Learning to Learn in Schools
Phase 3 Evaluation
Final Report

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2 Introduction

Overview

- The rationale for all phases of the *Learning to Learn* project is to understand how we can help learners in school to learn most effectively and so give each one the best chance to achieve his or her potential and become a confident, successful lifelong learner.

- Phase 3 of the project ran in schools from 2003-2006, building on work from Phases 1 and 2. It involved 32 schools from three Local Authorities: Cheshire, Cornwall and Enfield. Represented within these areas are a variety of primary and secondary schools from different geographical areas and a range of socio-economic characteristics.

- Small groups of teachers in each of the schools involved have been supported in undertaking a series of professional enquiries to research aspects of learning to learn in their classrooms.

This report provides a description of the methodology, action research projects and findings from the evaluation of Phase 3 of *Learning to Learn*. It therefore presents findings from this three year project and compares and contrasts some of the emerging themes with those reported in the first two years (Higgins et al., 2005; Higgins et al., 2006). The rationale for all phases of the *Learning to Learn* project is to understand how we can help pupils to learn most effectively and so give each one the best chance to achieve her or his potential and become a confident, successful lifelong learner.

The project was originally conceived by the Campaign for Learning in 2000, against a background of substantial changes in education and advances in the understanding of the process of learning and how this can be influenced. Along with a growing number of teachers, educational organisations and respected international educationalists, the Campaign for Learning felt confident that a better understanding of learning to learn by teachers and pupils could be the catalyst for

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1 *Learning to Learn* refers to the approaches undertaken and ideas developed in the Campaign for Learning’s project, where this relates to the concept more broadly ‘learning to learn’ is used.
further improvements in schools. They therefore set out to test the thesis that more brain-friendly teaching and learning in schools could have a positive impact on the motivation and performance of pupils and teachers. In addition they wanted to help to create an inclusive lifelong learning society by equipping young people with the skills and the motivation they need to learn throughout their lives as citizens, parents and employees. This depended upon teachers having an understanding of how to teach learning to learn skills and applying their knowledge systematically in schools.

Phase 3 built on work from Phases 1 and 2 (Rodd 2001; 2002; both reports are available on the Campaign for Learning website2) and involved 32 schools from three Local Authorities (LAs): Cheshire, Cornwall and Enfield. Represented within these LAs are a variety of primary and secondary schools from different geographical regions and socio-economic backgrounds. Specifically the research in Phase 3 aimed to understand:

- the relative importance of different learning to learn approaches in raising standards;
- how the adoption of learning to learn approaches impacts on teacher motivation and capacity to manage change; and
- whether, and if so how, learning to learn approaches support the development of confident and capable lifelong learners.

More generally the project aimed to explore the impact of Learning to Learn approaches adopted in Phases 1 and 2 of the project with a larger number of more representative schools and to assess how learning to learn could be integrated most effectively into schools more widely. This included a number of issues such as:

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2 http://www.campaignforlearning.org.uk/projects/L2L/Resources/researchreports.htm
• how best to link learning to learn in school with out of school hours learning and family and community learning;
• how to assess learning to learn;
• how to achieve transfer of learning to learn approaches into other curriculum areas; and
• the potential for, and impact of, Information and Communications Technologies (ICTs) on learning to learn in schools.

2.1 **Fostering dispositions for learning: the 5Rs model**

Underpinning the idea of learning to learn is a belief that attitudes and dispositions are of fundamental importance. The Campaign had developed the 5 ‘Rs’ for lifelong learning (Readiness, Resourcefulness, Resilience, Remembering and Reflection: see figure 1).

![Figure 1: The Campaign for Learning's 'Five Rs' model](image)

This is a model of the knowledge, skills and dispositions used by effective lifelong learners and has been refined as a framework for research in Phase 3. The Campaign acknowledges with gratitude
the work of Guy Claxton, Alistair Smith, Bill Lucas and Toby Greany on which it is based. The Campaign for Learning believes that it is by using a range of approaches to develop the 5Rs in all their pupils, schools can achieve their core purpose, namely preparing all young people so that they can, and do, continue learning effectively throughout their lives. The aim of Phase 3 of the project was to explore with the project schools how this could best be done and the impact that this has on teaching and learning. The schools were introduced to the model at the outset of the project and identified aspects of the 5Rs that they felt they particularly needed to develop in their schools. They then developed their research projects and enquiries to indicate how they would develop this aspect and how they would measure the impact, using a range of quantitative and qualitative data.

2.2 The research team

A research team lead by Professor Steve Higgins of Durham University and Dr Kate Wall from the Research Centre for Learning and Teaching at Newcastle University evaluated Phase 3. The team supported the professional enquiries and classroom research in the schools involved and undertook additional activities to identify the impact of the adoption of Learning to Learn approaches across the project. For three successive years the teachers in the project undertook a professional enquiry following a broad action research approach which they then wrote up as a case study to contribute to the overall project report. This report should therefore be read with these more detailed accounts of these professional enquiries in mind. The teachers involved have produced a total of 85 case studies of their research in schools and these reports are available on the Campaign for Learning’s web site.
2.3 **Support structures in the project**

Each year of the project the schools and teachers involved had the opportunity to attend two regional professional development days in the Autumn and Summer terms and a two-day national residential conference. Keynote presentations by leading figures in the area of learning in schools offered starting points for further investigation and the teachers were encouraged to work in pairs or small teams to undertake a professional enquiry into an aspect of learning to learn which they selected as appropriate for their particular context. As the project progressed the teachers were also presented annually with the emerging findings of the project and with copies of each others’ case studies. There is always a risk that this approach might have influenced the focus of their further research, but in using an action research approach and the three cycles of innovation and evaluation, the research team were committed to support the teachers with their own professional enquiries and research and to provide feedback about the broader project in order to support these professional enquiries as well as their broader professional development.

![Diagram of the project network supporting the teachers](image)

**Figure 2:** Diagram of the project network supporting the teachers (Higgins et al. 2005)

Each geographical cluster was supported by a co-ordinator locally identified by the Local Authority or Education Action Zone in which the regional project was based who organised additional local
meetings and networking between schools (a diagram which the teachers constructed of this network can be seen in figure 2). The detail of the work undertaken by schools can be seen in the case studies that they produced.

![Diagram of Learning to Learn Network](image)

Teachers were encouraged to develop an understanding of what they believed *Learning to Learn* encompassed and to share this with their students (Treloweth Primary School, Cornwall)

### 2.4 Summary

This report provides details of the methodology, research projects and findings from the evaluation of Phase 3 of the Campaign for Learning’s *Learning to Learn* project. Phase 3 built on work from Phases 1 and 2 and involved 32 schools from three Local Authorities (LAs): Cheshire, Cornwall and Enfield. Represented within these LAs are a range of primary and secondary schools with differing socio-economic and geographical contexts.

Specifically the research in Phase 3 aimed to understand:

- the relative importance of different learning to learn approaches in raising standards;
- how the adoption of learning to learn approaches impacts on teacher motivation and capacity to manage change; and
- whether, and if so how, learning to learn approaches support the development of confident and capable lifelong learners.

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3 The schools and the teachers involved in *Learning to Learn in Schools Phase 3* are identified in this report both in and through the case studies they have written. This has been done with the express permission of the teachers and schools involved. We have followed both Local Authority and individual school guidelines with regard to this information.
A university-based research team evaluated Phase 3 primarily by supporting the enquiry and research in each of the schools involved but additional activities were also undertaken to identify the impact of the use of Learning to Learn approaches in schools.

### 2.5 Where to get further information

- The rationale for Learning to Learn in Schools and the earlier phases of the project can be found on the Campaign for Learning’s website, including the evaluation reports from of Phases 1 and 2 (Rodd, 2001; 2002) at [http://www.campaignforlearning.org.uk](http://www.campaignforlearning.org.uk).

- The case studies from the three years of the project can be downloaded from the project website [http://www.ecls.ncl.ac.uk/l2l/](http://www.ecls.ncl.ac.uk/l2l/) or from the Campaign for Learning website: [http://www.campaignforlearning.org.uk](http://www.campaignforlearning.org.uk).

- The technical appendices to this report contains more information about the action research methodology and rationale, and a more detailed account of the action research approach and evaluation methodology can be found in the reports from the first two years of Phase 3 (Higgins et al. 2005; Higgins et al. 2006) also available at: [http://www.ecls.ncl.ac.uk/l2l/](http://www.ecls.ncl.ac.uk/l2l/) and [http://www.campaignforlearning.org.uk](http://www.campaignforlearning.org.uk).

- Two further publications describe research and Learning to Learn activities in primary schools “Learning to Learn for Life: research and practical examples for the Foundation Stage and Key Stage 1” and “Learning to Learn for Life 2: research and practical examples for Key Stage 2” (Goodbourn et al., 2005; Goodbourn et al., 2006).

- Aspects of the project have been published in academic journals regarding the work with parents (Hall et al., 2005), the development of teachers' learning (Hall et al., 2006) and the methodology developed to understand learners’ thinking about their learning (Wall & Higgins 2006) as well as disseminated through presentations at national and international conferences.

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and any information about pupils where these were available, and adhered to the British Educational Research Association's Ethical Guidelines (2004) in the conduct of the project again in so far as we are aware and were able.
3 Understanding learning to learn

Overview

- This chapter looks at the different definitions of learning to learn, the nature of the innovations and activities which the teachers and schools have been involved in and the way in which learning to learn has been developed in schools.
- The evidence is drawn from a series of 67 interviews with teachers (19 in the first year, 24 in the second year and 14 in the final year of the project) and wider research in education.

All of the schools have innovated under the broad heading of ‘learning to learn’. However a range of definitions of learning to learn exist, drawing on ideas of metacognition, thinking skills, self-regulation, self-efficacy and self-esteem (see, for example, Claxton, 2002). Within this project the definition has remained relatively fluid and flexible since the teachers themselves have created new understandings of what ‘learning to learn’ is in practice through the process of research and enquiry they have made as part of the project.

Learning to learn is a well-used phrase in contemporary educational debates, but perhaps lacks conceptual clarity. It is sometimes equated with lifelong learning or at least the foundational elements in lifelong learning skills (Cornford, 2002) and is widely acknowledged to require the development of metacognitive skills and techniques (Sternberg, 1998) as well as the development of self-regulation more broadly. In policy terms, learning to learn is firmly part of the skills agenda supporting employability and increased economic competitiveness (Rawson, 2000). The complexity of what is involved can perhaps best be captured in the working definition used by Hargreaves (2005): “learning to learn is not a single entity or skill, but a family of learning practices that enhance one’s capacity to learn.” With this emphasis on learning practices, rather than a more individual or psychological description on skills or even a focus on personal dispositions (e.g.
Perkins et al., 1993; Claxton & Carr, 2005) the academic focus has shifted towards learning activities and communities of practice (e.g. Wenger, 1998) as outlined in some of the publications from the Teaching and Learning Research Programme (TLRP): see, for example James & Brown (2005).

Claxton’s four generations of ‘teaching learning’ (Claxton, 2004) provide a helpful way of distinguishing some of the practices that can often be clustered under the general banner of learning to learn.

**Figure 3:** Claxton’s (2004) four generations of teaching learning

<table>
<thead>
<tr>
<th>Generation</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>First generation</td>
<td>Raising attainment</td>
</tr>
<tr>
<td></td>
<td>Good teaching is effective delivery of content knowledge</td>
</tr>
<tr>
<td>Second generation</td>
<td>Developing study skills</td>
</tr>
<tr>
<td></td>
<td>Hints tips and techniques</td>
</tr>
<tr>
<td>Third generation</td>
<td>Emotional and social factors</td>
</tr>
<tr>
<td></td>
<td>Characteristic ways of learning</td>
</tr>
<tr>
<td></td>
<td>Concerned with the how of teaching</td>
</tr>
<tr>
<td>Fourth generation</td>
<td>Involvement of students in the process</td>
</tr>
<tr>
<td></td>
<td>Concerned with how students can be helped to help themselves</td>
</tr>
<tr>
<td></td>
<td>Teachers themselves involved in becoming better learners</td>
</tr>
<tr>
<td></td>
<td>Developmental and cumulative</td>
</tr>
</tbody>
</table>

...given the nature of Learning to Learn, it was difficult to determine what we meant by a “Learning to Learn” school and that the public espousing of Learning to Learn values is no guarantee that students will necessarily develop in ways that will help them into secondary school life. Learning to Learn is no simple solution; unlocking the potential of the 5 R’s is clearly an infinitely more subtle process, founded on such factors as relationships, self-esteem and mutual respect, of which Learning to Learn is but one building-block. (Camborne Science and Community College, Cornwall)

The aim of the Campaign for Learning’s project was clearly designed to support and explore the fourth stage of such approaches. For the purposes of the research project we have acknowledged the complexity in this area and some of the competing agendas and tensions, but have pragmatically adopted the Campaign for Learning’s definition:

...a process of discovery about learning. It involves a set of principles and skills which, if understood and used, help learners learn more effectively and so become learners for life. At its heart is the belief that learning is learnable.
We see this as applying to pupils, teachers and ourselves as a research team. Underpinning this definition is the dispositional model, the ‘5Rs’ to support practical exploration of learning to learn in the classroom (see page 5 above and an analysis of the application of the model across the project in the technical appendices to this report).

Teachers’ views of learning to learn
To investigate project teachers’ conceptions of learning to learn a series of interviews were conducted in each year of the project. This section summarises these findings with a fuller account available in the technical appendices. Three key questions were used to elicit responses:

- What can a Learning to Learn pupil do?
- What does a Learning to Learn teacher do?
- What is a Learning to Learn school like?

What can a Learning to Learn pupil do?
The phrasing of this question was intended to explore the use or acquisition of skills, since our emerging understanding of learning to learn involved a move beyond the idea that either innate ability or the possession of helpful strategies, or orientations towards learning was the only indicator of how well pupils will perform.

