

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>1.1g The school's vision for learning is embedded in its culture and guides the school's improvement plan. (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>1.2g School governors, staff, students, parents and the community support the school's learning ambitions. (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>2.1g Within the school there is widespread understanding of and commitment to the school's learning framework. (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>2.2g The school's Learning Framework has influenced a range of policies and practice across the organisation. (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.	3.1g A deep and evolving language for learning is embedded in professional and classroom discourse and in many other aspects of school life. (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.	3.2g Students are confident and fluent in using the language of learning to describe and understand themselves as learners in a wide range of contexts. (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			
4.1 Dialogue. The extent to which leaders create a dialogue about learning and innovation.	4.1g Staff and students are engaged in dialogues to develop learning across the school. (Links to 9.1g). (For more detail, guidance and support on this indicator, refer to the Development Guide pages 50-52)		
4.2 Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.	4.2g Staff act with a spirit of self confidence and generate their own creative solutions. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 53-55)		
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.	4.3g Self monitoring of practice is undertaken naturally as an act of discovery in order to improve practice. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 56-58)		

Explanation	Indicator	Action Taken	Evidence
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.	5.1g Staff learning through learning enquiries and reconnaissance activity is used to refine the school's vision and framework for learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 59-61)		
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.	5.2g The professional learning communities have the knowledge, expertise and the authority to develop and extend the learning reforms over time. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 62-64)		
5.3 Coaching Learning. The extent to which coaching partnerships are used to support professional development.	5.3g Most staff are well-versed in coaching strategies that deepen learning behaviours in others. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 65-67)		
5.4 Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.	5.4g 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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 68-70)		

Explanation	Indicator	Action Taken	Evidence
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			
<p>6.1 Adapting the taught curriculum. How the taught curriculum is being adapted to cultivate and build progress in learning habits.</p>	<p>6.1g Innovative use of time allocation for subject areas, cross curricular projects and curriculum pathways are designed to ensure progressive cultivation of learning habits. (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>6.2g 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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 74-76)</p>		

Explanation	Indicator	Action Taken	Evidence
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.	7.1g Most teachers, as skilled coaches, resist offering solutions, enabling students to confront and engage with challenge. The classroom has become a learning community where everyone learns from each other. (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.	7.2g Most practitioners use a language for learning fluently to help cultivate and improve students' understanding of their growth as learners. Use of the school's map of progression in learning behaviours keeps the language fresh and useful. (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.	7.3g Skilfully orchestrated, challenging, dual focused, open ended learning activities are used, and routinely monitored and evaluated by students, across the school. (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.	7.4g Positive learning messages reflecting the school's learning values about the growth of learning habits permeate the school's physical environment and reflect the school's map of progression in learning. (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.			
8.1 Relating for Learning. How the shifting relationships in the classroom enable learners to take responsibility for their learning	8.1g Students feel empowered to learn independently and have a rich view of themselves as a learner. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 89-91)		
8.2 Talking for Learning. The extent to which learners can understand and can explain how their learning improves.	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 92-94)		
8.3 Constructing Learning. How learners are enabled to think for themselves and to self-regulate.	8.3g Most students are reflective learners, able to think for themselves, take responsible risks and manage their own learning. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 95-97)		
8.4 Celebrating Learning. How learners perceive and respond to the school's value systems in relation to learning.	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 98-100)		

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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.	9.1g 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. (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.	9.2g Students relish the many opportunities they are offered to be designers of their own learning across 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			
10.1 Informed and contributing parents. How parents are informed of and contribute to the school's learning strategy.	10.1g The views of the parents, carers and the community are sought and used to inform learning developments across the school. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 110-112)		
10.2 Building parent power. How parents are kept informed and helped to contribute to their child's development as a learner.	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. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 113-115)		

Explanation	Indicator	Action Taken	Evidence
<p>Evaluation: The school, its people, its students and its community understand the impact on the investment in growing learning habits</p>			
<p>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>			
<p>11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.</p>	<p>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. (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>11.2g 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. (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>11.3g Students are able to articulate their growth as independent learners and link this to their curriculum progress and attainment. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 122-124)</p>		

Explanation	Indicator	Action Taken	Evidence
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.	12.1g The school uses a range of indicators that give an accurate picture of itself as a learning organisation. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 125-128)		
12.2 Evaluation for development. How and the extent to which the school uses its growth as a learning organisation to improve outcomes.	12.2g The school has integrated its learning-organisation indicators into its monitoring and evaluation systems and uses this information to improve its outcomes. (For more detail, guidance and support on this indicator, refer to the Development Guide pages 129-131)		