

# Sustaining Progression

The Learning Quality Framework directly supports both the planning and evaluation phases in a school's development cycle: initially through rigorous self-diagnosis and action planning tools, and later through an external review or verification of a level reached. These stages recur as the school progresses through the Framework's levels.

## Diagnosis and action planning

The first stage involves gaining a feel for the framework, bringing people on board, diagnosing current practice and drawing up an organisation deep action plan.

The planning stage is supported by an online resource bank offering:

- copies of the full standard
- Tools to assist in auditing practice and planning action to secure a level of the framework
- the *School Development Guide*: a manual that unpacks the framework's principles and indicators and suggests how you might achieve them
- *Six Steps to Success*: tools to guide your journey from audit to verification
- Online consultancy to ensure accurate action planning against a level of the framework.

## Taking action

The school works through its action plan, which will have followed on from the initial diagnosis/audit, or an external review of progress, or a level-verification report written by the external assessor.

Bronze: the school undertakes a range of small-scale learning enquiries to help their understanding of how learning works, laying the foundations for later levels.  
Silver: the school is nailing its learning colours to the mast, determining and spreading its learning strategy into ever widening aspects of school life.

Gold: the approaches are deeply embedded in the school, teachers are highly skilled in expanding learning behaviours, and students benefit from being skilled, self-reflective learners.

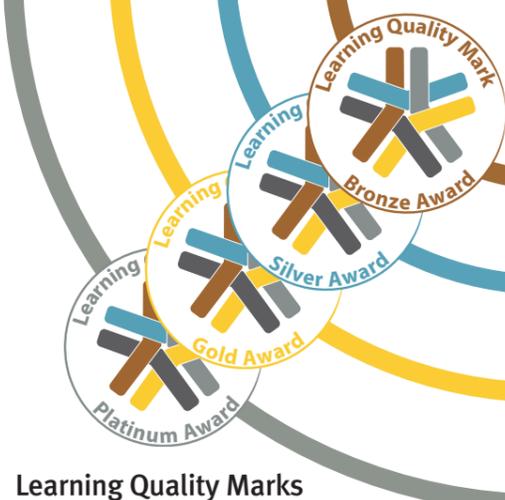
Platinum: the school uses its own initiative and sets its own goals; it must prove its own achievement rather than be assessed against pre-established criteria.

## External review and verification

This stage involves the external review of progress or verification of a level. These processes bring focus and motivation to the school's action plan for implementing change.

Depending on progress, the school can choose to have a review of progress to date, or a verification that they have reached a particular level in the framework. Support in this phase includes:

- On-site visits to conduct interviews, lesson observations, and documentation reviews
- A desk-top review of your self-assessed level to ensure a level verification is not in vain
- A formative report to guide further planning and action.



Learning Quality Marks

If you are interested in finding out more, please speak to us on 0117 937 8080

The Learning Quality Framework has been created and is managed by TLO Limited, The Park Centre, Davenry Road, Bristol, BS4 1DQ.



# The Learning Quality Framework

From Vision to Precision

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

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

## Taking a holistic approach to learning

The Learning Quality Framework guides the long-term learning journey of a school that aspires to make world-class learning its prime educational goal. It captures the essence of what a learning school does to ensure that all its people – staff and students – become better learners. It raises the school's performance by creating a collaborative learning culture and developing outstanding teaching.

The Framework shows how a school can:

- build young people's mental, emotional and social resources to enjoy challenge and cope well with uncertainty and complexity
- use the learning sciences to re-think and renew the school's educational core
- operate as a learning organisation
- play a more expansive educational game

The Learning Quality Framework translates these challenging aspirations into practical descriptions of what the school needs to be like along the way to realising them. Such aspirations may call for wide-ranging changes in the culture of a school, so the framework encompasses issues not only of outstanding

pedagogy but of leadership, professional development, curriculum design, parents and community, and more.

Whatever your current approaches to learning – be they Philosophy for Children, Assessment for Learning, Building Learning Power – BLP, Visible Learning, Habits of Mind, or Opening Minds – the LQF guides the school in blending and infusing them into a coherent learning culture and strategy.