The 19 teachers’ descriptions of Learning to Learn pupils revealed eighteen factors which were sorted into three broad, overlapping categories: pupils who are aware of the process of learning; pupils who are prepared for learning; and pupils who are good communicators about their learning. The Learning to Learn pupil emerges as a complex and skilled individual. Process knowledge was clearly identified as an important factor; the learner’s ability to understand the purpose and nature of tasks was viewed as critical to the development of skills for lifelong learning, a view which is underpinned by empirical research with older learners (Ecclestone, 2002). In terms of
psychological preparedness, teachers were particularly concerned with the virtuous cycle of increased motivation, resilience and independence which enables pupils to manage their own strategies and to deal with failure in terms of problem-solving rather than as a reflection of themselves as inadequate (Dweck, 1999).

Communication is the third area commonly identified by the teachers: Learning to Learn pupils were seen as actively engaging in learning through debate, questioning and discussion. What became clear to us from these descriptions is that teachers involved in the Learning to Learn project wish to see their pupils taking a more active role in their learning and more individual responsibility for their learning. This has significant implications for the role of the teacher and the culture of a Learning to Learn school.

What does a Learning to Learn teacher do?
When asked about their own role as a Learning to Learn teacher and what they would expect from a colleague following a similar philosophy, a number of themes became apparent. Within this section of the analysis twelve different themes were identified and they were categorised into three broader groups: teachers who emphasise the quality of relationships with pupils; teachers who make explicit the process of learning; and teachers who create and effective learning environment.

What is a Learning to Learn school like?
Descriptions of Learning to Learn schools were perhaps more challenging for the interviewees to construct, since, at the start of the project, many teachers were working only with their immediate colleagues within the school. Over the course of the project engagement has been extended to other colleagues; many schools have now taken up Learning to Learn as a co-ordinated approach to continuing professional development and school improvement. It seemed timely, therefore, to
inquire into ideas about school characteristics. It is apparent from the responses that these tended to be aspirational rather than actual. There were twenty-two descriptors that we have divided thematically into developing a learning school culture; the importance of the pupils’ role; and the pivotal role of individual staff. This culture of learning was the strongest theme. In the UK, as elsewhere, schools have experienced a great deal of change in the last two decades, yet it is still apparent that these schools are resilient enough to seek out further change and respond to innovation positively. Traditionally, innovation and change in schools has been conceptualised as led by management. One of the interesting findings from these interviews is that Learning to Learn teachers have a view of schools as arenas of change and experimentation where pupils also take an active role. In terms of staff roles there is an important combination of common aims with diverse means: there is a positive support for interdisciplinary and working across age-groups, with clearly agreed principles, but this is joined to a recognition that achieving these aims must be underpinned by a variety of approaches which encourages diverse learners and supports engagement and motivation.

*Learning to Learn Pupils*

In follow-up interviews with 24 teachers the characteristics of a Learning to Learn pupil identified the previous year were confirmed with further elaboration in the responses. The teachers tended to stress the affective aspects of learning and in particular emphasised emotional resilience as an important factor:

*When your life is as hard as [it is] for some of our children, they become resilient but it’s not the kind of resilience that will be positive for learning, so you have to develop emotional resilience.*
Over a third of respondents made some explicit reference to resilience, one of the 5Rs, with stress on the emotions and implicit references to pupils feeling positive, providing mutual support and being comfortable in offering opinions, giving and receiving feedback were present in most of the responses to this question in the interviews. The link with pupil autonomy and empowerment was expressed by some respondents and is exemplified in the following comment:

*In our case it is very clear that they see themselves as able to change, able to improve. There’s a sense of empowerment that we can see in the children…and they also recognise that if they can improve, everyone can improve, and there’s a very supportive attitude between the children.*

It appears that one of the important aspects of *Learning to Learn*, from the teacher’s perspective, is the way in which the improved communication skills of pupils fostered by the different approaches incorporated within the projects and the support for greater awareness of their own learning results in more open discussion in classrooms. However, for some the empowerment of pupils can be a problem if colleagues perceive this to be an unwelcome challenge and there are indications that this can be an issue as *Learning to Learn* spreads across a school.

*So, certainly the work we’ve done I think has raised the awareness about how they learn, how they learn best…they’re certainly well aware, which I think in some cases has caused difficulties for the staff … you know when they’ve said to staff, well you know we don’t all like to just sit and listen, some of us are kinaesthetic learners.*
Whilst the stress on the importance of positive relationships and the affective aspects of learning is a theme across all of the interviews, it is particularly strong in the responses from primary teachers.

**Learning to Learn Teachers**

As with the previous question, the characteristics of a Learning to Learn teacher as identified in the first year interviews were endorsed but with some additional points being made. As the project developed, there was some discussion of the need to consider the Learning to Learn in terms of placing teachers on a spectrum:

> I think it's like being dyslexic or autistic, being a learn to learn teacher...you've got a scale right, where you are on it...I think you know when you're near the top end of being a learn to learn teacher, you've got loads of the attributes...as opposed to just a few of them.

Four respondents mentioned degrees of being a Learning to Learn teacher or the concept of 'readiness' to be a Learning to Learn teacher and reference is made in one interview to thinking about waves of involvement within a school:

> I think it goes in waves really, if that makes sense? When we start something new, when we put out the learner logs this year, everyone was talking about them, and we sort...then we...is there a problem or is it a specific child, then this will come up again and we'll talk about it again.

What we may therefore be seeing here is a growing awareness of the need to accommodate a range of involvement within a school and perhaps different degrees of engagement at particular points in time, which would be consistent with findings from other projects looking at innovation and learning in networks and collaborative partnerships (Temperley and McGrane, 2005).
The importance of teachers as learners comes across in a number of responses (eight) and this was often linked to the idea of increased interest in the feedback from pupils and a willingness to learn more about the processes of learning and how to respond as a teacher; in some cases this is described in terms of becoming a mediator or modelling by leading by example, “In a learning to learn school the teacher isn’t a teacher as much as a lead learner.” Respondents spoke of changes in the scope of their thinking about teaching so that they took account of a wider range of factors or deepened their understanding of the processes of learning. With regard to the third characteristic, identified from the interviews the previous year, creating a flexible learning environment, whilst this was endorsed, some teachers found it difficult to articulate what this actually meant in practice. Interestingly, the idea of going beyond the constraints of the traditional classroom was an idea linked to this aspect by a number of teachers (nine) and they talked about this in terms of changing the dynamics of the interactions in the classroom, changing the structure of the curriculum or the timetable or widening the scope of where, and with whom, learning was taking place. In some cases there were indications that this could, in time, lead to some more radical changes:

*I think in a way the classroom is almost becoming outdated if you know what I mean. I think we need to try and move on from the kinds of traditions that we’ve had and I think…in a minor way, but it’s a start, different learning environments.*

*...so if we have carte blanche to redesign the school, we probably wouldn’t have it laid out in a way that we currently have it.*

**Learning to Learn Schools**

In the second year interviews findings about school culture were affirmed but some teachers did not readily embrace the concept of themselves as risk takers preferring to see the development of learning to learn in their schools in terms of a process of gradual, step by step change, one teacher described this as a
‘trickle effect’. Images of things falling into place as more connections and links are made between different aspects of learning to learn or with different initiatives within the school resonate through a number of interviews (nine). On the other hand, some respondents do articulate a more radical stance but from an ethos in the school that endorses the finding from the interviews the previous year:

I think for us it was a disposition to learning the 5Rs, it was various key philosophies within the school...that trust and honesty that’s integral to it, that was sufficient of a basis for us to start really looking as to how we can push and bend barriers.

In some cases, respondents talk about what they do in terms that others might define as ‘risk-taking’ whilst not themselves subscribing to this description:

...I think...maybe risk taking might be slightly extreme. I like to try new things and try out new things and give them a go and if they work that’s great, if they don’t…

What is evident in over a third of the interviews is the presence in many schools of a cycle of innovation, experimentation and contextualisation that provides support for teachers whilst encouraging critical engagement and granting ‘permission to fail’ in the sense that the emphasis is on the learning of all the participants and this is seen to be productive:

...we’re exposing our teachers to new ideas and then asking them to reflect on what that means in their context.

The importance of this process for individual teachers as well as for schools can be seen from some of the accounts of the important personal learning experiences recounted in response to the final question in the interview schedule:

I gained a good grasp during the residential and exactly what it was we were supposed to be doing ...it started the ball rolling in my head so that I could think of ideas of how I could then translate that for my children...
Developments within the Learning to Learn school are often driven by the enthusiasm of individuals whose personal advocacy inspires others and who take every opportunity, formal or informal, to share their ideas but part of this is also the importance of being able to experiment and take things at their own pace and not be required to prove that everything they try works and this accords with the literature on knowledge creation and the knowledge creating school (Hargreaves, 1999). For this process to be implemented and sustained there is a need for a combination of ‘bottom up’ interest in trying out ideas but also strong leadership so that the efforts of individual teachers can be supported, “the leadership has to be there” as one project teacher put it. Leadership was also highlighted in terms of being a means of making connections between the different initiatives to which schools are exposed so that the focus on learning to learn can be maintained (five interviews). The importance of being explicit as a school about learning to learn was also raised:

…if you’re not explicit with the staff about why you are doing it and why it’s good for the children, then they’re not going to be explicit with the children and the children won’t know what they’re doing it for and then it’s just an experience.

The dangers of losing sight of the underpinning rationale for Learning to Learn and so diluting the impact on learning is highlighted by respondents discussing some of the challenges they face in widening teacher participation as they scale up the projects:

They’re just sort of replicating techniques without an in-depth understanding which isn’t going to be as successful.

This issue was developed in one account of attempting to share learning across the school:

…we got the response from four, five or six volunteers after our INSET to take on really the project with older children, but because we haven’t had the INSET time to help further their
knowledge…we underestimate the level of knowledge you’d need to practice properly. It’s a development of background knowledge, a base, really.

What then, are the key features of Learning to Learn as identified by the teachers involved in developing it in practice? There appear to be four overarching themes which link the teachers’ descriptions of pupils, teachers and schools:

1. A shift of responsibility for learning away from the individual teacher or learner towards more inter-dependent learning roles where individuals take responsibility, seek help, support others, make mistakes, reflect and revise their plans.

2. An exploration of a range of successful approaches for different learners: accessibility of learning to learn techniques which may support difference and which emphasise the acquisition of a broad repertoire of learning skills, approaches and active knowledge.

3. A focus on communication skills – pupils, teachers and schools – discussing learning explicitly, where the strategies and motivations which underpin learning become part of everyone’s overt understanding, as well as the development of each learner’s personal repertoire of tools and techniques.

4. An approach which accepts the benefits of change and which acknowledges that the process should be challenging but which provides support for both pupils and for teachers.

3.1 Summary

Learning to Learn is not a simple set of activities or techniques which can be implemented easily by a teacher or school. A range of methods and approaches can be successful in supporting the development of effective learning habits and dispositions. An approach based on collaborative
professional enquiry into learning to learn through the use of practical classroom strategies is clearly supportive of such development. Such enquiry into learning to learn is likely to include the following:

1. A shift in responsibility for learning away from the individual teacher or learner towards more inter-dependent learning roles where individuals take responsibility, seek help, support others, make mistakes, reflect and revise their plans.

2. An exploration of a range of ways to achieve understanding for different learners, where different approaches to learning and teaching are developed, and which emphasise the acquisition of a broad repertoire of skills, learning approaches and active knowledge.

3. An explicit discussion of learning and how this happens, where the strategies and motivations which underpin learning become part of everyone’s overt understanding, and part of each learner’s tools and techniques.

4. An approach which accepts the benefits of change and which acknowledges that the process should be challenging but which provides support for both pupils and for teachers.

At the CPR Learning Space in Cornwall, independent learning is encouraged through a range of activities in a purpose built space.
4 Professional Enquiry in the Classroom

Overview of what the schools and teachers did

- A group of teachers in each of the schools undertook a collaborative enquiry into an aspect of learning to learn which they had identified fitted with the needs of the learners in their schools and which would help to develop an aspect of the 5Rs.

- A total of 85 case studies were written by the teachers in the schools involved over the three years of the project describing their enquiries and action research projects. In the final year of the project 30 case studies were written by teachers from 21 of the schools involved.

- This section provides an overview of the work undertaken by the teachers involved, the themes for these enquiries and the scope and scale of the action research.

Over the three years of the project a total of 85 case study reports were completed describing the professional enquiries into aspects of learning to learn undertaken in project schools. These reports are the main outcome of the Campaign for Learning’s Learning to Learn Phase 3 research project and this overview report should be read with these more detailed accounts of what happened in the schools as a background.

In final year of the project the partner teachers produced 30 case study reports. These final year reports summarised the cumulative findings from previous investigations since most of the research has either had a progressive focus or was related in some way to the school's previous enquiries. The final year reports came from a total of 21 schools across the three
Local Authorities. Of the case studies produced, ten explored Learning to Learn in a secondary school, 20 focused on the primary age phase (the latter including two infant schools and a junior school) and the Camborne, Pool and Redruth (CPR) Learning Space looked at Year 6 and 7 across the two age phases.

![Graph showing the number of case studies produced over the three years of the project](image)

**Figure 4:** Graph showing the number of case studies produced over the three years of the project

It can be seen in Figure 2 and the tables below that there has been some variation in the number of case studies produced:

- The first year of the project produced the most case studies, 31, although there were a number of schools which produced more than one (see Higgins et al. 2005);

- In the second year there were 24 case studies produced with more reporting research across the whole school level (see Higgins et al. 2006); and

- The final year there were 30 with some schools again completing more than one.

