

		Talking for Learning
A learning-centred classroom culture. A teacher-centred classroom culture	Enrich and embed	I talk fluently about learning itself using the language embedded in progression charts. I aim to deepen my own and my students' understanding of learning by referencing media reports / articles / videos about learning from the world beyond school. My feedback covering content and process is acted on by all of us. As a result, my students discuss learning with fluency and precision and understand how they can apply their learning behaviours in the real world.
		I use 'could be' language to build thoughtful, imaginative, critical thinking and use peer assessment as a vehicle for students to offer each other constructive feedback and help each other to improve. As a result, my students can accurately reflect on and discuss how effectively they are learning.
		I use the progression charts to enrich my learning language for a broader range of learning behaviours and encourage learners to keep learning journals / logs to plot their use. I ensure my feedback encourages reflection on the what and how of achievement. As a result, my students understand learning across a broader range of behaviours and grow their language of learning progression.
		I help learners build up their learning vocabulary providing opportunities for them to think about the learning behaviours they are using. I encourage learners to slow down and notice how they are learning. As a result, my students recognise a wider range of learning behaviours and take time to think about how they have been learning.
		I help learners to talk about key learning behaviours. I catch the moment, talking about effective learning behaviours whenever I observe them and discussing what good learners do. As a result, my students can explain key learning behaviours and know when they are using one to good effect.
		I'm unfamiliar with a language to talk about learning itself. My classroom talk focuses on what's being learned and my feedback focuses on what hasn't been learned or done correctly. As a result, my students have only a very basic vocabulary to discuss learning and don't see learning as a process that they can understand.