The LQF is rooted in research from the learning sciences, learning organisations and ten years of action research in schools. It is for schools that want to broaden their educational horizons and give their students a better deal by consciously expanding their capacity and desire to learn.

The Learning Quality Framework supports a learning journey to meet a quality standard. The school has to make the journey but the standard shows you the whole journey and alerts you to hazards. Resources and consultancy guide your progression through its stages, and the award of a Quality Mark recognises and rewards your foresight and effort.



# The Learning Quality Framework

## Making challenging aspirations do-able



### A structure for growing learning

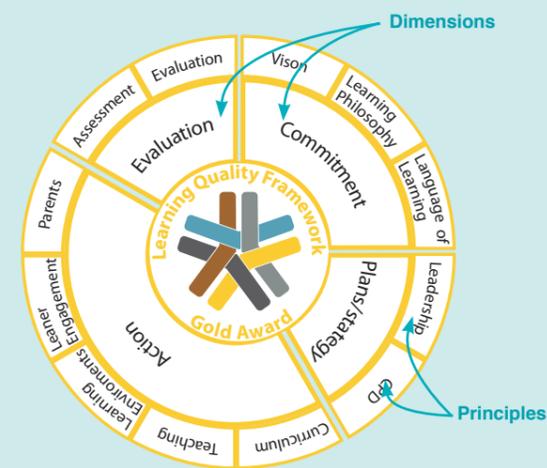
The Learning Quality Framework offers schools a rich view of learning and learners, unlocking the features of a learning school. At its heart is the Learning Quality Standard, a quality standard that captures how key aspects of a school's culture link together to assist in developing learning and learners.

The Framework as a whole adds to the Standard the processes and resources necessary to bring it to life and to sustain the school's engagement with it across the years.

### Principles of learning

The Learning Quality Standard has twelve principles of learning. These include the school's vision for education, its beliefs about learning, how leaders lead learning, how classroom practice, assessment and the curriculum are best designed to build learning habits, how staff are best enabled to adjust their practice, and how the school itself acts on its own learning. The principles drive learning throughout the school.

The principles are grouped under four Dimensions, following the well known Commitment – Planning – Action – Evaluation quality cycle.



### Statements of practice

Each principle is described through statements of practice, or indicators. These show how the principle is enacted in practice. And since the point of the framework is to describe and guide a learning journey, the statements of practice are related to four levels of development: coherent staging points on the journey, where you might take time to reflect and prepare for the next stage.

### What the Standard looks like

Principles	Explanation	Bronze	Silver	Gold	Platinum
<b>Commitment. The school is committed to using the learning sciences to develop its peoples' learning dispositions, and equip itself as a learning organisation.</b>					
<b>1. Vision for Learning</b>					
<b>1. Vision for learning</b> An engaging vision for 21st Century education based on social, economic, moral and personal learning imperatives guides the school and its community.	<b>1.1. A new vision for education.</b> How the school grows and uses a vision for the empowerment of learning.	<b>1.1b.</b> The school is investigating social, economic, moral and personal reasons for revising the school's vision for and of learning.	<b>1.1s.</b> The school's vision for learning is based on core values of learner empowerment, the expandability of intelligence and the strengthening of learning character.	<b>1.1g.</b> The school's vision for learning is embedded in its culture and guides the school's improvement plan.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Working beyond the school to develop innovative practice.
	<b>1.2. Spreading understanding.</b> Spreading understanding of the vision in the school and community.	<b>1.2b.</b> The emerging understanding of the need to review the school's vision for learning is spreading throughout the school.	<b>1.2s.</b> Understanding of the school's vision for learning is spreading throughout the school and its internal community.	<b>1.2g.</b> School governors, staff, students, parents and the community support the school's learning ambitions.	
<b>2. A Framework for Learning</b>					
<b>2. A Framework for learning</b> A coherent approach to learning traits that affect how we go about learning	<b>2.1. The school's view of learning.</b> The nature of the learning framework	<b>2.1b.</b> The school's commitment to improving learning is rooted in understanding the "how" of learning		Within the school there is understanding of and	The school uses gold indicators

