The Learning Quality Framework

Schools with aspirations for learners

Does your school aspire to:

- equip young people to take responsibility for their own learning and prepare them for 21st century life ?

- make world-class learning your educational goal?

- surpass any inspection framework's expectations for teaching and learning with ease and confidence?

- nurture greater autonomy, creativity and independence of thought in young people?

- play a more expansive educational game?

The Learning Quality Framework:

- makes these vital, challenging aspirations DO-ABLE;

- has a Quality Standard at its core;

- untangles and describes the features of a learning school;

- offers steps in the learning journey;

- promotes progression through review and/or verification;

- is based on the learning sciences and principles of learning organisations.

The Learning Quality Framework

- A rigorous developmental framework to guide a school towards delivering outstanding learning, leading to:

  - Creative, independent learners who achieve well and are prepared for the challenges of 21st century living
  - Inspirational teaching that expands young people's capacity and appetite to learn
  - A collaborative learning culture that supports experimentation and personal responsibility for all
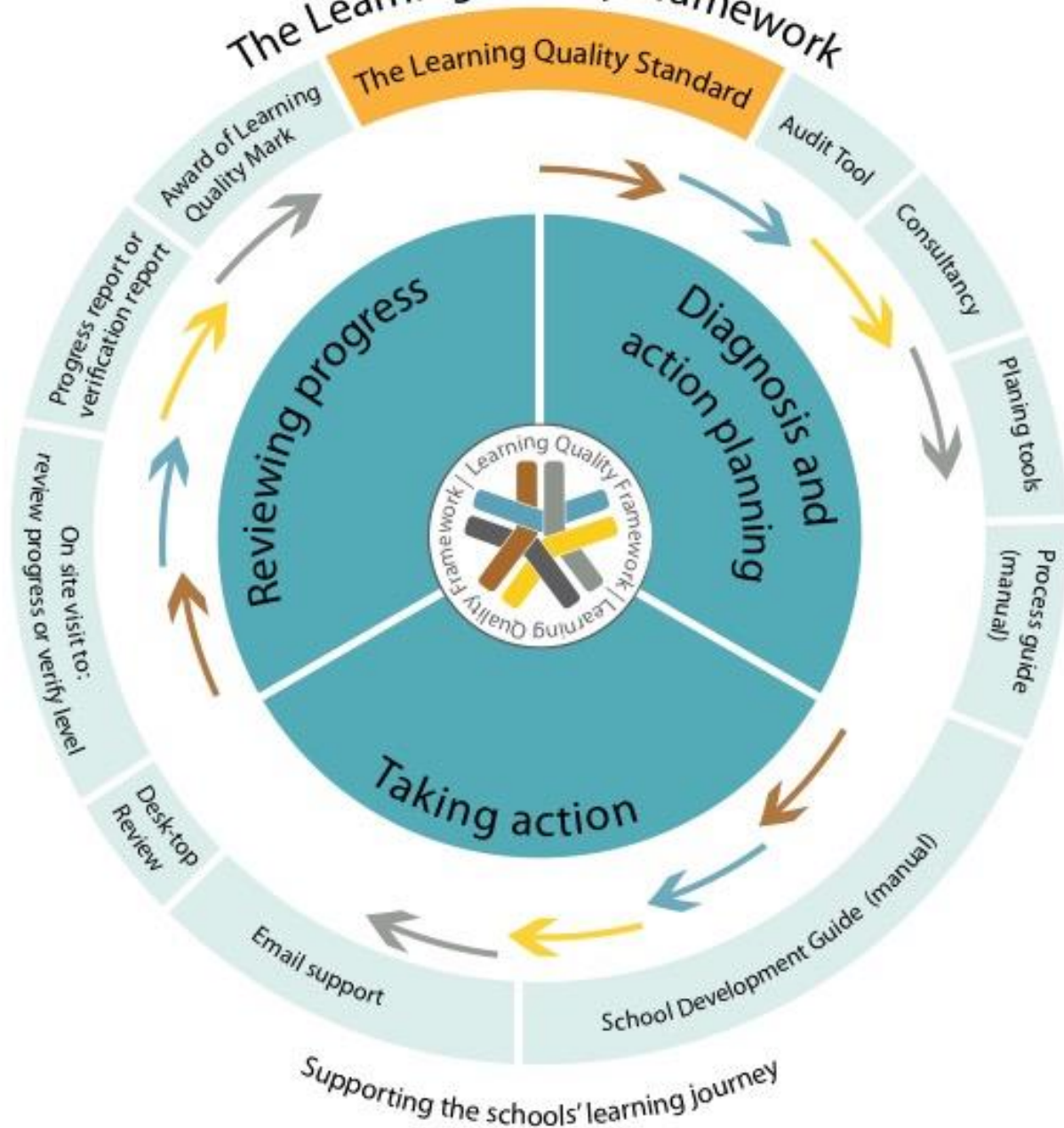
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The Learning Quality Framework

