispositions			
<p>10.1 Informed and contributing parents. How parents are informed of and contribute to the school's learning strategy.</p>	<p>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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 110-112)</p>		
<p>10.2 Building parent power. How parents are kept informed and helped to contribute to their child's development as a learner.</p>	<p>10.2s Parents are kept informed effectively of their child's progress in developing learning habits. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 113-115)</p>		

Explanation	Indicator	Action Taken	Evidence
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.			
<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 Development Guide pages 116-118)</p>		
<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 and L&T policy. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 119-121)</p>		
<p>11.3 Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.</p>	<p>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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 122-124)</p>		

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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			
<p>12.1 Evaluation of development. The extent to which the school evaluates itself as a learning organisation.</p>	<p>12.1s The school uses an agreed range of indicators to monitor and evaluate itself as a learning organisation. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 125-128)</p>		
<p>12.2 Evaluation for development. How and the extent to which the school uses its growth as a learning organisation to improve outcomes.</p>	<p>12.2s The school is enhancing its monitoring and evaluation systems with learning organisation indicators in order to improve its development planning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 129-131)</p>		