

My students are really motivated by the extensive opportunities they have to pursue their own goals and tackle areas of their own interest. They relish high levels of challenge and have developed ways to motivate themselves through the hard slog of practice.	My students are confident, independent learners with an appetite for pursuing their own lines of enquiry. They know when it's best to learn alone or with others. They seek support when necessary to push themselves forward. They have a learning partnership with their teachers.
My students are engaged by the responsibilities they now have. They relish the many opportunities I give them to explore areas of interest. Open-ended tasks related to their personal interests ensure their commitment rather than compliance.	Increasingly my students are becoming their own learning coach. They have picked up on my questioning approach and have adopted the same approach for themselves. Asking questions to nudge their own learning forward is becoming a key aspect of their self-talk.
My students are motivated by opportunities to develop their learning habits. They respond well to learning related targets, and as experience grows, many are beginning to decide these learning habit targets for themselves.	My students increasingly want and expect their teachers to stand back and let them 'get on with it'. They seek support only when necessary, preferring to do it for themselves. Increasingly they expect questions rather than answers from their teachers.
Most of my students are energised by my expectation that they can do more for themselves. Many are motivated by opportunities to frame their own questions and find solutions to problems or questions they are interested in..	Most of my students have come to understand that responsibility for learning lies with them. Not all of them are comfortable with this, but there is a growing recognition that I'm there to be helpful but not just there to 'tell' them the answers.
My students are beginning to realise that I'm there to encourage and motivate them and to show them how to learn rather than just supply them the answers. Most, but not all, are becoming motivated by opportunities to do more for themselves.	Some of my students still prefer me to do much of the thinking for them - it takes time to wean them off their dependency. But others are readily engaging in opportunities to find their own ways forward.
Growing motivation	Growing Independence

My students tend to be compliant but rarely display real interest in classroom activities. They need constant encouragement to remain on task.	My students rely on me to do much of the thinking for them. They are dependent on my expertise, and tend to prefer that way of working.
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Learner Outcomes from Relating for Learning

My students talk with fluency and confidence about the process of learning. Their rich understanding of learning enhances their language, and their language supports their conscious improvement.	My students increasingly understand how their learning behaviours apply in the real world. They have a deep understanding of the learning process and their high levels of meta-cognition are rooted in frequent reflection on how they are learning.
My students have benefited from the shift in classroom conversation. Their reflection on and discussion of the 'how' of learning is increasingly reflected in their ability to learn with and from each other as a community of learning enquirers.	My students are developing their understanding of the processes of learning through frequent opportunities to reflect on the effectiveness of their own learning behaviours and those of others.
My students' learning language is becoming ever richer and through the school's progression maps / trajectories students are now recognising that it's possible to improve. As understanding of learning develops, so the language being used reflects this enhanced understanding.	My students understand learning behaviours at a deeper level through the use of the school's progression trajectories. e.g. They understand Collaboration not simply as working with others, but as the range of skills and behaviours that comprise being effective collaborators in learning.
My students' learning language is becoming useful to them. Their knowledge and understanding can be used to discuss an increasing range of learning behaviours. Their language is still stilted, revolving around key words. e.g. Reasoning, for example, might include words of explanation like methodical, logical, step by step, evidence, systematic.	My students recognise and understand a wider range of learning behaviours. They increasingly take time to consider how they have been learning and which behaviours they have been using.
My students are developing the ability to discuss key learning behaviours. At this stage their language about learning lacks subtlety and is confined to using the key words with perhaps a limited amplification of what these might mean.	My students are beginning to recognise when they are using key learning behaviours. They are exploring what it means to: keep going; ask questions; learn with others; think about what they are learning / have achieved.
Growing a language of learning	Growing an understanding of learning

My students' lack of a learning language limits their ability to understand learning as a process. They generally think that learning 'just happens', or doesn't.	My students have a very limited language to discuss the process of learning. They talk of 'working hard' or 'doing my best' but with little understanding of what this means in practice or how to improve.
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Learner Outcomes from Talking for Learning