> We couldn’t write the case study without feedback from them [the rest of the staff]. We have got ideas from the L2L inset and gone with them and had staff meetings and inset to try and inspire them and explain why we have gone with them. Everyone is doing different things in school so you need to remind them to give that extra input. *(Winsford High Street Primary, Cheshire)*
Table 1: Summary of case studies from Cheshire

<table>
<thead>
<tr>
<th>School/Teachers</th>
<th>First Year Research</th>
<th>Second Year Research</th>
<th>Third Year Research</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Title</td>
<td>5R Focus</td>
<td>Year</td>
</tr>
<tr>
<td>Fallibroome High</td>
<td>Learning Together:</td>
<td>Resilience</td>
<td>Y7</td>
</tr>
<tr>
<td>School</td>
<td>Implementing Cooperative Learning Techniques In A Secondary School</td>
<td>Resourcefulness Readiness</td>
<td></td>
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<tr>
<td>(Jane Gormally &amp; Francis Power)</td>
<td></td>
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<tr>
<td>Fallibroome High</td>
<td>Does Peer Assessment</td>
<td>Reflectiveness</td>
<td>Y7</td>
</tr>
<tr>
<td>School</td>
<td>Improve Pupil Performance?</td>
<td>Resourcefulness</td>
<td></td>
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<tr>
<td>(Caroline Wood)</td>
<td></td>
<td></td>
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<tr>
<td>Fallibroome High</td>
<td>Learning To Learn:</td>
<td>Reflectiveness</td>
<td>Y7</td>
</tr>
<tr>
<td>School</td>
<td>Improving Students’ Understanding Of How They Learn</td>
<td></td>
<td></td>
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<tr>
<td>(Francis Power)</td>
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<td></td>
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<tr>
<td>Henbury High</td>
<td>Using The Teaching</td>
<td>Readiness</td>
<td>Y2 Y5</td>
</tr>
<tr>
<td>School</td>
<td>Of PE To Develop Readiness Skills To Enable Children To Learn Successfully</td>
<td></td>
<td></td>
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<tr>
<td>(Ann Dutoy)</td>
<td></td>
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<tr>
<td>John Street</td>
<td>Using Learner Logs To Reflect And Remember</td>
<td>Reflectiveness</td>
<td>Whole School</td>
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<tr>
<td>Primary School</td>
<td></td>
<td></td>
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<tr>
<td>(Lyn Marshall)</td>
<td></td>
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<tr>
<td>Leaf Lane Infant</td>
<td>Stop! Time To Reflect</td>
<td>Reflectiveness</td>
<td>Whole School</td>
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<tr>
<td>School</td>
<td></td>
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<tr>
<td>(Shelley Long, Lindsey Weedall, Cathy Houghton-Eccles)</td>
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<tr>
<td>Over Hall Primary</td>
<td>Using Multiple Intelligences To Create Resourceful Lifelong Learners</td>
<td>Resourcefulness</td>
<td>Y3 Y6</td>
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<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(Claire Edgeley, Simon Kidwell, Nicola Dowling &amp; Peter Lambert)</td>
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<table>
<thead>
<tr>
<th>School Name</th>
<th>Project Description</th>
<th>Year(s)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Saviour's Catholic Infant School (Fleur Mcalavey &amp; Mary Barrett)</td>
<td>Implementing And Developing 'Learning Mats' And 'Stuck Mats' In Key Stage 1 Remembering Resourcefulness</td>
<td>Y1, Y2</td>
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<tr>
<td></td>
<td>Developing Learning Mats And 5r Table Tops In Key Stage 1 Resourcefulness Remembering Resilience</td>
<td>Reception Y1, Y2</td>
<td></td>
</tr>
<tr>
<td>Sutton High School (John Rutter, Dave Morris, Annette Parkin, Sue Moore &amp; Dave Blake)</td>
<td>Learning To Learn: A Mind-Friendly Approach To Maths And Humanities Remembering Readiness Reflectiveness</td>
<td>Y7, Y8, Y9</td>
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<td></td>
<td>Developing The Use Of PowerPoint Resources To Support Learning Resilience Resourcefulness Remembering Readiness Reflectiveness</td>
<td>Y7, Y8, Y9, Y10</td>
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<tr>
<td></td>
<td>Using Learning Mats In Mathematics Resourcefulness Reflectiveness</td>
<td>Y8, Y9</td>
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<tr>
<td>Winsford High Street Primary School (Chris Stelling, Helen Barwick &amp; Vicki Lewis)</td>
<td>Creating Resourceful Lifelong Learners Resourcefulness</td>
<td>Nursery Year R, Y1, Y2</td>
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<td>Creating Resourceful Lifelong Learners Resourcefulness Whole School</td>
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<td></td>
<td>Developing A Circle Time Model Involving Children's Self Assessment And Developing Cooperative Learning Strategies For Lifelong Learning Resourcefulness Reflectiveness</td>
<td>Whole School</td>
<td></td>
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<tr>
<td>Winsford High Street Primary School (Sonya Huxley)</td>
<td>Resourceful Lifelong Learning Resourcefulness</td>
<td>Y3, Y4, Y5, Y6</td>
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<td></td>
<td>Developing Resilience In Pupils Throughout The Primary School Resilience</td>
<td>Y6</td>
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<tr>
<td>Wolverham Primary School (Moira Conde)</td>
<td>Developing Resilience In Pupils Throughout The Primary School Resilience</td>
<td>Y6</td>
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<tr>
<td>Woodford Lodge High School (Martin Fleetwood, Karen Hunt, Tracy Walsh &amp; Vicki Harrison)</td>
<td>A One Year Study Of Delivering Non-Fiction Texts Within A Mind-Friendly Structure Remembering Resourcefulness Readiness</td>
<td>Y7</td>
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<tr>
<td></td>
<td>A One Year Investigation Of How To Improve Student Attainment Through Peer and Self Assessment Resourcefulness Reflectiveness Remembering Readiness</td>
<td>Y7, Y8, Y9, Y10, Y11</td>
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<tr>
<td></td>
<td>A One Year Study Assessing The Impact Of Questioning Upon Pupil Outcomes Reflectiveness Remembering Resourcefulness Readiness</td>
<td>Y7, Y8, Y9, Y10, Y11</td>
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5 Now Ellesmere Port Specialist School of Performing Arts
<table>
<thead>
<tr>
<th>School/Teachers</th>
<th>First Year Research</th>
<th>Second Year Research</th>
<th>Third Year Research</th>
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<tr>
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<td>Title</td>
<td>5R Focus</td>
<td>Year</td>
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<tr>
<td>Alverton Primary School (Ben Chalwin)</td>
<td>Raising Self-Esteem Through Circle Time In A Year 3/4 Class</td>
<td>Resilience</td>
<td>Y3</td>
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<tr>
<td>Alverton Primary School (Rick Gill)</td>
<td>Raising Self-Esteem Through Circle Time In Year 6</td>
<td>Resilience</td>
<td>Y6</td>
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<tr>
<td>Alverton Primary School (Katherine Hamley)</td>
<td>Raising Self-Esteem Through Circle Time In Year 5</td>
<td>Resilience</td>
<td>Y5</td>
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<tr>
<td>Alverton Primary School (Helen Hughes)</td>
<td>Raising Self-Esteem Through Circle Time In Foundation Stage 2</td>
<td>Resilience</td>
<td>Reception</td>
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<tr>
<td>Alverton Primary School (Cathryn Wicks)</td>
<td>Raising Self-Esteem Through Circle Time In Year 5</td>
<td>Resilience</td>
<td>Y5</td>
</tr>
<tr>
<td>School</td>
<td>Project Description</td>
<td>Year(s)</td>
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<tr>
<td>Brannel High School (Heather Jenkins)</td>
<td>Learning To Learn: A Whole School Approach</td>
<td>Y7, Y8, Y9, Y10</td>
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<tr>
<td>Camborne Science &amp; Community College (John Welham)</td>
<td>Assessing The Impact Of ‘Getting Parents More Involved In School’ On Student Motivation And Attainment</td>
<td>Y11</td>
<td></td>
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<tr>
<td>Camborne Science &amp; Community College (John Welham)</td>
<td>Assessing The Impact Of A Whole School Learning To Learn Strategy</td>
<td>Whole School</td>
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<tr>
<td>Kehelland Village School (Richard Gambier, Karen Brooker, Carol Polgase, Carol Rees, Marion Davies &amp; K. Bennett)</td>
<td>Life-Long And Life-Wide Learning</td>
<td>Y7, Y8</td>
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<tr>
<td>Lanner Primary School (Liz Martin &amp; Pippa Pender)</td>
<td>Using Different Teaching Techniques And Organisation To Develop Readiness Skills</td>
<td>Y2, Y6</td>
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<tr>
<td>Lanner Primary School (Liz Martin &amp; Pippa Pender)</td>
<td>Will The Use Of Formative Assessment Techniques Increase Pupils’ Involvement In Their Own Learning?</td>
<td>Y5, Y6</td>
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<tr>
<td>Lanner Primary School (Liz Martin &amp; Pippa Pender)</td>
<td>Will Involving Pupils Reflecting On Learning through the use of E-portfolios Increase Motivation and Resilience</td>
<td>Reflectiveness</td>
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<tr>
<td>Kehelland Village School</td>
<td>Investigating How Learning To Learn Can Support The Key Stage 2/3 Transfer</td>
<td>Resilience</td>
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<td>Lanner Primary School</td>
<td>Investigating Children’s Ability To Plan And Assess Their Own Learning</td>
<td>Whole School</td>
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<tr>
<td>Lanner Primary School</td>
<td>Investigating How Learning To Learn Can Impact On The Key Stage 2/3 Transfer (Update From Year Two)</td>
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<td>Kehelland Village School</td>
<td>Investigating Children’s Ability To Plan And Assess Their Own Learning</td>
<td>Whole School</td>
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<td>Lanner Primary School</td>
<td>Will Involving Pupils Reflecting On Learning through the use of E-portfolios Increase Motivation and Resilience</td>
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<td>Lanner Primary School</td>
<td>Will Involving Pupils Reflecting On Learning through the use of E-portfolios Increase Motivation and Resilience</td>
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<td>Research Question/Description</td>
<td>Year(s)</td>
<td>Category</td>
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<tr>
<td>The CPR Learning Space (Becky Williams)</td>
<td>The Role Of Environment In Developing Lifelong Learners</td>
<td>Reception Y1</td>
<td>Reflectiveness</td>
</tr>
<tr>
<td>Pennoweth Primary School (Elizabeth Andrews, Sarah Delaney, Henna Dulwich, Pat Farley Nicola Furnish, Sally Garbutt, Ann Horner, Heather James, James Kitto, Jo Pedley, Devinder Sharma and Helen Tonkin)</td>
<td>Does Introducing Parents To Learning To Learn Techniques Have A Positive Effect On Pupils’ Achievement?</td>
<td>Whole School</td>
<td>Resilience</td>
</tr>
<tr>
<td>St Meriadoc Infant &amp; Nursery School (Linda Stephens And Irene Pooley)</td>
<td>Does The Practice Of Parents Learning Alongside Their Children Have A Positive Effect On Pupils’ Achievement?</td>
<td>Resilience</td>
<td>Whole School</td>
</tr>
<tr>
<td>The Roseland School (Mandi Horwood, Rita Martin &amp; Erica Morgan)</td>
<td>An Investigation Into The Effects Of Gender Specific Classes For Teaching Secondary English</td>
<td>Resourcefulness</td>
<td>Y9</td>
</tr>
<tr>
<td>Treloweth Primary School (Pat Williams And Ann Webb)</td>
<td>An Investigation Of The Impact Of Formative Assessment Strategies On Behaviour, Self Esteem And Attainment</td>
<td>Reflectiveness</td>
<td>Whole School</td>
</tr>
<tr>
<td>Treviglas Community College (Michelle Eathorne)</td>
<td>Does The Use Of A Prior Activated Learning Strategy Enhance Pupils’ Resilience And Improve Teaching And Learning In Mathematics</td>
<td>Resilience</td>
<td>Y9</td>
</tr>
<tr>
<td>School/ Teachers</td>
<td>First Year Research</td>
<td>Second Year Research</td>
<td>Third Year Research</td>
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<tr>
<td>Brettenham Primary School (Shelley Bannister, Julie D'Abreu, Christina Sultan &amp; Lesley Ann Rose)</td>
<td>Developing Oracy In Year 2 With A Particular Focus On Turkish-Speaking Pupils</td>
<td>Creating Resourceful Lifelong Learners With A Focus On Turkish Speaking Boys</td>
<td></td>
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<tr>
<td>Fleecefield Primary School (Emma Glasner &amp; Ulfet Mahmout)</td>
<td>The Possibilities Of Paired Learning In The Primary School</td>
<td>Putting Paired Learning Into Practice In The Primary Classroom</td>
<td></td>
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<tr>
<td>Hazelbury Infant School (Laurel Barber &amp; Janet Thomas)</td>
<td>Introducing The Personal Effectiveness Programme Initiative (PEPI) Into An Infant School</td>
<td>PEPI: Personal Effectiveness Programme Initiative</td>
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<tr>
<td>Hazelbury Junior School (Christine Clipson)</td>
<td>Developing Reflectiveness And Resourcefulness In Year 4 Pupils</td>
<td>Developing Reflectiveness And Resourcefulness In Year 5</td>
<td></td>
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<tr>
<td>Oakthorpe Primary School (Louiza Loizides, Sandra Sefer, Michelle Wood, Kate Billings &amp; Lyn Davis)</td>
<td>The Talk Project</td>
<td>Reading For Pleasure – Can Talking Help?</td>
<td></td>
</tr>
<tr>
<td>Raynham Primary School (Lorraine Downes, Felicia Lord-Attivor &amp; Karen Steadman)</td>
<td>Developing Resilience</td>
<td>Using Visual Clues To Reflect On Learning</td>
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<tr>
<td>Wilbury Primary School (Anne Mulcahy &amp; Elaine Saini)</td>
<td>Using Formative Assessment Strategies To Improve Children’s Writing Or “Nobody’s Brain Is Ever Full Up”</td>
<td>Developing Formative Assessment Through The Primary School</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Summary of case studies from Enfield
4.1 Case study themes

Themes can be identified in the Learning to Learn approaches and strategies investigated by the teachers across the case studies. In Table 4 below, it is clear that many of the themes were continued across the three years. As the project has progressed we saw seen move away from the explicit teaching of learning to learn as discrete skills or through separate learning to learn courses or lessons. At the beginning of the project some schools explicitly put aside a day a term to teach and focus on learning to learn, however as the project has developed this approach has declined (or at least is no longer the explicit focus for enquiry). This suggests that the approaches investigated as part of Learning to Learn have become more embedded in the curriculum and practices of the schools involved and that the schools have found this approach to be more productive (for a fuller discussion see Higgins et al., 2006).

