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# The Learning Survey

**Phase One Report into the Power of Global Learning  
– From a Student Perspective**

March 2023

**Stephen Cox  
Anne-Marie Duguid  
Professor John Hattie**

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As reported in March 2023 at:



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Executive Summary

The Power of Learning across schools and learners is highly variable. A focus on learning will offer the best opportunity for substantial gains in the system.

This report is the culmination of 3 years research with findings from **29,940 students** from around the world. The findings and recommendations detailed in the report provide a way forward at teacher, leader, school, country and system level.

Phase Two is launching now. Providing an opportunity to take this research to the next level and to unlock the Power of Learning in your schools.

Key Findings

- 1. There are at least three BIG learning notions: Teachers, Learning and Safety to Learn.
- 2. Only two-fifths of students see schools as fair or safe, or teachers as helpful.
- 3. Students decline in their development as they advance through schools.
- 4. The level of challenge in the current system falls short of student expectations.
- 5. Errors and mistakes are seen as failures rather than first attempts at learning.
- 6. Leadership of learning matters.
- 7. There are huge differences between the highest and lowest schools.
- 8. Leaders and teachers can make the difference.
- 9. Ofsted seems to not care about learning – with no correlation between Ofsted rating and learner rating.

# The Power of Learning

This global Learning Survey is one of the largest surveys of student learning ever to be undertaken (N = 29,940).

**The Learning Survey** focuses on many of the critical facets of student learning – assessing student expectations, sense of challenge, learning strategies, help seeking, seeing errors as opportunities, fairness, and feeling safe as a learner. It points to a new direction, a new basket of measures by which schools can monitor their success – and, as a direct consequence, enable a more equitable future for all students.

**The Learning Survey and Equity.** All students, no matter where they start or what they bring to the class in terms of their prior skills, wills, thrills, and backgrounds, need safe and fair classes, need to be taught multiple strategies of learning, and need to be with teachers who provide the fuel (the learning skills, expectations, confidence) for tackling schoolwork. Some students come with skills, but many need to be taught the skills. About 10% of schools in the current sample are exciting, learning-focused schools.

# Provenance of the Learning Survey

The Learning Survey was commissioned by **The Impact Narrative** (Appendix A): a movement in education to put learning at the centre. It is led by **Trusts for Impact**, formed from a core group of school leaders wanting to shape and value what is measured. There was a shared feeling that forcing the system down the single-track of knowledge acquisition narrows the focus to certain subjects, encourages compliance, and ill-prepares young people for the considerable challenges they will face.

A wider basket of measures should, be sought if schools and the schooling system is to deliver significantly improved results. This would allow for a greater focus on the development of learners as learners, as well as on examination performance and the acquisition of knowledge.

Members co-created the narrative and Learning Survey through focus groups, iterative group meetings and discussions guided by Professor John Hattie who supported shaping the learning survey.

# The Survey Design

The Learning Survey is constructed around high expectations, learner agency about learning, and climate.

From this we derived the **9 learning dimensions**:

- 1. Expectations**  
Relating to expectations of outcomes, confidence levels, and drive.
- 2. Challenge**  
Do children challenge themselves, enjoy challenge and can they relate it to a construct of betterment.
- 3. Aiming High**  
Trying best, working harder and focusing on improving performance.
- 4. Learning**  
Learning the skills to work on their own, try when unsure, stretch themselves, and deal with distractions.
- 5. Teachers Help**  
Climate and strategies established by teachers to help learners learn.
- 6. Enthusiastic Teachers**  
Perceptions of teachers’ enthusiasm, feedback, and ability to enhance student learning.
- 7. Errors as Opportunities**  
Dealing with disappointment, worrying about what classmates and teachers think (thinking they are stupid), and seeing mistakes as the first step in learning.
- 8. School is Fair**  
In this class the rules apply equally and everyone is treated the same.
- 9. School is Safe**  
In this class, it is safe to be different, to speak up and students feel they belong.