My students build increasingly complex personal meaning by reflecting in action (monitoring) and, after the event, reflecting on action (evaluation). They intentionally learn from experience in order to improve both the process and outcomes of their learning.	My students are able to take responsibility for making informed decisions about what constitutes success and so set their own high standards. They are keen to act on feedback from themselves and teachers to achieve self-imposed high standards.
My students plan together, identifying goals and strategies for what they want to achieve. They monitor progress against their self-imposed success criteria. At the conclusion they evaluate the quality of the product and the process. Their own meta-learning questions aid understanding.	My students relish and rise to challenge. They understand and act on the need to work on material that's challenging but achievable. They take increasing responsibility for deciding what they wish to achieve and how they will achieve it.
My students are developing the skills of creating meaning for themselves and building their own ways of understanding / thinking. They self-monitor and reflect on learning and this is leading them to better understand and control their learning process.	Increasingly my students are becoming more accurate/self-aware in choosing appropriate levels of challenge and are developing / have developed strategies for overcoming difficulties. They accept their mistakes as useful learning opportunities.
My students are increasingly aware of the learning behaviours they are using and are developing the ability and inclination to reflect on what they have learned and how they have learned it. Students' use of reflection on learning is helping them to learn more effectively.	My students understand the importance of effort and increasingly appreciate learning activity that they perceive as 'tricky'. Most now reject easy success. Students value praise for effort more than praise for attainment and respond accordingly.
Some of my students are recognising learning as an active, rather than passive, process that they are engaged in. Some students can talk about what they have been doing and what they have learned.	Some of my students still see learning as something to constantly succeed at rather than a continual process of improvement. Others are beginning to engage with challenge. There is a growing recognition that learning that doesn't require effort is not really learning at all.
Growing reflection	Growing an appetite for challenge

My students expect me to do the reflection for them, to emphasise what they need to know and do. They find this reassuring.	My students prefer to succeed at low demand, easy to do activities rather than to apply effort to achieve at more challenging activities that they perceive to be difficult.
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Learner Outcomes from Contructing Learning

My students organise themselves as improving learners and have developed coherent plans to ensure that they become ever more effective, lifelong learners. They are alert to how they might apply their learning behaviours in other aspects of their lives, both within and beyond school.	My students have a firm belief in their capacity to change and improve. They believe that, with concerted effort, their minds can become stronger, more productive and agile just as exercise, discipline and diet can release strength and energy to their bodies. They view learning as a lifelong process.
My students are developing improvement plans about how they want to become a better learner. Based on an accurate understanding of their learning powers, they are beginning to see how their successful learning behaviours are linked to their curriculum progress.	My students value themselves as improving learners (growth mindset) in most areas of their learning. They are aware of their strengths and areas for improvement. They understand that learning is itself a learnable craft and have well-developed strategies for making further learning improvements.
My students now use progression maps / trajectories to deepen their understanding of themselves as learner. They move beyond thinking 'do I do this?' to thinking 'how well do I do this?' 'What's my next step?'. They are developing a sense of how they are growing as a learner, their learning strengths, and their relative weaknesses.	My students have come to view mistakes as interesting - they are curious about why they made the mistake, and how they might avoid it in the future. They are alert to potential errors as they are working and take steps to avoid them through careful monitoring and attention to detail.
My students are aware of the purpose and importance of Persevering, Collaborating Questioning and Reflecting. They increasingly frame their own questions, learn productively with others and reflect on their learning. As further learning behaviours are introduced they begin to appreciate themselves as having a range of 'powers' to help them to learn.	My students expand their repertoire of unsticking strategies and become increasingly inclined to stick with difficulty because they now have the tools to overcome it. Many learners are becoming optimistic that their efforts will pay off, and are less disappointed by making mistakes.
Few of my students yet have a sense of themselves as learners. They are beginning to realise that what they 'do' in classrooms is called learning. The seeds are being sown: they are beginning to talk about learning; as key learning behaviours are defined and explored learners are beginning to see themselves through this lens.	My students are using my ongoing support to ensure optimism in the face of difficulty. They increasingly use classroom prompts to help them overcome being stuck. Some are beginning to ask questions about their learning, and mistakes are slowly being seen as interesting rather than shameful.
Growing self-awareness	Growing a growth mindset

My students have little sense of themselves as learners and are unaware of learning as a process that can be understood and improved. They see themselves as people who's job is to remember what their teachers tell them.	Many of my students have a fixed mindset. They believe that their ability is broadly fixed; they doubt whether effort is worthwhile; they are unaware of their ability to improve as a learner.
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Learner Outcomes from Celebrating Learning