<table>
<thead>
<tr>
<th>Table 4: Learning to Learn themes across the project</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Assessment and learning (e.g. formative/ peer/ self)</td>
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<tr>
<td>Talk for learning (e.g. paired talk/ cooperative learning/ questioning, Circle Time)</td>
</tr>
<tr>
<td>Contextualised innovations (e.g. Learning Mats/ PEPI/ single gender/ video)</td>
</tr>
<tr>
<td>Broad Learning to Learn approach (using a range of learning to learn techniques)</td>
</tr>
<tr>
<td>Discrete teaching of Learning to Learn (with separate learning to learn lessons or courses)</td>
</tr>
<tr>
<td>Whole school approach (e.g. school ethos/ learning to learn philosophy)</td>
</tr>
<tr>
<td>Parental involvement in learning</td>
</tr>
<tr>
<td>Creativity in the curriculum</td>
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</tbody>
</table>
Exploration of assessment

- Throughout the project different kinds of assessment have been explored by the schools, particularly aspects of formative assessment and assessment for learning. For example, Fallibroome High School in Cheshire investigated how assessment for learning could be implemented across a year group and the other two reports from the final year of the project concentrated on this in subject areas: geography and design and technology. Pennoweth Primary School in Cornwall has also taken formative assessment as its focus and has produced a report which includes the majority of staff exploring the principles in the context of their own classroom.

- Schools have also adapted formative assessment principles to fit in with other learning to learn approaches such as Circle time (Winsford High Street Primary School, Cheshire) and cooperative learning (Fallibroome High School, Cheshire).

- Assessment has also been a basis for a number of schools which have explored how children can take increased responsibility for their learning, supporting them in target setting and planning for the learning. For example, Kehelland Village School in Cornwall asked their pupils to plan and assess their learning, while Lanner Primary in Cornwall have explored how teachers, involved in a network learning community with other schools, can support children in increasing their knowledge about progression in learning, by reviewing the learning process and encouraging them to be more reflective.

- Wilbury Primary in Enfield and Treloweth Primary in Cornwall have both explored peer assessment since the beginning of the project, and have looked at how they could support the children in developing language and skills for talking about their learning, their achievements in
learning and therefore their assessment of each others achievement as a result of their enquiries.

Exploration of talk for learning (learning through interaction)

- As mentioned above Wilbury Primary in Enfield and Treloweth Primary in Cornwall had a sustained focus on assessment but this also included a speaking and listening dimension. This was based on findings from earlier research in the project which indicated that that success with peer assessment was dependent upon on the teacher and the pupils having a shared vocabulary to talk about learning. Woodford Lodge High School, Cheshire, also followed this line of thought focusing on how pupils’ questioning could support children in their use of assessment strategies.

- Fleecefield Primary School in Enfield have explored paired learning strategies based on the work of Geoff Hannon and Spencer Kagan. Oakthorpe Primary School (Enfield) also followed a research focus on talk throughout the project, but also focused on using a nurture approach to support those pupils identified in Key Stage 2 as having limited communication skills and, similar to other projects, this was a target group which was identified from previous enquiry.

- One of the case studies from Camborne Science and Community College, Cornwall, also focused on learning as interaction, but based on a specific type of relationship: academic
coaching/mentoring. This type of relationship is based on the one to one interaction between teachers and pupils and was explored in relation to GCSE attainment.

- Two schools began their involvement in the project by exploring Circle Time (based on Jenny Mosley’s model of class reflection and discussion). Winsford High Street Primary School, Cheshire, continued this research focus and expanded their research from Key Stage 1 to the whole school. Their approach developed in the final year of the project to incorporate Assessment for Learning as part Circle Time.

**Contextualised innovation**

- This category focuses on innovations which were not based on a particular approach or technique, but have been adapted and developed specifically by the school based on their own ideas and professional experience as well as their knowledge of existing approaches. Hazelbury Infants School, Enfield, Leaf Lane Infant School, Cheshire, and The Roseland School, Cornwall have each pursued these customised investigations.

- Ellesmere Port Specialist School of Performing Arts in Cheshire has extended work on learning mats which was started in St Saviours RC Infant School (Cheshire) in the first two years of the project. By using the learning mats in a secondary school, this case study took an approach developed in another school and adapted it for a new and rather different context.

- Schools have also focused on the specific needs of a group of pupils and developed approaches which fit with the perceived needs of this group. This has been as a whole school approach or more focused on group of individuals. Alverton Primary School,

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6 Ellesmere Port Specialist School of Performing Arts was formerly Sutton High School.
Cornwall investigated how more physically active or kinaesthetic approaches could support children’s learning across the whole school (producing five case studies from different age phases), while Oakthorpe Primary (Enfield) used nurture techniques to focus on pupils with communication difficulties and Raynham Primary School, also in Enfield, explored the use of visual cues with pupils who have English as an Additional Language (EAL) as part of their approach to effective inclusion.

- Two of the projects focused on the use of ICT as a tool for developing Learning to Learn. The CPR Learning Space and Lanner Primary School, both in Cornwall, have explored how the use of PowerPoint displays on plasma screens and for e-portfolios respectively can support pupils in learning and reflecting on what they have achieved.

**Broad approach**

- In the first two years of the project a number of schools took a broad view of learning to learn, perceiving it to be as much about ethos as the development of specific study skills and have therefore investigated a range of Learning to Learn strategies in the classroom, including Tony Buzan’s Mind Maps®, Paul and Gail Dennison’s Brain Gym® and Howard Gardner’s Multiple Intelligences. By the end of the project the use of this broader approach had decreased, although one school, Hazelbury Junior School (Enfield), continued to focus its enquiries in this way.
Whole school approaches

- Many schools have indicated that *Learning to Learn* was embedded in their school improvement or development plan, but three explicitly looked at how a school policy or ethos based on *Learning to Learn* could have an impact on school outcomes. Camborne Science and Community College, Cornwall began by examining the impact of a *Learning to Learn* policy on the whole school, this was subsequently developed to see whether pupils from a primary school with an identifiable *Learning to Learn* ethos would transfer more easily to a secondary school with a similar ethos, than their peers who came from schools without this approach.

- One of the strands of enquiry at Fallibroome High School, Cheshire, was investigating how a school could build the capacity for *Learning to Learn* across the school.

Parental involvement

- Camborne Science and Community College (Cornwall) produced a case study focusing explicitly on parental involvement in schools.

- Parents was often a link made by other schools in their research, although it was not identified as the key focus, for example, Over Hall Primary and Leaf Lane Infants (both in Cheshire) involved parents in their research, as did Hazelbury Juniors (Enfield).

4.2 The changing scale of case studies

When the target population for the research undertaken in the first two years of the project was analysed by school, it was possible to see that there was an increase in scale (Higgins et al. 2006). In the final year of the project however the pattern is more varied (see figure 10). There are still more whole school projects than at the beginning of the project, but there was been a return to projects focusing on single classes or year groups.
4.3 Summary

A total of 85 case studies were produced by teachers in 32 schools involved in the project. These case studies report their professional enquiries into aspects of *Learning to Learn* following an action research approach. All schools investigated *Learning to Learn* using a broad dispositional model, the 5Rs, where aspects of learners’ orientation towards learning through readiness, resilience, resourcefulness, remembering and reflection were supported. The precise focus for investigation was determined by the teachers themselves and has varied; but has included areas such as formative assessment, talk for learning and learning as interaction or collaborative and co-operative learning techniques, as well as specific approaches developed and adapted by the schools to support learning about learning in their varied contexts.
5 Impact on learners and learning

Overview

- This chapter looks at the impact of Learning to Learn on learners and their learning. This is from the perspective of the learners themselves, their reported attitudes to learning and the views of the teachers regarding any impact on assessments and tested attainment.

- It addresses the key issue for Phase 3 of assessing the impact of Learning to Learn over time on pupil attitudes, achievement and lifelong learning dispositions and practices which in turn is related to the key theme of whether, and if so how, learning to learn approaches support the development of confident and capable lifelong learners and the relative importance of different Learning to Learn approaches in raising standards.

- The evidence is drawn from the teachers’ accounts in their case studies (85), interviews with pupils and teachers (67), pupil views templates (210), an attitude to learning questionnaire used in the project (2018) and analysis of national test data (across the 32 schools).

5.1 Evidence from the case studies

The involvement of pupils and the inclusion of their perspective has increased as the project has progressed. The teachers have indicated as part of the interviews that the role and characteristics of learning to learn pupils are important, and this is reflected in the fact that in every case study in the second and their years of the project consultation with pupils about their learning in some way was explicitly included. In this section, the analysis of the pupils’ perspective is considered through two main approaches: those who investigated the pupils’
perspective using traditional interviews or questionnaires, and those who used the pupil views templates (Wall and Higgins, 2006).

Comments directly from pupils were included in seventeen of the final year case studies; these were collected using interviews, questionnaires and observations. As in previous years (Higgins et al., 2005; Higgins et al., 2006) we took the comments reported in the case studies and analysed them for common themes. The analysis examined the quotations from the pupils and used an iterative process of theory and construct generation (Glaser, 1992).

Throughout the project the comments from the pupils have been overwhelmingly positive. In that pupil motivation is one of the important characteristics that the teachers perceive Learning to Learn pupils should have, this is an important finding. These affective comments tended to cluster around attitudes to the different, specific Learning to Learn approaches which were being adopted:

*I was good because, in other subjects, Mum didn’t really know what pressure I was under but because she came to school to see what we had to do in DT, it made her more understanding and helpful.* (Camborne High School, Cornwall)

*PEPI is good to learn with. He helps you with the skills. D’s dad showed me how to do kick off’s at the park. Now I can do them. I was at home writing with my mum. My 17 year old brother had a science book. This is what PEPI does. He does research like this book. I told my mum and brother all about it. I help my brother wash his car. I organise my mum. I fold my clothes …. I have a big folder of all my certificates plus my PEPI ones. I always hide it behind my back and she says…well done.* (Hazelbury Infant School, Enfield)

*I thought Wake and Shake was great because it got me awake and ready for learning. Also it really made me want to come to school.* (Alverton Primary School, Cornwall)
They also commonly commented on the benefits they perceived for their own learning and achievement:

*First I was scared then I got a bit confident because you were giving us new stuff to try and being nice. You were kind you helped, you helped me learn. You made me feel clever because you said I could do hard things (Oakthorpe Primary School, Enfield)*

Project pupils were able to identify what constituted a positive outcome of learning and were able to articulate how this made them feel and why:

*Asking questions helped me with further research – Asking one question led to me asking more detailed questions. (Woodford Lodge High School, Cheshire)*

*So that higher ability can help lower ability. Lower ability would be able to help higher ability as long as they understood the mark grid. (Fallibroome High School, Cheshire)*

The pupils also continued to show a clear understanding of how they learned and were positive about this. The comments extend the findings from the teacher interviews in the second year of the project (Higgins *et al.* 2005) where teachers indicated that *Learning to Learn* pupils should be aware of the process of learning. For example,

*Persevere or you won’t know what you are doing. (Wilbury Primary School, Enfield)*

*It helps to know what the overall plan is so you can stick to task and know where the work is leading you. (The Roseland School, Cornwall)*

*When I was asked to improve my work at the start of the year I thought it was because it wasn’t very good. But now I know that we are asked to do it because it will help us get a better level or grade. So I don’t feel that my work is not good, but I know we are doing it to get a higher level. (Fallibroome High School, Cheshire)*
Pupils appeared to be able to see beyond a particular teaching strategy and its related effects and apply the learning across the curriculum and also to their learning outside of the confines of school. There was also evidence that pupils were able to see the impact that this kind of approach had on the school’s ethos:

*Everyone is given a chance.* (Over Hall Primary School, Cheshire)

There were a limited number of negative comments and these tended to be related to the process of change which the project teachers were undertaking or to particular difficulties pupils were having with a teaching and learning strategy. For example,

*I don’t like it because they mark things wrong when they are right. It really irritates me and I don’t know how well I have done, therefore getting confused.* (Fallibroome High School, Cheshire)

Overall the analysis of pupils’ responses to the impact of *Learning to Learn* is clearly positive with evidence that learners believe that such approaches help them to learning and support the development of positive dispositions towards learning.

*It’s good to be me!*

*Figure 6: Example of a completed pupil views template (Winsford High Street Primary School, Cheshire)*
The methodology of pupil views templates has also been developed during the course of the project (Wall & Higgins 2006): see figure 1 above.

This approach supports articulation about how pupils think they have learned (what went on inside their head), as well as the different strategies which supported their learning and the different contexts they found beneficial for their learning. A full analysis of this method is presented in the technical appendices to this report. The findings show that:

- *Learning to Learn* pupils of all ages are able to talk about their learning, the sophistication with which they are able to articulate this in relation to different aspects of thinking such as remembering, reasoning or reflecting (Moseley *et al.* 2005) increases with age.

- Correspondingly the frequency of attitudinal comments (what they like and dislike about their learning) decreases as they get older.

- Pupils’ ability to describe their knowledge about and skilfulness at learning (or their metacognitive knowledge and skilfulness: see Veenman *et al.* 2005) is also clearly demonstrated in the project schools. Even pupils as young as four or five can express their understanding in this way.

Pupils generally are may be thinking about their learning, but in a *Learning to Learn* classroom they are also positively encouraged by an explicit focus on talking about their learning which then has an impact on their thinking and understanding of what they are doing. When compared to similar data from pupils’ learning with interactive whiteboards conducted in other schools (Wall *et al.*, 2005) this relationship was not apparent.

Others in the field have argued that there needs to be an agreed vocabulary for learning (e.g. Hargreaves, 2005) which should be explicitly developed as part of a strategy to support pupils in
understanding the learning processes that are occurring (see also Higgins et al., 2006). This analysis of the pupils’ perspective and perceptions of Learning to Learn indicates that such a vocabulary and discussion is developed through the adoption of Learning to Learn approaches in schools.