*Now, more than ever in education, trusting our profession to make the right judgements about the right things is essential.*

## Why Focus on Learning?

Learning is the student's response to teaching and the engine that primes leading to achievement. It can be broken into the following distinct processes:

- **Forethought**  
The expectations, willingness to be challenged, and learning processes that precede efforts to learn. They influence the student's preparation, and their willingness to engage and regulate their learning.
- **Performance**  
The application of learning strategies, aiming high with the skills to be stretched when unsure, to deal with distractions, and evaluate own learning.
- **Self-reflection**  
Using self-evaluative standards and feelings of satisfaction, knowing when to, and having the confidence to seek help, seeing errors as opportunities for learning.

**Undertaken in classes by teachers** who are enthusiastic, provide feedback, oversee classes where the rules are applied fairly, where there are great teacher–student relationships, and where classes are safe to be different, safe to speak up, and where all students feel they belong.

Not all students arrive at school equal. Prior learning and learning dispositions are stronger in some than in others. Some students are strong in both, whereas others may have a deficit in both. Teachers must not assume that all students come with both; both need to be improved, no matter a student's prior skills in learning. Teachers know about their students' learning habits as well as focusing on the content that they are learning, they can teach their students good learning strategies. Students are more likely to invest in learning schoolwork when they have great skills in learning.

The survey was constructed to see how schools develop children as learners. This skill should be something in each school's "basket of goods" alongside achievement, social skills, respect for self and others, well-being, etc.

## The Learning Survey Methodology

Having worked for two years with school leaders, the following approach to design, launch and review the Learning Survey was used:

- Trusts for Impact launched in 2019 with the Learning Survey growing from this, with the support of Professor John Hattie.
- Key factors that contribute to learner development were identified. These were broken down into constituting factors. Questions were built around them so analysis of perceptions could be taken from several angles to ensure accuracy.
- Questions were tested by members of the group with a selection of their students to check the reliability of responses.
- Adaptations were made, according to feedback, and The Bell Foundation reviewed the questions for language constructs.
- Edurio were commissioned to undertake the administration of the 36-point survey, which was conducted in English using a five-point scale (results ranged from strongly agree to strongly disagree). Questions were built around the final dimensions of learning.
- The Phase One survey was launched at the World Education Summit (March 2021) and undertaken during the summer term 2021 (the least affected by Covid).
- 29,940 responses from 87 schools and groups from several countries were received, representing a significant sample of students aged 5 to 18.
- Students were from a range of backgrounds and a range of age groups (half from primary and half secondary), and from diverse communities.
- The results and reports have been shared with the participating schools.
- The estimate of reliability was very high (alpha .93).
- All items appear to contribute meaningfully to a larger picture of learners' perception of learning.



Detailed Findings

*The road to achievement is via enhanced learning skills, high expectations, confidence to take on challenge, aiming high, having the courage to ask for help, the presence of enthusiastic teachers, seeing errors and failure as opportunities to learn, and being a school seen as fair and safe. Does your school have these attributes?*

*Teachers and school leaders have so many measures of achievement, but how many measures of learning do they have?*

*How does your school compare to others as a place of empowered learning?*

*Maybe our focus should be on “teach less, learn more”?*

The three BIG learning notions.

Teachers, Learning and Safety to Learn each had high estimates of reliability, indicating high trust in the scores across the 9 learning dimensions.

Learning Dimensions	Teachers	Learning	Safety	Reliability
Teachers Help	0.9	0.08	– 0.11	0.81
Enthusiastic Teachers	0.9	0	– 0.03	0.88
School is Fair	0.68	– 0.05	0.24	0.86
Challenge	– 0.01	0.84	0.04	0.78
Expectations	– 0.15	0.81	0.13	0.73
Aiming High	0.34	0.52	– 0.12	0.74
Learning	0.35	0.49	– 0.14	0.64
School is Safe	0.28	0.08	0.67	0.85
Errors as Opportunities	– 0.09	– 0.01	0.45	0.70

