

Some key questions:

Do you want to develop effective student learning behaviours that enhance content acquisition ?

Do you want the learning environment to support the growth of student learning ?

Do you want students to become better learners as they pass through your school ?

Does your curriculum support the development of better learners ?

Most schools would answer 'yes' to all of these questions, but find it hard to know 'how' they are going to do it.

Try the quiz to think about how far your school has progressed along the journey to building better learners in a planned, progressive manner.

[For each of the 14 indicators, consider where your school is now. You do not need to match one of the example descriptors, as you might, for example, consider that you are "better than '2' but not yet '5'".

If you finish the quiz before other groups, go back to those indicators and try to write your own descriptor !

Be prepared to explain to others what you think and why etc etc.]

Do learning opportunities develop effective learning behaviours *and* enhance content acquisition ?

Relationship for learning

Score:

1 = This is my classroom. I tell pupils what they need to know and I say what goes !

4 = many teachers have developed strategies to begin to shift responsibility towards the learner

8 = teachers coach learners in the belief that they can discover much for themselves

Constructing learning

Score:

2 = lessons contain only content-based learning outcomes

5 = many lessons have a dual focus of both content and learning behaviours

9 = skillfully orchestrated dual-focused learning opportunities are the norm

Talking about learning

Score:

1 = teachers talk about work, not learning

5 = teacher talk focuses on content acquisition and learning skill development in equal measure

9 = sophisticated teacher commentary enables students to reflect on, self monitor and distill their learning experiences

Valuing learning

Score:

1 = teachers behave as if only exam results are important

5 = display across the school is indicative of the high priority the school places on learning

8 = the classroom culture is about how students are improving as learners

How are learners responding to the culture shift ?

Are students taking responsibility for their learning ?

Score:

2 = Learners are passive recipients of instruction

5 = Learners are keen to create meaning for themselves through active engagement

9 = Learners take a full and active role in steering their own learning and supporting that of their peers

Can learners think for themselves and self-regulate ?

Score:

1 = Learners are unaware of how they are learning and do not reflect on learning

6 = Learners are aware of and reflective about the learning behaviours they are using.

9 = Learners are familiar with the school's map of progression and use it to understand how they might improve.

Can learners understand and explain how their learning improves ?

Score:

2 = Learners have little understanding of how learning works and cannot talk about themselves as learners

5 = Many learners can describe their learning strengths and weaknesses and can identify what they are trying to improve

9 = Learners have and can explain a deep understanding of how they learn and what they intend to do to improve

How do learners perceive and respond to the school's learning ambitions ?

Score:

2 = Learners believe that trying hard and making mistakes is what poor learners do

5 = Learners take an active interest in themselves as learners. They know that success comes through effort, not ability

9 = Learners value the mistakes they make and learn from them. They are confident that effort will pay off.

Is student learning developed in a planned and progressive manner ?

Does the school track the individual student's growth as learner ?

Score:

2 = Assessment is confined to curriculum content

3 = the school reports on both attainment and effort

8 = the school's AR&R systems blend progression in learning habit development with attainment

Has the school's understanding of progression led to changes in practice ?

Score:

2 = Learning skills are like on/off switches – you either can, or you can't

4 = the school is developing an understanding of how students become increasingly effective learners

9 = the school's understanding of progression is feeding back into curriculum and task design

Is the school developing self-reflective learners ?

Score:

1 = Why bother ?
Not knowing about learning never did me any harm !

6 = Students record and reflect on their progression as learners and are able to set development targets for themselves

9 = Students can explain how their growth as an independent learner is impacting on their attainment

Is your Curriculum designed to support the development of better learners ?

The taught curriculum

Score:

1 = the curriculum is much as it was 20 years ago

7 = Growing learning behaviours is a key aspect of our curriculum

10 = an innovative curriculum ensures the progressive cultivation of learning habits

The wider curriculum

Score:

1 = the wider enrichment curriculum is a series of 'clubs'

5 = the wider curriculum is used purposefully to develop students' learning habits

9 = the wider curriculum is designed to develop and stretch learning habits in real-life situations