The nature of the project is such that it is not possible to draw firm conclusions about the impact of Learning to Learn approaches as the sole cause of these differences. However we can say that in the Learning to Learn schools pupils are able to talk about their learning and that there is a progression evident in the way that they describe this, with a decrease in affective responses as pupils get older and an increase in the complexity of the way that they think and can articulate their learning. We believe that this is a result of the development of a vocabulary and language for learning being developed in the classrooms through the explicit discussions about learning.

5.2 Impact on Learning to Learn pupils’ attainment reported in the case studies

Over the three years of the project the schools have reported on the impact on attainment in their case studies (see the technical appendices for details). All of these studies identify improvements in learning attributed either by the pupils or by the teachers to aspects of Learning to Learn. These reported improvements tended to be qualitative in nature, for example:

*The children are able to recognise when they have learnt something and where there is a learning opportunity. Staff had the opportunity to gain a bigger picture of individual children as learners and parents were more aware of learning as it occurred in school. Learner logs provided children, parents and staff with an easily accessible tool for remembering and sharing learning opportunities. (Leaf Lane Infants: second year case study, Cheshire)*
Children who are asked open ended questions and given time to consider an answer and are more engaged in their learning; are able to think more deeply; are more confident to suggest an answer; do not feel ‘put down’ by answers given by other children; place more emphasis on the thinking process than the answer; can discuss their answer in more depth; are able to ask more open ended questions; do not need as much adult support with independent activities. (Kehelland Primary: second year case study, Cornwall)

A number of the schools put forward persuasive evidence of the impact of Learning to Learn approaches on particular groups of pupils who were the focus of the research and development work.

The 60 project children improved their writing point scores from an average of 7.9 to 14.9 in the writing SATs. This was well above the average increase in writing scores in the other two comparison classes. Analysis was undertaken using standardised residuals, which for each child looked at the predicted Year 2 level based on the teacher assessments in year 1 and then calculated the difference between this prediction and what was actually achieved. The difference between standardised gain scores was statistically significant with the Learning to Learn classes making greater gains, the difference is equivalent to an effect size of 0.76. (Wilbury Primary: first year case study, Enfield)

GCSE results suggest that students involved in the intervention were more likely to complete their course work and that the intervention helps the students to produce better quality course work in three of the four classes markedly better on average than the national average for these exams. These results suggest that there is a correlation between residual scores and that if a department does engage with the Learning to Learn agenda their results tend to be better. (Camborne Community College: first year case study, Cornwall)

Across the case studies as a whole, all (100%) report aspects of improvement in attainment, nearly 4/5ths of them (78%) report some kind of measurable attainment, and nearly than two-thirds (65%) report some quantifiable impact due to Learning to Learn for their pupils in terms of national curriculum assessments, either through teacher assessment or performance on national tests.
5.3 Impact on national test results: school level analysis

Within the case studies in each of the Learning to Learn schools various research methods were used to identify and, where appropriate, measure any effects. However, an over-arching analysis across the schools of school level data seemed a worthwhile addition and one that could be expected to add to the explanatory value of any results reported by individual schools below (for a full account of the method see the technical appendices to this report and Higgins et al., 2006). Furthermore, the current importance at the policy level of ideas about school effectiveness and judgements based on school performance indicators suggests that for an intervention to be seriously considered it would be desirable to have a demonstrable impact on school attainment. However it should also be borne in mind that the implementation of Learning to Learn varied widely across schools and only sometimes included whole year groups or years where national tests were taken by the pupils.

Over the three years there is no clear evidence for Learning to Learn having a general effect, either negative or positive, on the GCSE results of the secondary schools involved. There are some indications what where either the whole school or the majority of classes have been involved in Learning to Learn that these schools have results which were fairly consistently above those expected, with two secondary schools providing consistent instances of results significantly above predictions. Similarly over the full three years of Phase 3, there is no clear evidence of Learning to Learn having a significant impact on national test results at the end of Key Stage 2 (11 year olds) across the primary schools involved enabling them to exceed their predicted performance.

The GCSE results suggest:
1. that students involved in the intervention were more likely to complete their coursework; and
2. that the intervention helps the students to produce better quality coursework, in three of the four classes markedly better (on average) than the national average scores for these exams.

Therefore to summarise these results, we have, we feel, achieved our initial aims. The impact of the project is evident in the results and in comments collected the interviews with parents, students and teachers (Camborne Science and Community College, Cornwall)

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7 General Certificate of Secondary Education taken in different subjects by pupils at about age 16.
Clear conclusions from this data about attainment are hard to draw. At school level there does seem to be some evidence that, for secondary schools, there was some benefit in terms of examination performance associated with *Learning to Learn* especially where a whole-school approach had been adopted. For the primary schools there does not appear to be a similar benefit at school level in national test performance from *Learning to Learn* at Key Stage 2. On the other hand there is no clear disadvantage either and it is difficult to judge whether the impact on learning identified by pupils and teachers and the evidence from some of the individual action research projects has not had sufficient effect to be seen in test or examination performance (either because the research did not involve whole year groups or because the year groups involved have not been involved in the national test and examination results analysed), or whether the variation in approaches and implementation means that this level of analysis will not be able to identify a clear association between the range of approaches adopted and test and examination performance anyway. When these findings were presented to project teachers for validation their comments indicated that they valued the broader benefits of learning to learn in terms of pupils' achievements and attitudes to learning as much, if not more than, any specific gains in attainment or test performance.

5.4 *Impact on learners’ attitudes to learning*

As part of the wider research a survey of pupils’ attitudes to school was available annually to all schools in the project. This survey collected information about how they felt about their learning and aspects of school life. Across the schools who took part a general and significant decline in attitudes to school is found as pupils get older, corresponding with wider research in this area (e.g. Eccles and Wigfield, 1993; Davies and Bremner, 1993).
1995). For more details about the questionnaire see Higgins et al., 2005 and Higgins et al., 2006.

From the early analysis at the end of the second year of the project *Learning to Learn* it seemed that there were benefits from adopting a whole-school learning to learn approach rather than focussing on specific year groups. The evidence suggested that with a whole-school approach it was possible to halt the normal decline in attitude, if not to reverse the trend. This tentative finding was fed back to the project schools and in the third year of the project more schools (especially primary schools) adopted a whole-school approach. Although the number of individual pupils who provided complete longitudinal attitude data over a three-year period was too small for meaningful analysis, by relaxing the requirement for complete data on individuals, we were able to look at cohort sample means at five time points to compare pupils in schools using a whole-school approach throughout the project with those where *Learning to Learn* was limited to parts of the school for one or more years. This analysis suggests that there can be long-term advantages from fostering *Learning to Learn* on a whole-school basis. Early in the project the part-school approach was associated with better pupil attitudes, but then after this the difference disappeared and attitudes had become significantly more positive in whole-school *Learning to Learn* contexts by the end of the first two years (see the technical appendices to this report for full details). Overall this analysis indicates that using *Learning to Learn* approaches had a positive impact on pupils’ attitudes to learning, especially where there was a whole school approach to such development and that the adoption of such approaches can help to slow any expected decline in pupils’ attitudes to school.
5.5 Summary

Over the course of the project there has been a steady increase in consultation with pupils and the inclusion of their perspective in the case studies. Schools have increasingly used interviews, questionnaires and pupil views templates to elicit their opinions about Learning to Learn and their learning more broadly. These sources confirm the impact of Learning to Learn approaches on pupils’ motivation and engagement and are indicative of improvement in their learning. Overall the analysis of pupils’ response to Learning to Learn is clearly positive, with evidence that learners believe that such approaches help them to learn and that they supports the development of positive dispositions towards learning. In particular the pupil views templates have enabled teachers in the project to gain knowledge and understanding about pupils’ learning and thinking. The comments written by the pupils provide evidence of both knowledge and understanding of their own learning. These pupils not only have the knowledge about their thinking and learning, but they also know how they are learning in different contexts. These sources of evidence indicate that the teachers and schools involved in the Learning to Learn project have been successful in fostering positive habits and dispositions for learning. The quantitative evidence suggests that these positive attitudes and dispositions can be developed more effectively when there is a whole school approach.

Across the case studies as a whole, all (100%) report aspects of improvement in attainment, nearly 4/5ths of them (78%) report some kind of measurable gain in attainment, and nearly than two-thirds (65%) report some quantifiable impact for their Learning to Learn pupils in terms of national curriculum assessments (either teacher assessment or performance on national tests). However at school level there is no clear evidence that Learning to Learn schools can be identified on the basis of their test or examination performance though there were some indications that a whole school approach was beneficial for secondary schools. It should be noted however, that even after three years, Learning to Learn may not have been adopted widely or consistently enough to have an impact on whole school results across all of the project schools.
6 Impact on teachers and teaching

Overview

- This chapter looks at the evidence for the impact of the project on teachers and teaching and focuses on our developing understanding of the second of the three specific research aims across all the individual action research projects in Phase 3 of Learning to Learn: how the adoption of Learning to Learn approaches impacts on teacher motivation and capacity to manage change.

- The evidence is drawn from the 85 case studies and a total of 67 interviews conducted with the teachers involved (19 in the first year, 24 in the second year and 14 in the final year of the project).

6.1 Evidence from the case studies

During the course of Phase 3, the importance of the link between pupil learning and teachers’ own learning, a theme identified in both of the previous phases (and well established in the literature, e.g. MacGilchrist and Myers, 1997; Day, 1999), was confirmed. At the end of the first year of Phase 3, 24 of the 31 case studies completed mentioned benefits to teachers and these were summarised for the end of year report (Higgins et al., 2005) as:

- improved teaching strategies;
- improved classroom interaction;
- gaining new perspectives by working with colleagues;
- working in new and challenging ways.

Telephone interviews with 20 of these teachers elicited descriptions of the characteristics of a Learning to Learn teacher categorised into three broad groups: ensuring the involvement of all pupils; creating a positive classroom environment and learning alongside the pupils. This last characteristic is exemplified by the comment of this teacher:
They are also the lead learners, they can still see themselves as learners, but the Learning to Learn teacher is learning as they go on, they model that learning (Higgins, et al., 2005: 62)

By the end of the second year of the project, the role of the wider network of Learning to Learn teachers in creating a climate in which investigation is encouraged was emerging as an important feature of the project and seen to be productive in terms of teachers’ professional development (Higgins et al., 2006). Some teachers were placing more value on the opportunity to collaborate through Learning to Learn than on any perceived benefits from particular teaching strategies aimed at developing the 5Rs. Whilst fewer case studies were completed in the second year of the project than the first, there was evidence of a tighter focus for the enquiries and also of attempts to scale up the project within schools. Learning to Learn offered a focus for developing pedagogy that stimulates and supports practitioner enquiry. We can also see indications that as teachers pursue an enquiry, the role of networks and opportunities for professional dialogue become more important than the specific classroom teaching strategies employed.

Enabling teachers to move beyond surface detail as the process of teaching is opened up to critical enquiry has been developed through a process of curriculum development which exposes ideas (expressed as curriculum specifications) to testing by teachers (Stenhouse, 1975) and is, therefore, a pedagogically driven concept of curriculum change (Ronnerman, 2003). However, there were some limitations to the capacity to extend involvement in Learning to Learn as one school’s second year case study states:

Whilst the research process can be included as part of normal practice I would, personally, prefer a more structured, regular monitoring and feedback/reporting system. After the initial input and discussion with the whole staff there have not been regular meetings to evaluate and discuss what has happened in the classroom and the impact the initiatives are having on the children. (Alverton Primary School, Cornwall)

The network has helped the teachers to apply learning from one setting to another. Two teachers have extended their research and completed the first part of their masters degree. It has also become clear that the language of learning needs to be taught explicitly and there needed to be flexibility within the curriculum to allow for meaningful reflection. (Lanner Primary School, Cornwall)
The difficulty of inducting new staff into *Learning to Learn* also featured in case studies from other schools. Experiential learning provides a focus and forum in which professional dialogue can develop but it can also act as a constraint in so far as it can be a barrier to the participation of colleagues who have not had the same experiences. The teachers report that extending their work, sharing their learning, within school has been difficult. As the project develops it is possible to see a spectrum of *Learning to Learn* teachers emerging as they have different experiences, degrees of immersion in *Learning to Learn* and access to a range of professional development opportunities (Higgins *et al.*, 2006). The development of this spectrum can be seen, at least in part, as a process of acculturation into new perspectives through the process of enquiry and the assimilation of practices from the craft of the researcher.

Analysis of the interviews with teachers completed at the end of the second year of Phase 3 revealed that school-based action research was reported by the participants as having enabled them to reflect on their own practice. The tools provided to facilitate the research process were recognised as playing an important role in the mediation of learning for teachers, particularly the use of tools such as the pupil views templates which provide access to pupil feedback. Recent research focusing on teachers in Sweden has also highlighted the significance of educational tools within an action research project in making teachers’ daily work visible, problematising tacit knowledge and accessing their practical theories (Ronnerman, 2003).

Involvement in *Learning to Learn* appeared to have increased the likelihood of innovation and the developing of ideas outside of their normal boundaries in accordance with the findings of other researchers (Haggarty & Postlethwaite, 2003). There were indications of the seeds of more radical change in the responses of some teachers:

*I think in a way the classroom is almost becoming outdated if you know what I mean, I think we need to try and move on from the kinds of traditions that we've had and I think...in a minor way, but it's a start, different learning environments.* (Higgins *et al.*, 2006: 25)
Although there was an aversion to seeing themselves as risk-takers, preferring to talk in terms of taking things step-by-step, a ‘trickle effect’ or things ‘falling into place’. The case studies and interviews in the first and second years give a sense of teachers becoming more confident in the management of change as they broaden the scale of the project in school. Responses to a questionnaire including an item on the degree to which participants had a sense of personal control over the research process showed that 80% of respondents rated this positively and of these 55% were very positive (eight or above on a ten point scale).