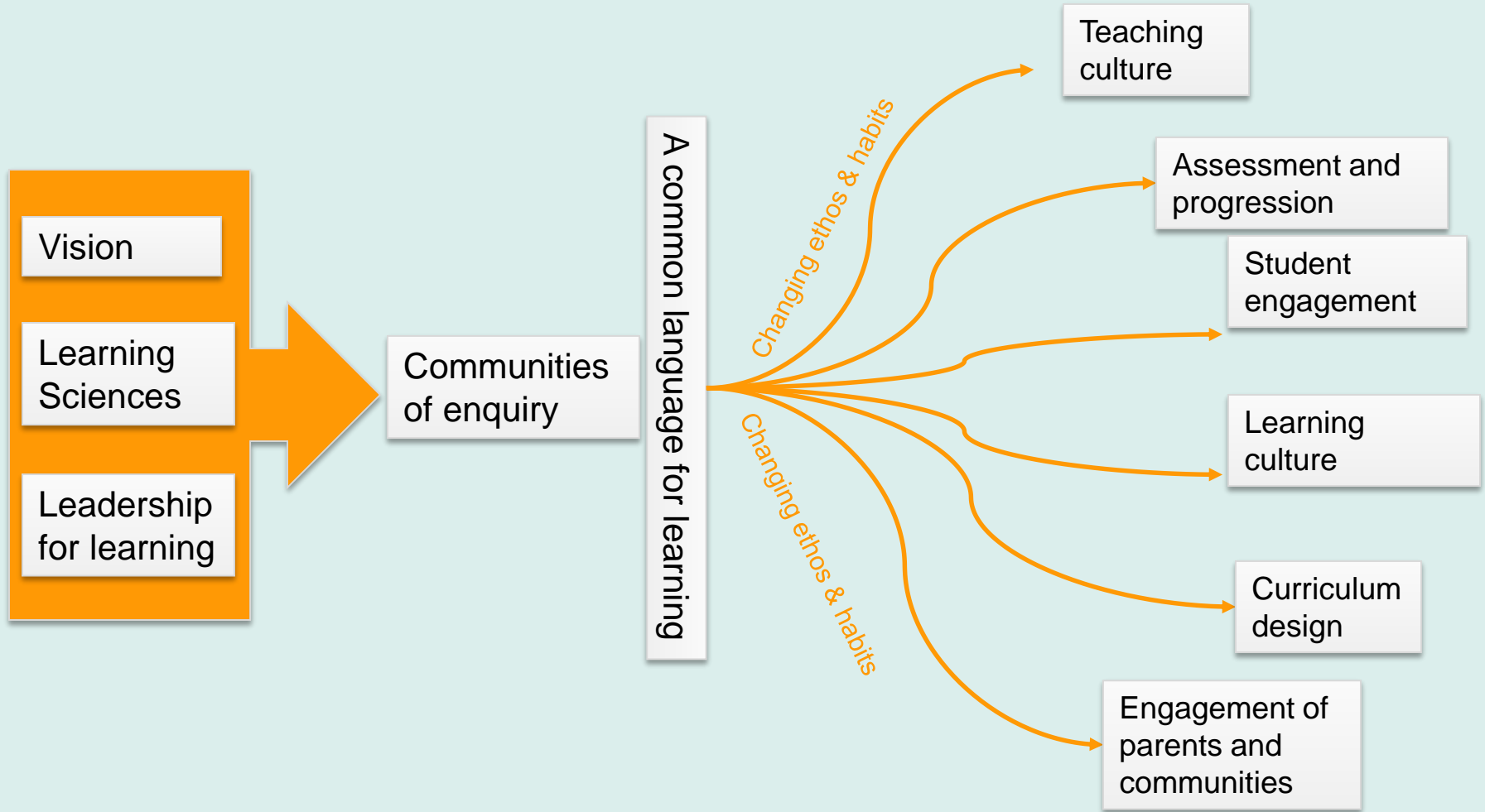The LQF scaffolds the school's learning journey through;

