

A Learning Culture Review

This tool helps you to

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

The tool is organised into four profiles

- How well the emotional culture of classrooms enables Building Learning Power
- How well the cognitive culture of classrooms enables Building Learning Power
- How well the social culture of classrooms enables Building Learning Power
- How well the classroom cultures enable pupils develop as independent learners

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 learning review

The Profiles

- The emotional culture
- The cognitive culture
- The social culture
- The strategic culture

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 class or key stage.

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 ①②③④⑤ High	Estimate of effectiveness across the key 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: The emotional culture of the classroom

(Key stage: ____)

How effective is the emotional 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 the classroom culture ensure pupils are inclined to persist when the going gets tough?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
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 does the classroom culture enable pupils to be self-regulating?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively does the classroom culture enable pupils to cope with managing distraction?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well does the classroom culture support pupils to work patiently and with attention to detail?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture at helping pupils to believe that they can get better at learning?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 2: The cognitive culture of the classroom

(Key stage: ____)

How freely available are resources for independent access by pupils?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How often do pupils have opportunities to explain their thinking to others?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective are teachers at using a speculative approach to learning; treating knowledge as provisional and open to question?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective are teachers at offering pupils the opportunity to frame their own questions?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively does the classroom culture enable pupils to speculate and hypothesise?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well does the classroom culture enable pupils to be curious?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How often do pupils have opportunities to compare and contrast and to explore differences and similarities?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 3. The social culture of the classroom

(Key stage: ____)

How effectively are pupils encouraged to adopt the successful strategies of others?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively are activities constructed to enable pupils to learn collaboratively?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture at enabling pupils to listen attentively to their teachers?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively are pupils trained to listen attentively to each other?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do pupils adopt different roles when working as part of a team?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively are pupils enabled to show care and consideration for others?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture at encouraging pupils to empathise with others?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 4. The reflective culture of the classroom

(Key stage: ____)

How well does the culture encourage teachers and pupils to talk about the process of learning?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively does classroom display help pupils 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 in offering pupils the opportunity to reflect on what and how they have learned?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective is the culture at enabling pupils to think ahead and plan their own work?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively does the classroom culture encourage pupils to choose how they want to learn?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective is the classroom culture at enabling pupils to work towards identifying and meeting their own goals?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well are pupils encouraged to develop their own success criteria (view of quality) for an activity or piece of work?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Learning Climate 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 domains of learning (emotional, cognitive, social and strategic), 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 domains, or are there variations? i.e. do you have a more sound evidence base for some domains of learning than others. Eg cognitive. 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 agree that these 28 statements are useful indicators of a positive learning culture? Are there any that do not fit well with your view of how classrooms should be?
- Consider your Learning and Teaching / Marking / Assessment Policies in relation to those learning culture statements that you agree are positive indicators. Are such statements reflected in your school policies? Are your policies at odds with these statements?

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

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

What might you do in light of undertaking this review?

