

			The players			Anticipated Impacts
			Senior leaders	Teachers	Learners	
The Action Plan for 'Playing the Learning Power Game'	Unit 1	<b>Tracking students' learning behaviours</b>	Recognise the need to develop students learning habits. Develop a plan to collect and review data to regarding how students' learning behaviours are developing. Discuss findings with staff and ensure they are equipped to help grow students' learning behaviours.	Complete a learning behaviour profile for each student. Recognise how this information sheds new light on students as learners. Appreciate the value of learning behaviours and their possible impact on teaching. Use this data to consider and plan possible shifts in classroom practice.	A learning character profile is constructed for every student. At this early stage profiles aren't shared with students. Older students may be involved in creating their learning profiles and made aware of the school's interest in developing them.	Leaders, teachers and students become aware of student learning behaviours, gathering sufficient detail to inform both day to day teaching and interventions that narrow perceived learning gaps.
	Unit 2	<b>Adapting Classroom Culture to support growth of four learning behaviours</b>	Engage in continual dialogue with staff supporting their experiments in developing learning cultures that encourage learners to: take more responsibility for learning; talk about their learning; consciously build their learning behaviours; celebrate their learning growth.	Experiment with small shifts in classroom culture designed to create an increasing focus on the learning-process. Take account of the learning growth patterns of the foundational behaviours; perseverance, questioning, collaboration and revising.	Students experience classroom cultures that offer them: an increasingly active role in their own learning; opportunities to talk about how they are learning; activities to strengthen their learning behaviours; celebration and praise for their learning behaviours rather than achievement.	Increased awareness of how classroom cultures affect students' learning behaviours. Students gradually recognise themselves as agents of, rather than recipients of, their own learning. Classrooms are becoming more learning-friendly.
	Unit 3	<b>Adapting Curriculum Delivery to support growth of four learning behaviours</b>	Encourage teachers to plan and trial curriculum plans designed to blend the use of appropriate learning behaviours with content and make this visible to learners. Over time agree which features appear to work most effectively in all classrooms.	Incorporate a range of learning activities / strategies into lessons aimed at growing and strengthening the four foundational learning behaviours. Trial and amend these activities to ensure they work productively for all students.	Students experience a range of activities and strategies intentionally designed to make the process of learning increasingly visible. Students discern these shifts, and come to understand that learning is learnable and that they do have some control over how they learn..	Many lessons now display and deliver aspects of the curriculum in a way that enlists and strengthens learning behaviours. The process of learning is increasingly visible to students.
	Unit 4	<b>Experimenting with the use of a further eight learning behaviours</b>	Ensure teachers/ teams extend their practice to embrace more key learning behaviours. Discuss student data re. progression in learning habits. Note results and identify patterns of success at school, year and class levels. Plan for further growth.	Extend lesson design to include a wider range of learning behaviours in order to influence all aspects of students' learning behaviour profiles. Planned activities begin to ensure students use all the learning behaviours at the phases of growth indicated in profiles.	Students experience lessons intentionally designed to bring a broader range of learning behaviours into active use. Specific behaviours are strengthened by activities that reinforce students' current phase of growth and enable the next phase to be aimed for.	The majority of lessons across the school are planned and delivered with a dual focus...content and process, the what and the how of learning.
<b>Anticipated Impacts</b>			Leaders assess and learn from changing classroom practice and its impact on progression in students' use of learning habits. They plan to absorb learning behaviours progressively across the whole curriculum, using the learning progression charts as a guide.	Teachers assess and learn from the impact of their interventions in relation to their own growth as a learning powered teacher AND in relation to their students' growth as better learners.	Students consciously use an increasing range of learning behaviours in their everyday learning. They develop a richer learning language and begin to understand themselves as a growing learner.	