

A Big Ambition Review

This tool helps you to

- Consider the impacts of your interventions
- Extend your understanding of the Big Ambition
- Identify good practice
- Explore pinch points
- Identify issues for development

The tool is organised into three profiles, the impact of the Big Ambition on:

- Leaders
- Teachers
- Learners

The Review is best undertaken in a spirit of

- Curiosity
- Enquiry
- Ruminative discussion
- Evolving judgement
- NOT monitoring or checking up

The Big Ambition Review is a tool for learning offering:

- difficult questions based on the impacts of the Big Ambition
- rating scales seeking opinions on effectiveness estimates
- rating scales gauging the validity of your effectiveness estimates

Ways of undertaking the review

The Profiles

- Impact on Leaders and Leadership
- Impact on Teachers and their Teaching
- Impact on Students and their Learning
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Each profile offers seven questions about the impacts that the Big Ambition is having. Each question invites you to observe, describe and rate current practice across the school. Please print a separate set of sheets for each.

Using the Profiles

There is no one right way of using the profiles. You could try some of the following suggestions; or adopt, combine and extend them; or use the profiles in completely different ways, in creating your own review.

- Senior Leadership Team divide the profiles between them, make notes for each aspect based on their knowledge of the school, and then come together as a team to discuss.
- Undertake a desk-top review drawing on what you know of the school.
- Invite KS staff to work together to observe and discuss their classroom practice in relation to each profile. Staff teams meet to discuss.
- Invite mixed KS staff teams to walk around the school looking at classrooms through this learning lens.

Evidencing the profiles.

You are invited to offer three types of evidence for each phase.

Low 1 2 3 4 5 High	Estimate of effectiveness across the phase.
Evidence	Description of what happens in classrooms with regard to your understanding of the question.
Evidence type: A – B – C – D – E	An estimate of the soundness or validity of your evidence. A = These are guesses, as we have not looked at classrooms like this before. B = These are impressions. C = There is some anecdotal evidence to support the judgements. D = We have evidence based on classroom observations. E = We have solid evidence from observations of learning, supported by conversations with pupils and teachers.

Profile 1: Leadership

(Key stage: __)

How effectively do leaders monitor changing classroom practice?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent are leaders developing an understanding of how and why learning behaviours are growing?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Leaders are planning to ensure that progression in learning behaviours is built into curriculum planning.	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Data on growth in student learning behaviours is a key performance indicator for senior leaders.	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Leaders are integrating Learning Power into whole-school development planning.	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Leaders remain close to Learning Power developments and continue to display their ongoing commitment to it.	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do leaders ensure that their school functions as a learning organisation?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 2: Teachers

(Key stage: ____)

How effectively do teachers adopt a coaching approach when appropriate?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How realistic are teachers' assessments of their own classroom culture?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent are classrooms becoming increasingly learning-friendly?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent do teachers understand how they are developing as a teacher of learning power?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How realistic are teachers' assessments of how students are responding to the changes they are making?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective are teachers in balancing content acquisition with the growth of learning behaviours?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well do teachers understand and use the learning profiles of individual students?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 3. Learners

(Key stage: ____)

To what extent are learners aware of the learning behaviours they are employing?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Can learners explain how their learning repertoire is widening and developing?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent can learners describe how they a planning to become a more effective learner?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How fluently can students talk about their learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent are students aware of and consulted on their learning profiles?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do students take control of their own learning development?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent are students aware of how their lessons are planned to purposely grow their learning behaviours?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Big Ambition Review – Reflection

Now you've looked at the impacts of your interventions, have a think about what you found and what it might mean.

- What have you learned about the impacts you are having on a) leaders / leadership; b) teachers / teaching; c) learners / learning?
- Does the focus on the impacts of the Big Ambition complement / inform your usual Monitoring and Evaluating processes?
- Of the 3 profiles, did any score more or less highly than others? Why do you think this might be?
- Is your **evidence base** broadly the same across all 3 aspects, or are there variations? i.e. do you have a more sound evidence base for the impacts on teachers than on learners? Why might this be?
- Do you think that these 21 statements are a useful lens through which to view the impacts of your interventions?

Having undertaken the Big Ambition review, what is the one biggest outcome for you personally?

Which aspect of the Big Ambition does the school need to address first?

What might you do in light of undertaking this review?