**Students aim high (62%) but far fewer see schools as fair or safe, or teachers as helpful.**

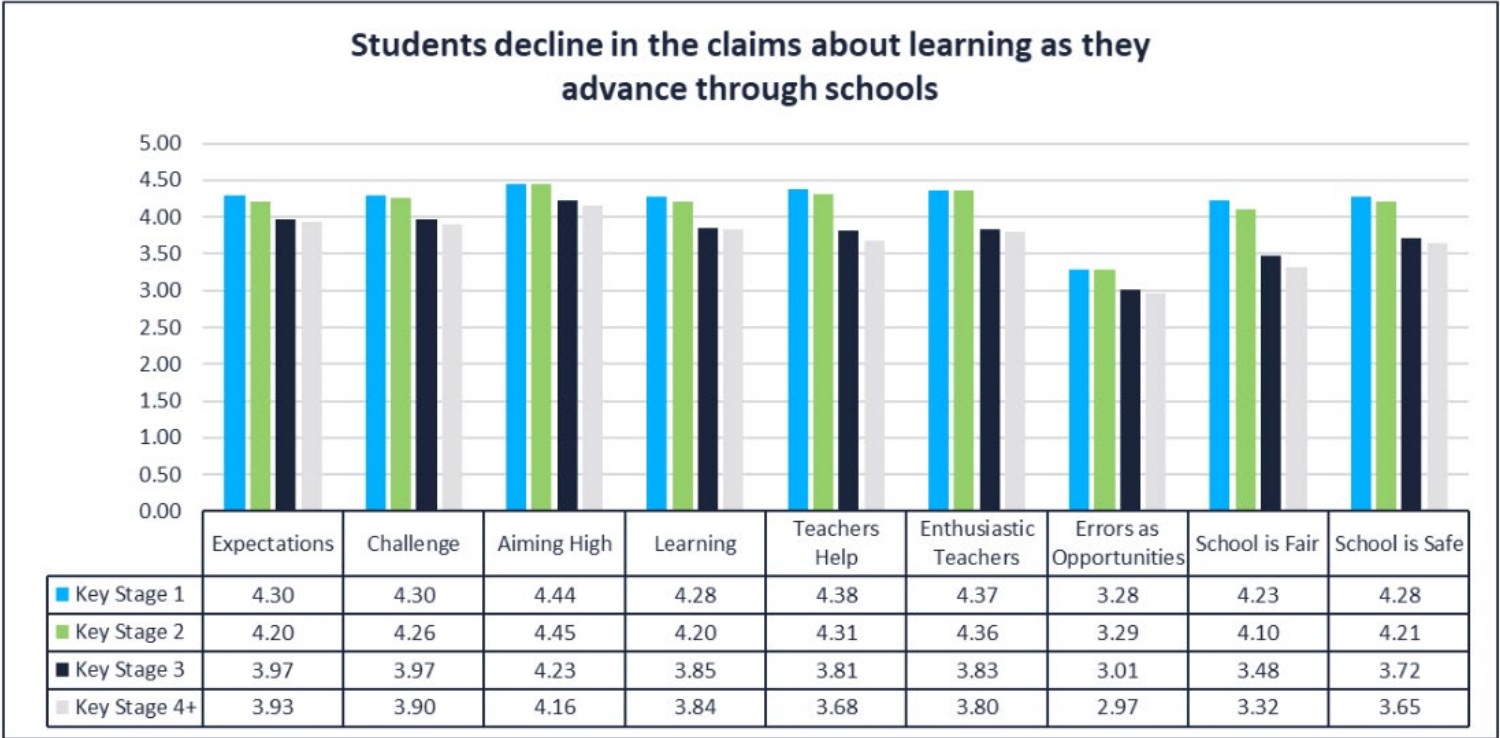
About half the students gave ratings of “Quite high” or “Very high” for: Student Expectations (48%), Challenge (48%), Learning (47%), Teachers Help (44%) and Enthusiasm (53%). Fewer saw schools as safe (41%), teachers as fair (37%), and errors as opportunities for learning (15%).

**Students decline in their understanding of their own learning as they advance through schools.**

For all dimensions, students’ confidence, skills in learning, and their sense of safety and fairness decrease as they advance through the key stages of schooling. There is a marked decline between primary and secondary school.