- a quality standard that captures key aspects of a school's learning culture

- materials and consultancy to assist in diagnosis and action planning

- external reviews of progress or verification of levels

The Learning Quality Framework

The Learning Quality Standard

Audit Tool

Consultancy

Award of Learning Quality Mark

Progress report or verification report

Diagnosis and action planning

planing tools

Reviewing progress

Process guide (manual)

On site visit to: review progress or verify level

Taking action

Desk-top Review

School Development Guide (manual)

Email support

Supporting the schools' learning journey

6

What does such an aspiration encompass?

Vision

Learning Sciences

Leadership for learning

→ Communities of enquiry

A common language for learning

Changing ethos & habits

Changing ethos & habits

- Teaching culture
- Assessment and progression
- Student engagement
- Learning culture
- Curriculum design
- Engagement of parents and communities

Commitment | Plans/strategies | Action | Evaluation

The LQF structure

- **4** Dimensions:

  - Commitment, Planning, Action, Evaluation

- **12** Principles:

  - based on different aspects of school culture

- **32** Indicators:

  - how the principles are realised in practice across four phases of development

LQF structure

Principles	Indicators			
	Bronze	Silver	Gold	Platinum
Commitment				
1 Vision 2 Learning philosophy 3 Language of Learning				
Plans/strategy				
4 Leadership 5 CPD				
Action				
6 Curriculum 7 Teaching culture 8 Learning culture 9 Learner engagement 10 Parents				
Evaluation				
11 Assessment (learning habits) 12 Evaluation				

