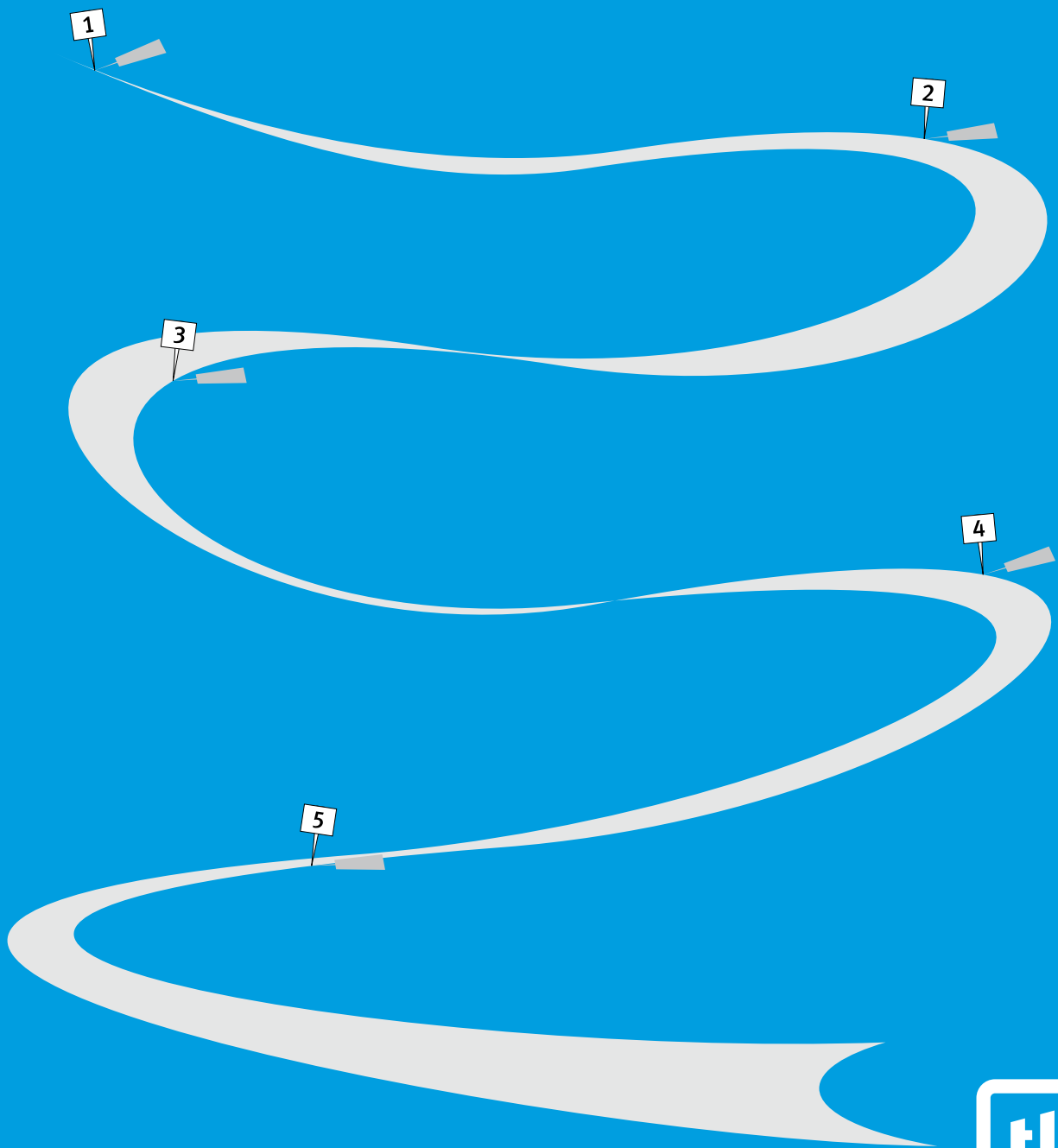


# The Learning Focused Amble

## Self-Review Tool



# Preamble

**Imagine a school that places learning power at the heart of all that it does. A school that enables its students to be equipped with the capabilities needed to take learning into their lives beyond school; taking perseverance, curiosity, creativity, reflectiveness, sociability and commitment into their families, work places, and local and global communities**

- Does this picture describe your school?
- Are you involved with the same journey but unsure quite where you have got to?
- Do you need to check whether you are going in the right direction and whether all parts of the school are sufficiently aligned to this end?

These reflective tools will enable you to take the first step.

They will not give you a 'quick fix' audit but will assist you to reflect and ruminate on how things are. It will push you to ask the hard questions and start to consider possible solutions, and help you to avoid the temptation of rushing to conclusions.

Take a leisurely look at what is happening in the school at the moment and dare to imagine the way things might be as the journey to learning power unfolds.