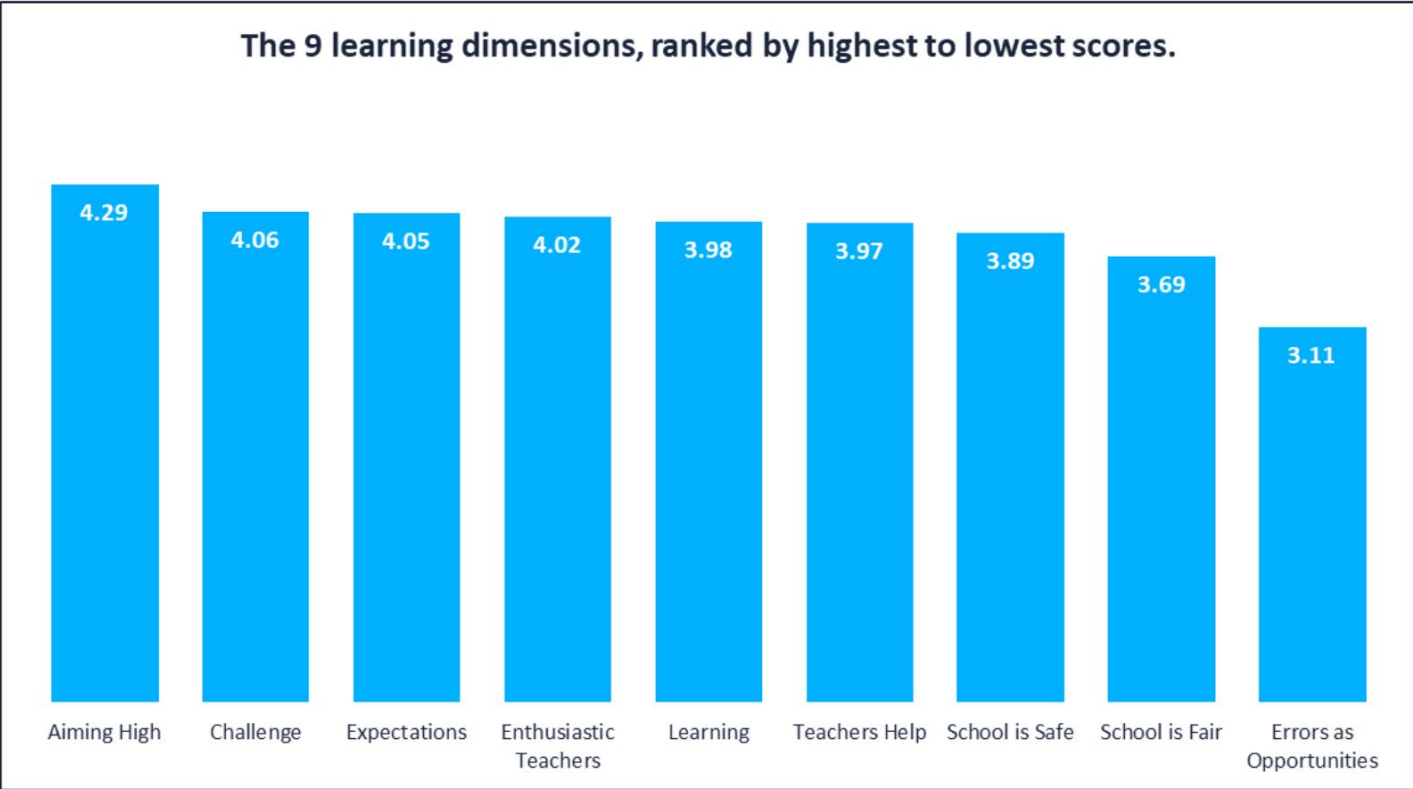
Maybe this is where more attention is needed to ensure every student gains the confidence to be challenged, aim high, etc. Perhaps those in primary are being offered work within their current range of skills (too easy, or not sufficiently challenging) and this leads to higher confidence. As they then confront more challenging work, are expected to work with others, and make more errors, then their confidence as learners decreases.

Too often we assume that students know how to learn, but if we do not pay attention to knowing which are these students and deliberately improve their learning skills, then learning, for too many, stagnates and, they are left to wonder why they cannot flourish at school.



Highest vs lowest scored items.

The highest scored items related to being challenged to get even better at their schoolwork, aiming high, having high expectations and gaining good grades. In general, students have high expectations and want to aim high. The lowest items related to seeing errors as embarrassments rather than opportunities to learn, that classes could be fairer if teachers treated each student more consistently, and if learning was valued by all in the class.