Layout of the Standard

Principles	Explanation	Bronze	Silver	Gold	Platinum
Planning. Leadership approaches, plans and strategies are aligned to enhance learning development across the school and its students.					
4. Leading Innovation in Learning					
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.	**4.1b.** School leaders initiate debate on how current practice might be re-formed to accommodate a focus on learning.	**4.1s.** There are open debates about what constitutes 'good' and 'outstanding' teaching and learning through the lens of building students' learning habits.	**4.1g.** Staff and students are engaged in dialogues to develop learning across the school.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Moving this spirt of openness and enquiry to other organisations.
	4.2. Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.	**4.2b.** Teachers feel able to embrace experimentation in the classroom with confidence.	**4.2s.** Practitioners actively seek creative solutions to overcome any barriers to the school's development agenda for learning.	**4.2g.** Staff act with a spirit of self confidence and generate their own creative solutions.	
	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.	**4.3b.** The School has a monitoring system to investigate, guide and confirm improvements.	**4.3s.** Teams monitor their own practice and reach their own judgments against agreed criteria of teaching and learning.	**4.3g.** Self monitoring of practice is undertaken naturally as an act of discovery in order to improve practice.	
5. CPD Policy and Strategy					
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.	**5.1b.** Professional learning, through small scale enquiries, which are shared with the wider staff body, increasingly focus on understanding learning and growing students as independent learners.	**5.1s.** CPD programmes align school, team and individual needs based on the school's vision and framework of learning.	**5.1g.** Staff learning through learning enquiries and reconnaissance activity is used to refine the school's vision and framework for learning.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Joining with other organisations in communities of enquiry.
	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.	**5.2b.** Lead teachers and others are coming together to discuss and explore issues around learning and teaching.	**5.2s.** The school supports practitioners to form and sustain professional learning communities to share and deepen changes in teaching habits aligned with the learning framework.	**5.2g.** The professional learning communities have the knowledge, expertise and the authority to develop and extend the learning reforms over time.	
	5.3. Coaching Learning. The extent to which coaching partnerships are used to support professional development.	**5.3b.** CPD for school and team leaders develops the leadership and coaching skills required to support cultural changes.	**5.3s.** CPD for practitioners develops coaching skills as required in classroom practice.	**5.3g.** Most staff are well-versed in coaching strategies that deepen learning behaviours in others.	
	5.4. Reviews of Learning. How undertaking reviews of learning both engage staff and provide valuable evaluative data on which to build future development.	**5.4b.** Senior staff conduct learning walks across the school to gather and act on quantitative and qualitative data on how students are learning.	**5.4s.** Key staff are trained in and conduct learning reviews across the school to gather and use quantitative and qualitative data on how students are learning in order to improve practice.	**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.	

Principles; how they are fleshed out

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.

4.2. Enabling Exploration. The extent to which leaders enable people to seek and try creative and innovative ways of working.

4.3. Monitoring practice. The extent to which leaders enable people to monitor, reflect on and develop what constitutes excellent practice.

11. Assessing for Learning

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.

11.2. Using progression to refine practice. How an understanding of progression in learning habits is increasingly used to refine practice.

11.3. Building self-reflective learners. How students come to understand themselves as growing learners through supported self-reflection.

How threads of indicators grow

7.2. Talking for Learning.
This progression of indicators is concerned with the ways in which teachers use an agreed and growing language for learning to explain the process of learning and nudge it forward.

7.2b. Lead teachers are beginning to talk about learning and how it works. They use the school's emerging language for learning and encourage students to use it to talk about their learning.

7.2s. Talk about the learning process- verbal and feedback – is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.

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.

LQF – phases of development

- **Starting out (bronze)**

  - Beginning to have a radical re-think about the purpose of education,

  - Casting around and trying out ideas.

- **Developing (silver)**

  - Has found or developed a 'best-fit' learning strategy,

  - Increasingly putting this into practice.

- **Establishing (gold)**

  - Learning approach secured and working well,

  - Deeply embedded, not reliant on a few leaders.

- **Enhancing (platinum)**

  - Continual enhancement,

  - Impact now beyond the school.

At Bronze level . . .

- Indicator 7.2. Lead teachers are beginning to talk about learning and how it works. They use the school's emerging language for learning and encourage students to use it to talk about their learning.

- Documentary and/or video evidence from learning walks will show that this is beginning to happen.

  - Observations will confirm that some teachers are taking opportunities that arise naturally to notice and discuss how students are learning during lessons and in review points.

  - Interviews with lead teachers will show that teachers (usually through small scale enquiries) are exploring the effects of this and how to plan for it.

  - Interviews with students of lead teachers will confirm that some students are developing a vocabulary with which to discuss the learning process.

At Silver level . . .

- Indicator 7.2 Talk about the learning process - verbal and feedback - is embedded in the everyday conversations of many classrooms and alerts students to the learning behaviours they are using and improving.

- Documentary evidence from learning walks and learning reviews show that this is happening across a range of subjects / phases; Schemes of Learning and planning proformas will have been adapted.

  - Observations confirm the above.

  - Interviews with teachers will show that they are able to use the learning language relatively fluently. They are becoming increasingly at ease with this way of working

  - Interviews with students will demonstrate that most students are able to discuss the learning process clearly and confidently, using the school's language for learning.