The final year of teacher interviews and case study reports

The key themes identified in the previous round of interviews were distributed to the schools in advance of the telephone interviews in the final year in order to support considered reflection on the extent to which they were relevant in the teachers’ own context at the end of the final year of Phase 3. Analysis of the responses resulted in eight key themes:

1. A professional culture of sharing where teachers are learning together and reflecting on their work with the development of a collegiate professional dialogue;
2. Closer, more responsive learning relationships with pupils because of better knowledge and awareness, focussing on the learning process in terms of the needs of the learner and aware of social and emotional aspects of learning;
3. Realisation and exploration of instinctive thoughts about teaching and learning
4. A gradual process of things falling into place, organic growth;
5. Gaining a bigger picture of teaching and learning;
6. Contextualising or translating ideas and practices for their own work;
7. A problem of keeping everyone up to date or working together across the school;
8. External input into teacher learning through reading and access to speakers.

Changing teachers’ classroom practice is notoriously difficult. We are consequently very encouraged to see the important improvements that our results suggest have been made over the last number of years. Yet this is not the most important benefit that has been derived from this project. The process of critical review and evaluation has allowed us to reflect upon our practice in a much more thorough, methodical and analytical manner than would typically be the case.

(Fallibroome High School, Cheshire)
The case studies completed for the final year of the project also reflected the themes identified in the interviews and also produced four further strands more directly linked to the research process:

A Developing more critical view of the research process
B Problem of dealing with negative findings
C Research giving permission to teachers to question/explore an issue
D Problem of writing up the inquiry as a case study

Two broader themes appear most frequently across the different contexts and are represented both in the interview transcripts and in the case study reports (see the technical appendices for a table of the distribution of themes): the development of a culture of sharing with teachers engaged in joint reflection in which a collegiate culture based on professional dialogue can be seen to be developing (theme 1):[n1]

Importance of having a culture of teachers sharing things. Everyone is learning and that stays a priority. (Alverton Primary, Cornwall)

You see if you go into each other's classrooms a lot, pick up things and just try them, and you can see it, it's a trickle and then gradually everybody's ready to move forward then. (Lanner Primary, Cornwall)

In addition, closer, more responsive relationships with pupils in which the focus is on the processes of learning with a greater awareness of the social and emotional aspects of learning (theme 2).

...almost participating in the lesson themselves rather than you know standing at the front. (Henbury High, Cheshire)

Relationships with pupils become more apparent, more interaction with pupils and more insight, much more aware of what you're teaching them. (Aylward High, Enfield)

The two themes reflect the central concern of Learning to Learn in terms of promoting a learning culture within and across schools and demonstrates how the project has supported the development of teachers' professional identity so that the elements are present, albeit in different degrees, across a range of contexts. It is also noticeable how these two themes inter-relate so that
the close link between engagement in understanding the learning processes of the pupils promotes teacher learning as was noted in previous years in Phase 3.

The other themes occur with less frequency but the two with the next highest incidence count comment on the role of Learning to Learn in enabling teachers to achieve realisation of their instinctive thoughts about teaching and learning (theme 3) as illustrated in these statements:

It’s actually confirmed that I am doing the right thing, what I thought anyway. (St Meriadoc Infant School, Cornwall)

…realisation of instinctive thoughts. (Alverton Primary, Cornwall)

Taken in isolation this might indicate that Learning to Learn does not promote any new learning for teachers but the sense is closer to the developing of a greater sense of professionalism with the classroom research providing a more explicit rationale for pedagogy:

…here was something that underpinned my hunch. (Camborne Science and Community College, Cornwall)

This interpretation is strengthened when considered alongside the other category in this range of frequency, which considers the process of contextualising, translating professional learning (theme 6):

We can respond to initiatives such as other projects/networks by saying…well that can fit in with what we think and believe rather than on what are the criteria?” (Lanner Primary, Cornwall)

“Exposing teachers to new ideas and then asking them to reflect on what that means in their context”. (Fallibroome High, Cheshire)
As well as the development of a bigger picture of teaching and learning (theme 5):

Our own subject knowledge and our own ideas on learning are opened up, becoming more broader. (Pennoweth Primary School, Cornwall).

The Learning to Learn teacher thinks outside the whole teaching or planning process...a wider picture. (Oakthorpe Primary, Enfield)

As for the other themes present in both the interview transcripts and the case studies but with less frequency, they demonstrate the persistence of trends identified in the previous yearly reports in terms of the process of change being gradual through a process of organic growth so that things gradually fall into place (theme 4):

..aware of a significant change in practice but through a gradual process. (Wilbury Primary, Enfield)

You just have to let it come ...and not worry if you seem to be losing control...you can't push people on, you've got to wait until they're ready. (Lanner Primary, Cornwall)

But with attendant problems of ensuring that everyone across the school is kept informed and is able to benefit from Learning to Learn in some way (theme 7):

Problem of raising awareness of pupils without informing/raising awareness of staff. No whole staff CPD – need to address this in future. (Henbury High, Cheshire)

..underestimated need for background knowledge to support practice. (Wilbury Primary, Enfield)

For a number of participants, the need to pay more attention to professional development within their school in the light of Learning to Learn has been identified as an issue.

The strands of thinking present in the case studies but

In summary, the most significant findings of the project include the professional confidence and capabilities of teachers are enhanced by the use of formative assessment strategies: they are empowered by their awareness of their pupils’ levels of understanding and their learning needs and motivated by their progress and eagerness to learn... (Treloweth Primary School, Cornwall)
not in the interview transcripts, whilst low in incidence, are of interest in terms of what they suggest regarding the development of the teachers as researchers through Learning to Learn. We are able to see an emerging trend towards being more critical regarding the rigour of the research process and the robustness of the findings (strand A):

On a practical level each year we have grown more skilled in selecting, using and adapting evidence gathering tools. We are more confident about asking intelligent questions, interrogating the data and planning the next stage...this fits in with the SEF [Self Evaluation Form process]. (Fallibroome High School, Cheshire)

Increase in rigour in research methods that focused on one strategy so that impact can be evaluated. (Hazelbury Juniors, Enfield)

Over three years we became more concerned to ensure that research design and methodology was more robust. (Wilbury Primary, Enfield)

One word which appears in a number of case studies is ‘permission’ in the context of Learning to Learn sanctioning teacher inquiry into their own practice (strand C):

The Learning to Learn project for me as a class teacher has given me ‘permission’ to teach important lifelong learning skills to my class and has given me even more tools to carry with me as my career progresses. (Hazelbury Junior School, Enfield)

“...motivation and permission to look closely at previous methods used and trial new methods. Findings at the end of the year have not only justified doing this but have prompted more changes to occur.” (Leaf Lane Infants, Cheshire)

However, the nature of the engagement of the teachers with the research process is different from a traditional academic stance where outcomes are interesting and a source for future learning regardless of whether they prove or disprove the original hypothesis. For those teachers whose inquiry led to negative or neutral outcomes there was some anxiety regarding the value of their
efforts and some understandable sensitivity, given the current climate of accountability, about publishing results (strand B):

“Overall we have found the research useful, but the difficulty of making public and personally dealing with, after a great deal of hard work, neutral or negative findings should not be underestimated.” (Wilbury Primary, Enfield)

Even where outcomes were more encouraging, the question as to the necessity of requiring outcomes to be presented in a form more in keeping with academic conventions, the case study, can be raised within the professional context of teaching (strand D):

Negative effects for the teachers (and pupils) were that the school dramatically underestimating the amount of time needed to evaluate and write up the project. (Oakthorpe Primary, Enfield)

If we take a more holistic view across the contexts of the Learning to Learn schools, we can find encouraging signs of the growing professional confidence of the teachers who are able to deal with complexity in their classrooms through a closer engagement with the pupils and improved means of accessing and understanding their learning. They are able to manage the processes of change and make decisions regarding the structure and content of the curriculum. In many respects their aspirations for the pupils in their classrooms are matched by their testimony on the impact on themselves as learners in terms of greater awareness, self esteem and confidence.

Questions, as always, remain to be asked regarding the factors that determine the extent to which Learning to Learn has taken root in a school and the sophistication with which the opportunities presented have been used.

The trends identified in the first two years have been validated by data in the final year but much remains to be learned as to how best to fine tune the processes conducive to teachers’
professional learning shown to have merit in Phase 3. Future learning will require us to go beyond, or behind, the teachers’ own reporting of impact and to seek greater understanding of the patterns and variance; the challenge will be to achieve this without jeopardising the freedom and autonomy that have been a key factor in the success of Learning to Learn.

6.2 Summary
The development of Learning to Learn approaches in the schools through action research has been welcomed by the teachers involved and has been supportive of their professional development. They have clearly valued the professional autonomy it afforded them and the support for change both in terms of developing teaching and learning through the exploration of Learning to Learn approaches and in terms of researching their own practice. It seems reasonable to conclude that the Learning to Learn in Schools Phase 3 project has had a positive impact on teachers’ motivation and their capacity to manage change.
7 Impact on Schools

Overview
- This section looks at the evidence for the impact of the project on schools as organisations and the impact of leadership on the development of learning to learn in the project schools.
- It addresses an aspect of the key question for Phase 3 of Learning to Learn in Schools: How the adoption of learning to learn approaches impacts on teacher motivation and capacity to manage change.
- The evidence is drawn from the 67 interviews with the teachers involved over the three years of the project and the 85 case studies produced as part of the action research and professional enquiry process.

7.1 Introduction
Schools are busy places. External demands, events and incidents pile in on each other, claiming all available time. Teachers, school managers and administrators rarely have the time to stand back and to reflect on what they are doing and whether indeed this fits with ambitions and aspirations that they may have. Teachers and senior leaders may have a limited capacity for dealing with proliferating demands. In the following section we present data from interviews\(^8\) to suggest a spectrum of impact on schools, which reflect both structural and cultural effects, often attributable in part to senior leadership and teacher agency.

Exemplar 1. Primary - in retreat on Learning to Learn
In this primary school the original head teacher had supported Learning to Learn and progress was made in implementing some classroom changes. However a new head had arrived with much less

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\(^8\) Given the sensitive nature of some of these comments, the individuals and schools have not been identified.
sympathy, which was felt to have made a significant difference. The teacher felt discouraged by the consequences:

_The things that haven’t helped are when you discouraged from the point of view that you feel not valued, that your work isn’t valued … The other thing that hasn’t helped is that we are not allowed to disseminate as such to other people. We did have one opportunity to give one session feedback but the head looked disinterested and the rest of the staff felt that it wasn’t particularly important. (The head) didn’t want to hear about the project._

When asked whether the head had other priorities, she explained:

_Yes. It is raising standards, primary leadership/partnership – PLP I think it is called but she joined … for English and that is why we had no option to [expand our focus] for this year’s project, we were told we could only be on it if we did [a particular approach] and we developed them the way she wanted ... Her priorities are writing, raising standards of children’s writing and that is it at the moment._

**Exemplar 2. Primary making limited progress**

In this school progress had been slow, as, although generally valued, but _Learning to Learn_ was never given high priority.

_The Learning to Learn aspect in the school development plan was not big enough and not given a priority, it was nothing that the people involved could do about it. You have to have the whole school priority … I just feel that we were rather than our own … a little lone voice crying in the wilderness. We tried, we did one or two staff meetings but, you know, the development of teacher knowledge how much time that takes and we needed time, greater input and we could do it with a few willing teachers who had the background but you can’t start from scratch. If we could have organised whole school Learning to Learn and activities and development and there was nothing else on the priority list. It has been a problem in the school._

Over the course of the past two years two different teachers have been involved in teaching the focus class. Although no doubt, having distinctive styles and preferences, in both cases, the teacher stated that there was clearly ‘no going back’ and that their teaching practice has been changed permanently. It would therefore appear, to return to our original hypothesis that employing the L2L techniques, once mastered has a powerful impact on teacher motivation and practice.

(Hazelbury Junior School, Enfield)
Exemplar 3. Primary – stop/start

It was a whole school, full on approach to start off with and it kind of waned a little bit as the whole process has gone on. When it started everyone was in involved and everyone being very keen and then the second year we were having Ofsted\(^9\) so a lot of teachers opted out of the writing up and the reflection process because they didn’t want the added pressure so there was only myself and another teacher and then at the end of that year the teacher left and I took over, so it has been a series of circumstances really that has affected dissemination of Learning to Learn through out the school.

The teacher’s explanation of what had intervened pointed towards initiative overload where teachers got little choice in the shape of the new project:

In first year because we did a pilot…, that worked really well with [our Learning to Learn focus] and since them we have had all different things to do … So many different things are thrown on us all the time, it is very difficult to keep all the plates spinning. I personally feel what I have struggled with personally is that although the Head supports me and she has read my case studies and said brilliant and that I have learnt so much she actually doesn’t really personally believe in the research side of it and she said this to be “I don’t really understand it and that is not where my interest lies.” I think a little bit because of that she tries to support me but it is very difficult to then have time in staff meetings to discuss things to prove just how important it is.

However in this school there had been a resurgence of interest in the school in the third year, as other teachers followed the lead of a particular teacher who had maintained enthusiasm for Learning to Learn through the interruptions.

Exemplar 4: Primary - real impact but with constraints

This primary had seen Learning to Learn make a considerable impact, although it faced a challenge with the impending departure of the co-ordinator:

I think there have been some very fundamental changes in this school. Number 1 the entire school is now [using our Learning to Learn strategy], where we were trialling something in the first year of

\(^9\) The Office for Standards in Education (Ofsted) conduct school inspections in England.
the project it is now being used … over the whole school. That is a direct result of having the Learning to Learn data and being able to share it with the staff. Number 2 we now mix classes across the school and this is our first year and we are about to embark on our second year of mixing classes and we think that has been very successful. Thirdly I would say that it is having an impact with the staff and with the changes in CPD one of things that staff are going to be thinking about … next year is ways they can on a small scale do their own action research into areas of interest to them to support their own CPD.

I am going to leave available a series of specific resources, Kate’s pupil view template as I think they will be an easy resource for them to use. I think I will leave them the things that I have used such as looking at pupils were on task or off task. What kind of talk they were doing and that sort of things from the early days. Through the university we have built up quite a library of articles and references for books that are about research which are available for teachers to use. I think for the first time it needs to feel very easy and not overwhelming but if they are interested and want to develop it they need to have access to things to help that.