# The Why, How and What of the Learning Focused School Self-Review

## **This tool helps you to**

- Look at the school through a learning-focused lens
- Extend understanding of learning in the school
- Identify good practice
- Explore pinch points
- Identify issues and practice for development

## **The Review is best undertaken in a spirit of**

- Curiosity
- Enquiry
- Ruminative discussion
- Evolving judgement
- NOT monitoring or checking up

## **The Review is a tool for learning offering**

- a picture of what is happening now
- a clear understanding of a learning school
- leverage points for taking your school forward

# The Learning Focused Amble

Here are ten glimpses of powerful learning: Amble around your classrooms with these ideas in mind.

1

When faced with challenge, pupils have a range of strategies that they employ independently before seeking adult help. They are excited rather than daunted by difficulty, understanding that learning only really happens when they are learning at the edge of their comfort zone.

## Think about...

The strategies that pupils use when they are stuck; whether these strategies are prominent in display; how consistent this is across all ages and abilities.

2

Pupils are good at noticing detail, subtlety and nuance, and show patience as they understand that detail often takes time to emerge. They are able to notice similarity and difference, trends and patterns. They notice what is and is not important. As a consequence, their work demonstrates good attention to detail.

3

Pupils exhibit curiosity about all manner of things. They are skillful questioners who are able to pursue their own lines of enquiry. They can use closed questions to uncover factual information, and open questions to explore possibilities. They have sophisticated search skills and are sensitive to the likely impact of the questions they ask.

## Think about...

The extent to which pupils take their time to notice detail; the opportunities to notice to which they are exposed; the quality of their written work.

## Think about...

The types of questions that pupils ask; how they are encouraged / enabled to ask questions; the extent to which they ask rather than answer questions.

4

Pupils are actively engaged in their own learning. They like doing things and discovering things for themselves rather than being told. They are able to put new learning in to their own words and to relate new learning to past experiences / learning. They are skillful at creating meaning for themselves.

## Think about...

The extent to which learning is cognitively active; how they are encouraged / enabled to make sense of things for themselves.

5

Pupils are able to explain and justify their thinking which they back up with evidence. They use prior knowledge to hypothesise about what should happen next. They can speculate about possibilities based on their intuition about what might / could happen. They can suspend reality to create imaginative responses when required.

## Think about...

The balance between logical thinking and imaginative thinking to which pupils are exposed.

6

Pupils listen attentively to their teachers and to their peers. They listen to understand what the speaker is saying. They are able to listen for information, but also for the speaker's intentions, values and emotions. Their listening skills extend to listening 'across the class' to their peers during whole class teaching.

**Think about...**

the ways that pupils listen to teachers, their talk partner, others across the class – are all equally secure?

7

Pupils work cooperatively and collaboratively with their peers. Their social skills, like listening and taking turns, are secure and they are able to display empathy towards their peers. They are able to contribute their own ideas, but also to work with the ideas of others. They are able to undertake a variety of roles within a group. They learn with and from others.

8

Reflection is a consistent feature of classrooms. Pupils are afforded time to stop 'doing learning' and to 'think about doing learning'. They are inclined to plan before leaping into action, and they are willing and able to monitor along the way and sufficiently flexible to change tack if necessary

**Think about...**

the extent to which group work is structured; whether the agreed 'rules' evident in display; the extent to which all learners take equal part.

**Think about...**

whether reflection is done by pupils or for pupils; whether the drive for pace is suffocating reflection

9

Pupils are open to feedback and are willing and able to act on it. They view such feedback as useful advice which can help them to improve further, rather than unwelcome criticism. They are increasingly able to learn from experience and to do things differently next time.

**Think about...**

whether the quality of oral and written feedback is sufficiently precise and detailed for this to happen

10

Pupils understand how they learn and can describe how they are learning. They have an age appropriate language for discussing the learning process. They see themselves as learners who can steer their own learning improvement.

**Think about...**

how pupils would describe what good learners do; the extent to which learning is a topic of conversation and the object of attention in classrooms.

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TLO offers a range of courses, on-line learning, conferences and resources to stimulate and extend schools' practice in Building Learning Power.

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For more details contact

**TLO Limited**

t: **0117 937 8080**

**The Park Centre**

**Daventry Road**

e: **learningpower@tloltd.co.uk**

**Bristol**

**BS4 1DQ**

w: **www.buildinglearningpower.com**

w: **www.tloltd.co.uk**

TLO Limited have worked closely with Professor Guy Claxton since 2001. Together we have sought to create a dynamic programme for translating and extending his ideas into effective practice, in ways that can benefit every classroom and every young person. Schools, teachers and children have participated in every stage of this exciting journey of development. Our growing range of publications, face to face and on-line training and other on-line materials and training is the fruit of this endeavour.

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