At Gold level . . .

- Indicator 7.2 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.

- Documentary evidence demonstrates that Schemes of Learning and planning proformas etc. show planned progression.

  - Observations will confirm that most lessons are characterised by: dual focused learning outcomes; fluency and purpose in the learning language; review points that routinely address both content acquisition and the effect of the learning process.

  - Interviews with teachers will show that teachers are comfortable with working in this way and that they are fluent in the school's chosen language of learning.

  - Interviews with students will demonstrate that they are able to discuss the learning process clearly using the school's language for learning and have an accurate sense of how they are developing as learners.

Using The Learning Quality Framework

Four useful functions:

- Diagnostic

  – assess current position (secure, develop, start).

- Formative

  – develop plans based on the indicator paths.

- Summative

  – external review and/or formal verification of progress.

- Evaluative

  – report guides further development.

Support for the LQF learning journey

- Phase 1 – Diagnosis and action planning:

  An online step by step journey guide from audit through to assessment and beyond offering:

  – The LQF standard in full

  – Self-audit tools

  – Other tools to aid development planning

  – The School Development Guide – a 'manual' that unpacks the indictors and suggests how you might achieve them

  – A Level Review Chart for detailing evidence

Development guide – example page

Principle 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.

What the indicator strand is about:

1.1. A new vision for education. How the school grows and uses a vision for the empowerment of learning.

Bronze	Silver	Gold
1.1b. The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning.	**1.1s.** The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	**1.1g.** The school's vision for learning is embedded in its culture and guides the school's improvement plan.

Brief explanation of the indicator:

The school has become aware that there is more to education than the current system acknowledges or rewards. There is a growing realisation that more can and needs to be done. It all starts with an itch of dissatisfaction with the status quo and a readiness to move forward.

What this Level Indicator is about and what this means in practice.

The school, and in particular SLT, Directors of Learning, phase leaders, lead teachers, etc, is engaged in discussion about the purpose of 21st-century education and what this means for the school.

- The discussions may have grown out of concerns about how students are learning:
  - their dependence on teachers
  - some disengagement from the process
  - their reliance on memory
  - their inability to apply knowledge to wider tasks or situations
  - their attitudes to learning
  - ...and so on
- These discussions will take account of recent research into
  - the how of learning
  - the needs of young people
  - trends and changes in society
  - what other education systems are doing
- Underlying these discussions will be a strong urge to prepare young people better for a complex world — ie growing the skills they need to become confident, empathetic lifelong learners. Such discussions are likely to have taken some time and provoked small scale learning enquiries in the school.

Things that will indicate that you have reached this stage.

Ask yourself:

- Is there any documentary evidence that captures the nature and depth of discussions?
- How can we explain why we felt the need to rethink our vision; what influenced our thinking?
- How could we describe the thrust of our discussions: what we considered, what we thought was valuable, what we rejected?
- How could we explain the principles that underpin our emerging vision for student learning?
- What sort of spin-off small scale research enquiries into changing classroom practice resulted from our discussions?
- How have we investigated the implications of this emerging vision for the school, and the differences we hope it will make?

Recognising success in the LQF journey

- Phase 2 – Review and/or Verification Processes:

    – A desk-top pre-verification check

    – A planning tool, to help schools to prepare for review or verification

    – Phone and email support prior to verification

    – An on-site visit to conduct interviews, lesson observations, a school; tour and documentation scrutiny(for above Bronze level)

    – A report, based on the evidence, to assist future planning

    – Award of a Learni........n reaching a verified level.

Benefits of The Learning Quality Framework

- it provides the big picture and the staged journey towards the most important aspiration for your school

- it aligns you to the most demanding challenge you have

- it will form the basis of your school development plan for years ahead

- it stimulates you to think deeply about learning and - since you are an experienced professional - enables you to generate your own answers and solutions.

The Learning Quality Framework