

	Indicator	Explanation	Dev Guide	In Place or Action Needed	Note down: Evidence that it is secure, or Action Needed if not	Starter Indicators	Linked Indicators		
Commitment: The school is committed to using the learning sciences to develop its peoples' learning dispositions, and equip itself as a learning organisation.									
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.									
1.1 A new vision for education. How the school grows and uses a vision for the empowerment of learning.	1.1g The school's vision for learning is embedded in its culture and guides the school's improvement plan.	1.1g The vision for education and learning is clearly influencing the school's culture – the way things are done; it has become central to the school's strategic improvement plan and drives enculturation.	Page 34				Impacts directly on Principles 2, 4, 10 and 12		
1.2 Spreading understanding Spreading understanding of the vision in the school and community.	1.2g School governors, staff, students, parents and the community support the school's learning ambitions.	1.2g As the vision for education embeds itself in the culture of the school it gains support not only from staff and students but from parents and others in the community.	Page 37						

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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.									
2.1 The school's view of learning. The nature of the school's learning framework.	2.1g Within the school there is widespread understanding of and commitment to the school's learning framework.	2.1g The Learning Framework is fully understood by almost everyone in the school and what it means for their practice. There is general agreement about and commitment to the school's view of learning.	Page 40				Driven by principle 1, impacts directly on principles 3, 6, 7 and 8		
2.2 Strategic influence of the framework. How the learning framework gradually influences many aspects of how the school works.	2.2g The school's Learning Framework has influenced a range of policies and practice across the organisation.	2.2g At this stage the school has debated, re-written and put into action a range of policies influenced by their understanding of learning and their Learning Framework. Such policies are gradually changing the school's culture.	Page 43			Start with 2.2. This assumes that 1.1 and 2.1 are already secure at least at silver level.			

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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.	3.1g The language of learning is used fluently not only in classrooms but in other aspects of school life. The language is evolving and extending to meet the needs of the school but stays true to the psychology of expansive learning.	Page 46			Start with 3.1, as fluency (in 3.2) needs a long timescale.	Driven by principle 2, impacts on principles 7, 8, 11 (especially 11.3). Strong impact on indicator 7.2		
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.	3.2g Students across the school use the language of learning fluently and confidently. They can describe themselves as growing learners and generally know which areas of their learning character needs improvement.	Page 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).	4.1g Dialogues about change have firmly shifted to being driven by staff and indeed students. As understanding of learning grows so does ownership of the process and discussion about its development. Leading the development of learning has become everyone's concern.	Page 52			Assuming that 4.1 and 4.2 are already secure at least at silver level, start with 4.3. It is only with devolved leadership of learning that Gold can be fully achieved.	Driven by principles 1 and 2, impacts on developing a culture within which principle 5 can develop, and changes in principles 6 onwards can flourish.		
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.	4.2g Individual self confidence in an atmosphere of change is strong enough to ensure that staff feel able to act without permission to create their own solutions within a collective endeavour or goal.	Page 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.	4.3g Responsibility for keeping practice on track is held by the individual, and the emphasis is on peoples' personal responsibility for their own learning. More important than what is monitored is the spirit in which it is done - self discovery rather than duty.	Page 58						

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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.									
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.	5.1g Much CPD activity is aimed at improving classroom practice through coaching partnerships, professional learning communities and learning reviews, but small scale learning enquiries continue to be a driver for change.	Page 61				Driven by principles 1,2,3 and 4, builds the support for developments in principle 6 onwards.		
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.	5.2g Professional learning communities have become a permanent part of CPD practice. They are skilled in developing their practice and have been given/earned the authority to continue to grow learning reforms over time.	Page 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.	5.3g At this stage coaching is well embedded as a supportive framework for driving and implementing change in the school.	Page 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.	5.4g The many staff now trained in conducting learning reviews are joined by students. Their involvement adds an important new dimension to learning reviews and the sharing of learning.	Page 70			Start with 5.4 as it will become the key means of monitoring and evidencing progression towards gold level.			

