

A Learning Culture Review

This tool helps you to

- Look at your school through a learning-focused lens
- Extend your understanding of the learning culture of classrooms
- Identify good practice
- Explore pinch points
- Identify issues and practice for development

The tool is organised into four profiles

- The extent to which learning is a shared responsibility
- The extent to which learning is the object of conversation
- The extent to which lessons are constructed with learning in mind
- The extent to which classrooms celebrate learning rather than performance

The Review is best undertaken in a spirit of

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

The Learning Culture Review is a tool for learning offering:

- difficult questions based on learning power principles
- rating scales seeking opinions on effectiveness estimates
- rating scales gauging the validity of your effectiveness estimates

Ways of undertaking the culture review

The Profiles

- Relating for learning
- Talking for learning
- Constructing learning
- Celebrating learning

Each profile offers seven questions about the way in which the culture of a learning-focused classroom might operate. 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's learning culture.
- 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: Learning Relationships

(Key stage: ____)

How effectively do teachers devolve responsibility for learning to students?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How often do teachers adopt a coaching approach?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do teachers show that they too are still learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well does the classroom culture enable students to be self-regulating?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture in developing a sense of shared endeavour?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent are students motivated to engage with the learning opportunities on offer?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do classrooms help students to become increasingly independent as they pass through the school?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 2: Classroom talk

(Key stage: ____)

How fluently do teachers talk about the process of learning using the school's learning language?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective are classrooms in creating a shared understanding of the learning process?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do teachers offer learning-related feedback?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do students respond to and act on learning-related feedback?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How often is the school's learning language evident in classroom discourse?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How fluent are students in talking about their learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well do students understand the process of learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 3. Constructing learning

(Key stage: ____)

How often is challenge sufficiently high to activate the need for perseverance?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well are lessons planned and delivered with both content acquisition and learning behaviours in mind?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture in offering students opportunities to reflect on what and how they have learned?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Are most learning activities sufficiently rich to engage learner interest?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well are students able to explain how they are learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do students engage with opportunities for reflection?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well are students developing an appetite for learning that is challenging?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Average score []	

Profile 4. Celebrating learning

(Key stage: ____)

How effective is the classroom culture in encouraging students to see mistakes as learning opportunities?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively does classroom display help students to understand the learning process?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture at helping students to believe that they can get better at learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture in valuing process over outcome/product?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well does classroom display communicate the school's vision for learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively does the classroom culture enable students to become aware of their growth as a powerful learner?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is classroom culture in developing a positive, can-do mindset?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Learning Culture Review – Reflection

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

- Have you looked at your school/classroom(s) like this before?
- Does the observational focus on a **culture to support student learning behaviours** complement, or conflict with, a more traditional observational focus on teachers' teaching behaviours?
- Of the 4 profiles reflecting the four aspects of classroom culture, did any score more or less highly than others? Why do you think this might be?
- If you looked at each Key Stage separately, which had the highest scores? Why might this be?
- Is your **evidence base** broadly the same across all 4 aspects, or are there variations? i.e. do you have a more sound evidence base for some aspects of learning than others? Eg Relating for Learning. Why might this be?
- If you were to complete this review for the oldest students in your school and for the youngest ones, what do you think you would find? Do classrooms become increasingly positive with age, or decreasingly, or would there be no differences? Or are the variations simply dependent on the teacher's underlying philosophy / practice?
- Do you think that these 28 statements are a useful lens through which to view your school's classroom culture?

Having undertaken the Learning Culture review, what is the one biggest outcome for you personally?

Which aspect of learning does the school need to improve first?

What might you do in light of undertaking this review?