Four dimensions of a learning school

<b>7. Teaching Methodologies</b>					
<b>7. Teaching Methodologies</b> Teaching Methodologies: Learning opportunities intrigue and motivate learners, develop effective learning habits and enhance content acquisition.	<b>7.1. Explaining and training learning habits.</b> How and when staff explain and train students in using their learning behaviours in order to develop them as habits.	<b>7.1b.</b> Some teachers talk informally to students about learning and how it works.	<b>7.1s.</b> Many teachers explain the nature of learning habits and train students in how to use them.	<b>7.1g.</b> Most practitioners are well versed in the complexities of learning habits and train students in deepening them.	The school uses the gold indicators as a springboard for developing its own initiatives. For example: • Skilled coaching of learning across the school.
	<b>7.2. Dual focused learning.</b> How learning habits are infused with content to drive learning opportunities and stretch and progress learning capacity	<b>7.2b.</b> Some teachers draw students' attention to a range of behaviours they use when learning.	<b>7.2s.</b> Most learning opportunities across all curriculum areas are designed to make the processes of learning	<b>7.2g.</b> Skillfully orchestrated dual focused learning opportunities are used routinely across the school to ensure learner engagement	

Twelve principles describe the key features of a school's learning practice

Explanations for the thirty-three threads of indicators

Indicators describe how the principles act out in practice at Bronze, Silver and Gold levels of development

Platinum level – where the school defines its own learning practice

### Where might the journey start?

Perhaps a school has realised there may be a bigger goal for education, that they may actually be cultivating habits of dependency in students through too much spoon-feeding; or perhaps an 'Outstanding' Ofsted judgement is not backed up by Outstanding teaching and learning; or perhaps Outstanding looks a long way off, but the school is serious about getting there. For any of these schools, the LQF offers the basis for a radical rethink of their vision for learning.

### The four levels of development

**Bronze—Starting out:** At this stage the school is trying out ideas and building a culture of enquiry, experimentation, self-reliance and learning rather than dependency and performance.

**Silver—Developing:** By this stage the school is using its learning from enquiry to create its best-fit learning strategy and is harnessing professional development to ensure outstanding learning through outstanding teaching.

**Gold—Establishing:** Here the learning-driven approaches to pedagogy, professional development, student engagement, assessment, and curriculum design are deeply embedded in the school's culture, and becoming world class.

**Platinum—Enhancing:** The school is operating as a learning organisation where all its people, staff and students alike, expand their capacity to create the results they truly desire and engage with other organisations to create wider cultures of learning.

### Process: challenge, culture, commitment

#### A serious learning challenge

A school that takes on the Learning Quality Framework will be embarking on possibly the most challenging change process it has ever encountered. The Framework is not a quick fix to raise examination results. Rather it is the basis for thoughtful planning, aimed at what will be, for most schools, a significant change in culture ('the way we do things round here'). It is a deeply formative framework rather than a set of summative hoops to be jumped through.

LQF shines a light on both the formal and informal learning processes of a school and shows how, when these are aligned, they work together to expand young people's, and indeed the school's, capacity and appetite to learn.

#### A shift in culture

The school makes its own journey in its own way, but the supporting materials and consultancy are there as fuel and guidance to make the journey efficient, fruitful and rewarding. Getting it right, making it stick, and keeping it going need to be seen as a gradual, sometimes difficult, but hugely worthwhile process; a process that blends culture change in schools, habit change by teachers, and learning-habit formation by students.

#### A long-term commitment

Timescales for making the journey are difficult to predict. Much will depend on how a school's current practice matches up to the standard's levels. A few schools will start their journey at about the Bronze stage and work first towards Silver; a very few will start close to Silver and work towards Gold. But most are likely to find that even the Bronze level will require a good measure of carefully planned action, and managing that journey securely could easily take a year.

Progression beyond Bronze involves broadening, deepening and strengthening the LQF principles. For example, more teachers will be using expansive education techniques in more lessons, and with greater fluency and skill. These three aspects of progression – broader, deeper, stronger – are what makes the achievement of a level take time. In many schools, each level beyond Bronze might take a further two years to achieve.

These time estimates reflect the scope of development, involved in meeting the Learning Quality Standard.

#### Recognition

The planning and effort that will go into reaching any of the levels will well deserve public recognition, which the award of a Learning Quality Mark affords.