Exemplar 5: Secondary - institutional impact

Me taking on research projects in the school has made my colleagues really reflect on why they are doing what they are doing and why we’re doing what we are doing as a school. I did a thing about the research, a whole staff inset evening about 3 months ago. I got some tremendous feedback from that on, that made me understand what an impact it had. In my jaundiced moments I think why am I doing this … but actually the feedback was fantastic and a lot of people saw the research project if nothing else acting as a “conscience for the school”. It is a phrase that I coined but other people bought into it, this idea that we otherwise bundle along doing stuff and not reflecting on why we are doing it…. So I think that is the least tangible thing but the thing that I notice most. That is a strange thing to say isn’t it. I don’t necessarily see it everyday but I know that it has an effect.

The other major effect that it has had is for us to have a really serious look, this is one of the research projects we are looking at particularly, have a really, really serious look at what we do with our Y7 students. There is a physical change here that from September we have a 7 week, 8 period a week induction programme that involves students coming from our feeder primary schools, so they buy into the idea of being at secondary school, what is secondary school about, how am I going to learn here, how do I learn anyway?

And, of course, the other one that has had a massive impact is the parents thing. If you spoke to our colleagues five years ago about having parents in lessons – absolutely no way! Now it is just what we do, it happens every single week and everyone is used to it.
Exemplar 6: Primary - a research-informed and learning culture

The interviewee starts with the centrality of the head teacher and senior leaders to innovating and embedding Learning to Learn:

I think the support from the Head definitely. I think that the management of the school has to firmly believe in or give opportunities to try things out and bring things forward. I think encouraging staff in their own learning and involving the pupils as well. Again so many different aspects but you have to have that support and the relationships between the staff.

But she indicates why this is important in overcoming some specific constraints, which threaten a lasting impact:

Well it is the initiative …overload really and accountability. The government and their initiatives and the data driven thing and it does definitely get in the way as you have different pressures and it is not always what you believe in and what you feel is right … it is all the time, you are not performing, your results are not good enough and now the self evaluation. It is brilliant in some ways but it does add a lot of pressure because you are continually feeling that you have to be Ofsted ready all the time.

I am really keen on staff learning together now, this coaching type of learning we are also part of a network now 5 schools and we have encouraged staff to learn from each other and go and visit other schools and staff to come here. Also we do school centred research, simple research where we put things into place and then the staff are given time to write up the findings. I do think school research gives the staff time to reflect on what they are doing, alongside other learning and it helps them move forward … we do get a small bit of funding per head, about £200 and having that small amount of money to say ok you have time now to sit down and write it up… we have 3 now that are doing their certification towards doing a masters which is a positive thing for their own learning.

However these cultural changes supported by resource decisions have been underpinned by significant structural changes:

but also we have set up our school in a completely different way. We had team teaching, 3 teachers 2 classes so now they are working much more in groups of three and it is much more reflecting across the team and team work rather than 1 teacher 1 class. That again gives teachers time to reflect what they are doing and discuss together.

Exemplar 7 – Secondary - a research-informed culture

As you become more skilled at analysing the data you also become more aware of the variables and impact on it. I feel we have been more confident as an organisation about evaluating our progress and the whole systematic enquiry process has been beneficial but it
is a model we want to sustain and model we want to use with departments in terms of their staff development cycle.

... One of the things I think it makes you realistic about what you can achieve in a year, what is feasible in regards to changing habits in the classroom and it is not enough to bring a strategy folder it is about changing hearts and minds and classroom practice, it is about taking smaller steps than you thought and making sure they are embedded that is what we want.

We have been really encouraged with what has happened over the past three years we felt that we have been able to make judgements based on sound information. We feel the school is better informed and that we are better listeners as well both in terms of listening to staff and listening to their experiences implementing something and to listening to students about their views on how things are happening.

7.2 Evaluation and conclusions

There is a wide spectrum of impact as indicated in the examples cited above. It is difficult to avoid the conclusion that one key factor is school leadership. Where the leadership team have values that are aligned with Learning to Learn some schools have made impressive changes, although the specific means have varied. Where leadership have good intentions that were disrupted then the situation is more complex. So much may depend on the agency of particular teachers or small groups, who strive to establish some priority and win resources for Learning to Learn activities. The Learning to Learn project is indebted therefore to the energy, motivation and action of particular individuals who struggled against the tide in some schools.
The exemplars provide a clear account of the constraints that some schools experience. Predominantly this is related to the importance assigned to standards in national tests and the associated accountability. Some head teachers felt bound to this agenda and responded to it in an instrumental manner. Others work with it more creatively and see developing learner autonomy either as more important or as an alternative route to higher attainment over the longer term.

In some schools there is the convergence of leadership values and action and teacher agency in sympathy with the leadership values and the here one can see the strongest effects. In these schools research culture and processes emerge as a significant factor. It appears to give schools greater confidence in terms of their ability to identify factors affecting attainment and motivation and potential levers for change and makes teachers more reflective and critical. Such conditions have been referred to as ‘working space’ (Clement and Vandenberghe, 2000). These conditions required the agency of one or more members of staff to exploit the opportunity offered by leadership decisions. In some schools or for some teachers these conditions petered out as individual agency failed. However in some schools the conditions were capitalised upon and a learning space was created for the project group. Key conditions for this progression appear to be:

- dialogue;
- peer support;
- feedback from pupils;
- project support (in the form of help from outsiders to support the processes of problematising issues, data collection and analysis, access to good ideas and tools); and
- support from local networks.

However dialogue is a key element, as peer support, feedback from pupils, project support and support from and engagement with local networks are all potential sites for professional interaction.
- with colleagues, pupils, others involved in the project and even with oneself (Cordingley et al., 2003; Zeichner, 2003). It is important that this dialogue goes beyond exchange of ideas and becomes a critical examination of experience, issues and beliefs about education. In such dialogue power relationships can fade into the background and personal relationships come to the fore. What does such a learning space look like?

The informal side of it… is you know sort of listening, it's sort of all the time taking on board what people are…. I think they do get listened to a lot and they do get taken on board, …, high morale and support for risk taking – …. I think that’s crucial and management and leadership lead that and set an example…..

I think with high morale and support for this project, it’s a school where all ideas are listened to. We have a big team building event every year, we have offered bursaries for the last two years for a teaching assistant to take an area they’d like to see developed … so it’s supporting people who wish to take an initiative.

We were feeding back on the research the teachers have done this year to … and we did a feedback in a circle which was just an oral feedback and I was just struck, it was really sort of a moment for me, I was struck by the quality of discussions of the teaching and learning and the feeling that the teachers have got really underneath what was happening.

I also think one of our big pluses in our learning has been the whole school has taken it on. It hasn’t been something where one or two have done it, we’ve talked about it, discussed it as a staff and decided that we would take that on, we would try it … and people can feed into and decide what they are saying.

7.3 Summary

There is considerable diversity in terms of the impact of Learning to Learn on schools. It is evident that the structures and cultures of some schools are a better fit with such innovations as Learning to Learn. In some schools Learning to Learn has offered a set of practices which are consonant with the senior leaders’ values. Where there has been success it has been because of the motivation of such leaders, the enthusiasm and commitment of key individuals in the school (not necessarily in leadership roles) and their willingness to experiment, share experiences across the school and trust one other.
8  Wider impact: involving parents and the community

<table>
<thead>
<tr>
<th>Overview of involving parents and the community</th>
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<tbody>
<tr>
<td>• The Phase 3 project has seen an increasing emphasis in the schools of the importance of involving parents and the wider community in <em>Learning to Learn</em>. This section describes how teachers’ thinking about working with parents is changing and how some of the schools in the project are negotiating consultation, engagement and partnership beyond the classroom.</td>
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<tr>
<td>• It addresses the sub-question for the evaluation of how best to link <em>Learning to Learn</em> in school with out of school hours learning and family and community learning.</td>
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<td>• The evidence is drawn from the 85 case studies and 67 interviews with teachers.</td>
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Over time, the focus within *Learning to Learn* has extended, from the individual learners and classes, to systems within schools and inevitably to the world beyond the school. In the first year, two schools had a strong parental involvement focus in their case studies: Camborne Science and Community College and St Meriadoc’s Infants in Cornwall where the particular lessons of working with parents appeared to be about the importance of developing a shared understanding of *Learning to Learn* (for further details see Hall *et al.* 2005). In the second year, five schools made involvement with parents and carers a focus or a significant element of their case study: Camborne and St Meriadoc (continuing their work from the previous year), Over Hall Primary, Leaf Lane Infants and St Saviour’s RC Infants (all in Cheshire LA).

The focus of engagement with parents in these projects divided into two main strands: consultation and interaction. Key lessons from the second year were that consultation needs to be authentic, timely, repeated, responsive and embedded in the process of re-design (Higgins, *et al.*, 2005) and that interaction needs to be centred on real-world tasks related to the children’s learning, tasks which motivate parents to get involved.

*For the school, it has given more credibility to the notion of “a community college” and is daily leading to greater, more sustainable, meaningful and effective links with other bodies (e.g. the local multi-agency teams) in tackling issues within the local community. Our current involvement in local neighbourhood regeneration projects owes a great deal to the successful implementation of this project. (Camborne Science and Community College, Cornwall)*
When these criteria are met, there is evidence from these case studies that both the level and the quality of contact between home and school increases.

The data from the third year of the project on which this section is based comes both from the six case studies which have a parental involvement element and from six of the fourteen interviews conducted with teachers in the Summer term of 2006. The interviews did not explicitly ask about parents and the wider community, so it is an interesting finding that more than a third of teachers spontaneously introduced the topic. It is important to recognise that the explicit focus of the majority of Learning to Learn case studies continues to be learners in the classroom, though it is clear that consultation with and feedback from parents is becoming more of a priority for schools. The interviews tend to reflect the changes in teachers' thinking about parents and their aspirations to work more closely with them, while the case studies give some ideas of how this can be achieved.

For some teachers, engaging parents formed a significant part of the future plans discussed in the interviews. They talked about their dissatisfaction with the status quo of communication through newsletters and parents' evenings and expressed the desire to have deeper and richer interactions, whether face to face or by making better use of websites and other ICTs:

*We have given them information and so on but I would like in some way to give them some understanding about it.* (Hazelbury Infants, Enfield)

One of the areas stressed by teachers is the need to raise parents' aspirations, particularly in areas of social disadvantage. This appears to be a process in which, as parental aspirations are raised, the attitude of the school towards parents begins to shift and parents come to be seen less as hopeless and helpless but as active partners in effecting change. The process of repeated, authentic consultation has led schools to recognise that the ‘drive for standards’ is not always the first priority for parents and that the development of the school needs to reflect their core concerns:
Talking to a wider range of people [made us realise that] the majority of people aren’t interested in the actual achievement of children at school, they are not interested in SATs and things. The parents themselves are interested in their child being confident, reflective, being social and the learning comes second... other schools are very centred on achievements whereas the parents want to see the whole childe developing in all areas and by looking at this we have definitely been able to record and assess not just their learning, the children’s social skills, their confidence. (Over Hall Primary, Cheshire)

There is a clear shift in the way in which some teachers now conceptualise parents as part of the school: for these individuals a whole school approach has to go beyond staff and children to encompass families and communities. This is a gradual process but it can result in significant change, both in school culture and in the level of parental involvement:

If you spoke to our colleagues five years ago about having parents in lessons – absolutely no way! Now it is just what we do, it happens every single week and everyone is used to it... every department has done it and we had departments clamouring to get involved because of the effect it has had. It is a huge [culture change] and little symptoms of it – we are going for ‘Dyslexia Friendly’ status next year and on the working group we have parents that are going for representation. It is great, just lovely. (Camborne Science and Community College, Cornwall)

Turning to the case studies, what becomes clear is that the engagement with parents has become more of a focus. Those that have continued from the second year have extended their work with parents, working with more groups (Camborne Science and Community College, Cornwall), making even more use of successful tools for communicating between home and school (Leaf Lane Infants, Cheshire) and shifting the emphasis in how consultation works by encouraging parents to be more confident and to take on more proactive roles (Over Hall Primary, Cheshire). These schools exemplify the effect where engaging parents leads to a virtuous cycle of increased engagement and better communication. Key common features include the use of a common Learning to Learn language at home and school and a focus on improving students’ experiences of school, whether in terms of curriculum, assessment or broader questions of wellbeing and happiness. While the process of
engaging beyond the school gate has not been easy and has relied on the drive and inter-personal skills of key teachers, these schools have experienced a permanent shift in perspective.

For schools who are focusing on work with parents in the final year of the project for the first time (Kehelland Village School and Lanner Primary from Cornwall and Oakthorpe Primary in Enfield) similar patterns can be seen to those from earlier in the project: consultation, whether by questionnaire or informally, has led to greater interaction and a commitment on the part of the teachers to develop relationships further. The excitement of a new approach to curriculum which teachers and children have generated at Kehelland has led to a spontaneous response from parents wanting to get involved and the school has been active in building on this. Similarly, the development of the nurture group at Oakthorpe Primary generated interest amongst parents and the staff have made great efforts to make the project accessible to them, both in terms of being physically available and in terms of being available for discussion. It is important not to underplay the role that the physical boundaries have in mediating or preventing the development of good home-school relationships and Oakthorpe have incorporated access into their thinking.

A key element in engagement is information and the development of tools for understanding parents’ ideas, needs and priorities. At Lanner Primary (Cornwall), the development of a questionnaire for parents was a major research focus for the team and there has been a great deal of reflection about the data and the implications that this has for the development of the school. There are reasonable grounds for optimism that their commitment and energy will have similar long term results to the schools that have gone before them.
8.1 Summary

There is evidence of increased parental and community involvement in Learning to Learn schools. Four schools undertook projects which focused explicitly on consultation or parental action and interaction and had the overt aim to increase both the level and the quality of contact between home and school. One of the clear effects identified by the schools is the development of better relationships with parents and better communication about and understanding of their children’s learning, which the schools believe will have a beneficial impact on learning in school.

Raynham Primary School (Enfield) includes a significant proportion of children with English as an Additional Language
9 The role of ICT in the project

Overview of the role of ICT

- This chapter considers the role of ICT in the project; its role in supporting the project network, the professional work of the teachers involved and in supporting the development of Learning to Learn in classrooms.
- The evidence is drawn from the 67 case studies produced by the teachers and the work of the research team in supporting their professional enquiries.