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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									
6.1 Adapting the taught curriculum. How the taught curriculum is being adapted to cultivate and build progress in learning habits.	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.	6.1g Adaptation to the curriculum becomes more innovative. An understanding of learning drives curriculum change reaching such aspects as timetabling, extended projects, cross curricular working etc	Page 73				Driven by indicators 7.1, 7.2, and by principle 11 (especially 11.2), impacts on principles 7 and 8, and indicator 7.2 in particular.		
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.	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.	6.2g The school is now fully aware of how wider curriculum aspects can be used to better affect the development of learning habits and to strengthen students' perceptions of how these habits can contribute to real-world learning . This affects things like work experience, award schemes and field study trips.	Page 76						

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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.	7.1g 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.	7.1g This stage deepens and expands the silver level. Most staff are well-versed in coaching techniques and use them routinely. Responsibility for learning is securely placed with the learner and students relish this responsibility. The distinction between teacher and learner is becoming increasingly blurred, and the classroom increasingly resembles a community of enquiry.	Page 79				Driven by principles 1,2,3,4,5, strongly informed by indicator 3.2, informed by indicator 6.1, impacts on principles 8 and 9.		
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.	7.2g Teachers use sophisticated prompts drawn from the school's map of progression in learning behaviours to deepen students' understanding of themselves as learners. They talk with fluency and precision borne of sustained practice. Their skilful timely comments nudge students' learning behaviours forward.	Page 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.	7.3g The dual focused learning opportunities are now commonplace across the school. Activities are challenging and stretch both content understanding and learning behaviours. Teachers are fluent in the language of learning and the growth of learning habits is seamlessly integrated with content and is a source of reflection.	Page 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.	7.4g The physical environment and displays in classrooms and in public circulation areas transmit positive messages of learning and how it can be improved. Learning areas are set up to afford learner responsibility.	Page 88						

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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.	8.1g Learning is a shared responsibility. Students exhibit self-reliance and are skilful collaborative learners. They behave as a supportive learning community that is learning its way forward together.	Page 91				Driven by principle 7, impacts on principle 9.		
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.	8.2g A sophisticated language of learning is now used in classrooms. It stems from the school's progression map of growth in learning behaviours. Students are able to describe their learning in relation to the map(s), and decide how they need to improve as a learner.	Page 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.	8.3g Most students use learning habits fluently and, from the school's map of progression, are aware of how to improve them. Many are reflective, independent learners who are able to regulate and manage their own learning.	Page 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.	8.4g Students view and understand themselves as developing learners. They expect learning to be tricky, effortful and rewarding. They are confident, independent lifelong learners.	Page 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 in the development of learning strategy.	9.1g Representative student voice group(s) actively research and report on their experiences and needs for learning. These insights are used to inform the development of learning.	9.1g Representative groups are not only offering feedback but are actively researching learning practice in the school. Their views on curriculum change are also sought and acted on.	Page 106				Is an outcome of, and informs, developments in principles 7 and 8.		
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.	9.2g The idea that 'learners become their own teachers' has taken root in many areas of the school. Students are given opportunities to design and deliver learning opportunities, which they relish. The impact is being monitored.	Page 109						

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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.	10.1g Parents are drawn into the workings of the school in a more formal way (beyond PTA structures and in addition to governors). Their views about learning are taken into account to inform developments.	Page 112				Is driven by principle 1 and informed by principle 11.		
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.	10.2g The school is going beyond keeping parents informed – to harnessing their engagement in actively contributing to growing/strengthening their child's learning character. Parents and carers are offered practical guidance in how best to form / grow / re-grow their child's learning habits.	Page 115						

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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.									
11.1 Tracking progression. How the school tracks and authenticates growth in learning dispositions.	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.	11.1g The school has developed an agreed, manageable and reliable AR&R system for learning habits that draws on a variety of data, and blends with data on curriculum performance, behaviour, attendance etc.	Page 118				Is informed by developments in principles 3, 7, 8 and 9, and informs developments in principles 6 and 10.		
11.2 Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.	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.	11.2g The map of progression in learning habits is used in the design of learning. The deconstruction of habits into finer level skills serves to enrich & broaden the language of learning and keep it fresh. The progression map is also influencing curriculum design.	Page 121			Start with 11.2 - it should influence developments in principles 3, 6, 7, 8 and 11.1 and 11.3.			
11.3 Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.	11.3g Students are able to articulate their growth as independent learners and link this to their curriculum progress and attainment.	11.3g The AR&R system for assessing progress in learning habits is well-developed. By this stage, students are well versed in the development of their own learning habits and can appreciate the relevance and contribution of these behaviours to their progress and attainment.	Page 124						

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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									
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.	12.1g The school is fully conversant with the school as a learning organisation. It has a robust set of indicators that show that the school has become a knowledge creating organisation.	Page 128			Start 12.1 early. This is the key indicator for developing gold level practice throughout the school.	Is informed by developments in all other principles and impacts on how the school monitors and evaluates such developments		
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.	12.2g The school has made many adjustments to its culture and is using the learning from these new ways of working to raise the performance of the school.	Page 131						