The role of ICT in the Learning to Learn project was embedded at three main levels. Firstly, it provided support for the project through the project website which contained information, research guides, tools and templates. Secondly, it was the main form of communication between the research team, the Campaign for Learning and the teachers and schools involved through e-mail. Thirdly, there is evidence from the case studies of the role of ICT in the professional work of teachers in terms of their planning, preparation and assessment. Although all of the teachers use ICT to some extent in their teaching, a number of the action research projects have used ICT as a key tool in developing Learning to Learn in the classroom.

9.1 Project support

An essential aspect of the Learning to Learn in Schools Phase 3 evaluation was a focus on supporting the teachers’ particular professional enquiries, but also trying to draw broader
conclusions across the project as a whole, and ICT has had an important role to play in this by providing a support structure for the teachers involved in the project and the research team.

To support the use of common approaches and techniques, the project website (see Figure 5) contained a research support section with brief guides, examples of data collection techniques and downloadable templates for data collection and analysis.

The project website was the central communication hub of the research project. It supported networking and interaction, through which teachers could share ideas and access a range of different resources:

- advice to help with planning their research project;
- information on different research methods which can be used, including guides for use as well as examples and templates for various data collection tools;
- a database of all the other schools/teachers’ projects to support informal contact;
- suggestions for writing up the project including templates and specific guidance for different sections of up the case study; and
online data collection tools, such as an attitude questionnaire for pupils were used in the Learning to Learn project to provide immediate quantitative data for each project, but also as a means of collecting data across schools.

The writing up of the action research enquiries was a supported process, with the web-based systems described above being important. In particular there were templates and guidance regarding structure and content. This aimed to give teachers a structure in which to give a critical appraisal of their research but also to ensure it was accessible to other teachers who might want to replicate either the research or the teaching under investigation. The use of e-mail to exchange drafts of the case studies has also been vital. Descriptive sections were completed by mid-year, so as to reduce the burden in the Summer term. Draft versions were exchanged between the teachers involved and the research team. Again we believe that the iterative process that ICT enabled has increased both the quality and coherence of the case studies.

To summarise the benefits of ICT in supporting the action research of the teachers, it enabled access to range of resources and research tools available through the website; it provided the facility for survey and questionnaire data collection with immediate analysis online; it was a vehicle for developmental support at a distance through e-mail; and gave access to models which could be easily adapted and developed efficiently through the use of exemplars and templates (for data collection, analysis and write-up of the research). It would not have been possible to organise the project and support the distributed network of researchers in Cheshire, Cornwall and Enfield without electronic and digital resources.

Comments in questionnaire responses support the hypothesis that the use of PowerPoint starter activities, lessons, games and plenaries develop the ability of pupils to remember lessons. Pupils commented that the activities and games as well as constant review helped them remember lessons and therefore this showed that pupils had developed an understanding of the importance of Remembering in the learning process, encouraging the use of visual stimuli to aid memory. (Ellesmere Port Specialist School of Performing Arts, Cheshire)
9.2 ICT in the case studies and action research projects

A number of schools have also been developing particular approaches using ICT more directly and systematically, such as investigating the impact of PowerPoint presentations as effective learning prompts to lessons (CPR Learning Space in Cornwall), or the use of electronic mind-maps where pupils can edit the maps and reflect on their developing knowledge and understanding, and the use of digital learning mats (Sutton High/Ellesmere Port). Approaches such as these have the advantage of developing both teachers’ and pupils’ ICT skills.

Perhaps the most important role of ICT in developing Learning to Learn in the schools involved has been as support for reflection on learning. This has included:

- digital video as an aid to remembering in the plenary (Pennoweth Primary School, Cornwall);
- digital images as evidence of learning that would otherwise be difficult to capture (e.g. Hazelbury Infants, Enfield; and Leaf Lane Infants, Cheshire);
- digital video as starting point for discussion about learning in class (e.g. Oakthorpe Primary, Enfield); and
- digital or e-learning logs and diaries (e.g. Lanner Primary, Cornwall).

The role of ICT in supporting such approaches had clear advantages over other methods as identified by both teachers and pupils:

In a Year 2 class the process of reflection was developed further through the use of ICT. All children in these Literacy and Numeracy sessions were asked to choose a face with a smile, a flat line or a frown to show how they felt about their learning during that session. This use of ICT made keeping track of whole class and individual reflections easier, giving more time
to discuss the children’s responses with them. (Leaf Lane Infants, Cheshire: third year report)

If I hadn’t put the photo in my log I wouldn’t have remembered the An Gof tapestry and how good I felt... (Pupil at Lanner Primary, Cornwall)

9.3 Identifying impact

Identifying the impact of the embedded use of ICT is challenging (for a recent analysis see Condie and Munro, 2007). All of the case studies show evidence of the use of ICT in terms of project support. A smaller number of the case studies demonstrate the use of ICT as a vital professional tool supporting teaching and learning. Many of the case studies also report the incidental use of ICT, such as for presentation or the adoption of interactive whiteboard technology during the three years of the project (e.g. Hazelbury Junior School, Enfield: third year report) The focus of the project team was to support development of embedded approaches where the use of ICT is integral to the approach and where it has advantages over other approaches. We believe that the project has been particularly successful at developing the use of ICT to capture evidence of teaching and learning, particularly in situations where such evidence is difficult to collect or record. The support that this then provides to improve the quality of pupils’ personal reflection on learning has also been particularly effective.

9.4 Summary

Information and Communications Technology played a key part in the Learning to Learn project. It was integral to the research approach, which developed the professional use of technology by the teachers involved. It was also a key focus for a number of the specific investigations that the
schools have undertaking where the contribution of ICT to developing more effective teaching and learning has been an integral part of what was being researched. ICT clearly has an important role to play in supporting learners’ personal reflection on their learning as they understand and develop their learning capabilities.

9.5 Where to get further information

- Many of the case studies describe the use of ICT to support the teachers’ action research and include examples of the use of the data analysis provided by the online data collection tools (see for example High Street Primary School’s third year report and the use of the pupil views templates or Wilbury Primary School’s evaluation of the online pupil attitude questionnaire in their first year report).

- Specific case studies where ICT has played a more central role in developing Learning to Learn include: Ellesmere Port Specialist School of Performing Arts, Cheshire: third year case study (developing digital learning mats); Lanner Primary, Cornwall: third year (e-learning logs using PowerPoint); Leaf Lane Infants, Cheshire: third year case study (ICT to support reflection on learning); and Pennoweth Primary, Cornwall: second year case study (video as an aid to reflection in plenaries).

10 Summary and conclusions

This report provides an overview of the methodology, action research enquiries and findings from the evaluation of Phase 3 of the Campaign for Learning’s Learning to Learn project. Phase 3 built on work from Phases 1 and 2 and involved 32 schools from three Local Authorities (Cheshire, Cornwall and Enfield) from the Autumn of 2003 to the Summer of 2006. Represented within these LAs are a range of primary and secondary schools from differing socio-economic and geographical areas. The research in Phase 3 aimed to understand:

- the relative importance of different learning to learn approaches in raising standards;
- how the adoption of learning to learn approaches impacts on teacher motivation and capacity to manage change; and
- whether, and if so how, learning to learn approaches support the development of confident and capable lifelong learners.

A university-based research team have evaluated Phase 3, primarily by supporting the action research projects in each of the schools involved but with additional activities to identify the impact of the use of learning to learn approaches across the schools involved. The range and complexity of the approaches developed under the broad Learning to Learn heading made evaluation of the project challenging. In addition the support structures in the project are clearly important feature of its success. Involvement in a large-scale project, co-ordinated by a national organisation, the Campaign for Learning, with support from University researchers and identified Local Authority staff all helped to create a climate in which investigating and researching learning to learn in classrooms was encouraged and productive of professional development. Furthermore, when collaborative enquiry into learning is undertaken in schools with supportive leadership it

The research process has proved to be robust and provides an excellent framework to clarify aims and objectives and enforces a reflection from classroom practice to whole school strategic planning. The research process and the L2L foci lend themselves to naturally extending the process from one class to whole years. (Woodford Lodge High School, Cheshire)
tends to be conducive of professional learning and effective development. These features may help to explain aspects of the findings of this report and should be taken into account in interpreting the impact of the specific Learning to Learn approaches which the teachers and schools have adopted.

**Understanding learning to learn**

Learning to learn is not a simple set of activities or techniques which can be implemented easily by a teacher or school. A range of methods and approaches can be successful in supporting the development of effective learning habits and dispositions. An approach based on collaborative professional enquiry into learning to learn through practical classroom strategies is clearly supportive of such development. Such enquiry into learning to learn is likely to include the following:

1. A shift in the responsibility for learning away from the individual teacher or learner towards more inter-dependent learning roles where individuals take responsibility, seek help, support others, make mistakes, reflect and revise their plans.

2. An exploration of a range of ways to achieve understanding for different learners: where different and informed approaches to learning are developed, but which emphasise the acquisition of a broad repertoire of skills, learning approaches and active knowledge.

3. An explicit discussion of learning and how this happens, where the strategies and motivations which underpin learning become part of everyone’s overt understanding, part of each learner’s tools and techniques.

4. Acceptance of the benefits of change that acknowledges that the process can be difficult but which provides supportive and challenging environments for both pupils and for teachers.
Impact on learners and learning

*Learning to Learn* has had a positive impact on learners’ motivation and engagement. Overall the analysis of pupils’ responses to *Learning to Learn* is clearly positive with evidence that learners believe that such approaches help them to learn. In particular the pupil views templates have enabled teachers in the project to gain knowledge and understanding about pupils’ learning and thinking. The comments written by the pupils provide evidence of both knowledge and understanding of their own learning. These pupils not only have the knowledge about their thinking and learning, but they also know *how* they are learning in different contexts. These sources of evidence indicate that the teachers and schools involved in the *Learning to Learn* project have been successful in fostering positive habits and dispositions for learning. The quantitative evidence suggests that these positive attitudes and dispositions can be developed more effectively when there is a whole school approach.

All of the schools involved have identified benefits for pupils’ learning and achievement. In terms of impact on pupils’ attainment, there is evidence from the case studies that in the majority of schools (78%) there was some measurable learning gain and for nearly two thirds of the schools (65%) this has been improvement in terms of the National Curriculum through teacher assessments and national tests. However, at school level there is no clear evidence that *Learning to Learn* schools have improved more significantly than others, though there are some indications that for secondary schools a whole school approach is associated with improved GCSE performance. It should also be noted that even after three years, *Learning to Learn* may not have been adopted widely enough or for long enough to have an impact on school results analysed in this way.

Impact on teachers and teaching

The development of learning to learn approaches in the schools through action research and enquiry has been welcomed by the teachers involved and has been supportive of their professional
development. They have clearly valued the professional autonomy it afforded them and the support for change both in terms of developing teaching and learning through the exploration of *Learning to Learn* approaches and in terms of researching their own practice. The *Learning to Learn* Phase 3 project has therefore had a positive impact on teachers’ motivation and their capacity to manage change.

**Impact on schools**

There is considerable diversity in terms of the impact of *Learning to Learn* on schools. It is evident that the structures and cultures of some schools are a better fit with such innovations as *Learning to Learn*. In some schools *Learning to Learn* has offered a set of practices which are consonant with the senior leaders’ values. Where there has been success it has been because of the motivation of such leaders, the enthusiasm and commitment of key individuals in the school (not necessarily in leadership roles) and their willingness to experiment, share experiences across the school and to trust one other to improve the quality of learning taking place through professional enquiry.

**Wider impact: parents and community involvement**

There is evidence of increased parental and community involvement in *Learning to Learn* schools. Four schools undertook projects which focused explicitly on consultation or parental action and interaction and had the overt aim to increase both the level and the quality of contact between home and school. One of the clear effects identified by the schools is the development of better relationships with parents and better communication about and understanding of their children’s learning, which the schools believe will have a beneficial impact on learning in school.
The role of ICT

Information and Communications Technology played a key part in the Learning to Learn project. It was integral to the research approach, which developed the professional use of technology by the teachers involved. It was also a key focus for a number of the specific investigations that the schools have undertaking where the contribution of ICT to developing more effective teaching and learning has been an integral part of what was being researched. ICT clearly has an important role to play in supporting learners’ personal reflection on their learning as they understand and develop their learning capabilities.

Conclusions

The impact on pupils and their learning is clearly positive, with both qualitative and quantitative data to provide evidence of improved learning, clear indications of positive attitudes and dispositions for learning as well as improved achievement and attainment associated with the project and Learning to Learn activities which the schools have undertaken. After three years of work in their schools the teachers involved are positive about their involvement in the project and clearly value the opportunity to develop professionally whilst investigating what learning to learn looks like in their schools.

At Winsford High Street Primary School (Cheshire) Circle Time was used to support the children in talking about their learning

Some clear challenges have also emerged. It is difficult to maintain a development focus over three years in schools with so many competing demands on time and attention. Where the scale of the development work has increased, this has created its own challenges as new colleagues are involved with different understandings of what is makes Learning to Learn successful.

We can conclude that the Learning to Learn project has been successful in enabling teachers to focus on improving the quality of learning in their schools and that this can be identified in pupils’
assessed performance in tests and examinations as well as in their attitudes and achievements more broadly and furthermore that the teachers have valued the opportunity for professional development and enquiry provided by the project.

Finally the diversity of schools, teachers and approaches makes it difficult to draw clear conclusions about precisely what the benefits of Learning to Learn in this project are and how they have been achieved. We believe that a range of factors has contributed to the success of the project in the schools involved. These have included the particular Learning to Learn techniques and approaches investigated by the teachers and the process of enquiry itself. We can conclude that the Learning to Learn project has been successful in enabling teachers to focus on improving the quality of learning in their schools and that this can be identified in pupils' assessed performance in tests and examinations and their wider achievements and further that the teachers themselves have valued the opportunity for professional development and enquiry provided by the project.
11 References


10 see http://www.campaignforlearning.org.uk/projects/L2L/Resources/researchreports.htm.