The level of challenge in the current system falls short of student expectations.

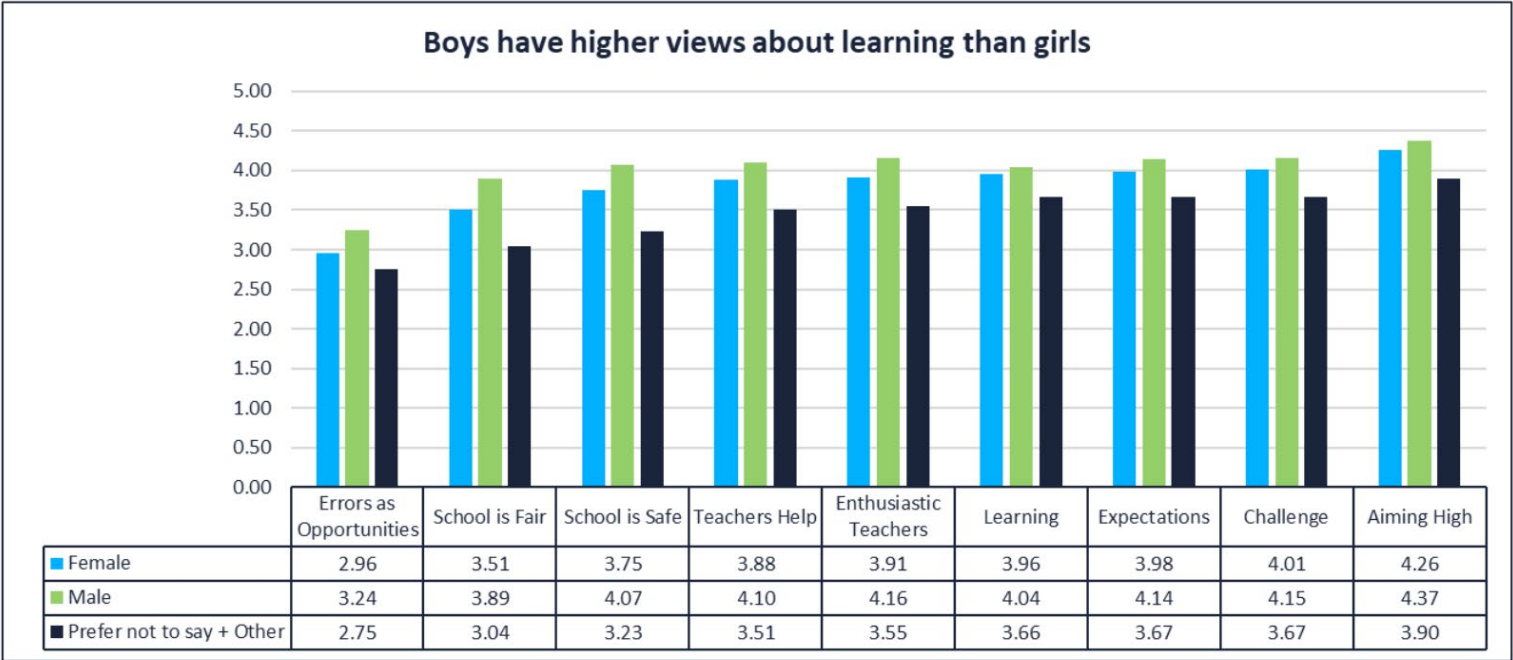
Students want more challenges (the opposite is that they are often bored by just 'doing' work with no challenge). The level of challenge in the current system falls short of student expectations. Students tell us they spend a lot of their lesson time in a state of apathy or boredom – bring on challenges in learning.

Errors and mistakes are seen as failures rather than first attempts at learning.

Students do not come to school to learn things they already know – not knowing, mistakes, misunderstandings and errors need to be seen as opportunities, not marks of failure. Only 15% of learners welcomed errors and mistakes as opportunities to learn. The rest seemed to learn to fear error, see it as them being bad, and a source of embarrassment. Crucially for the learning process, errors and mistakes are the hinge point of learning.

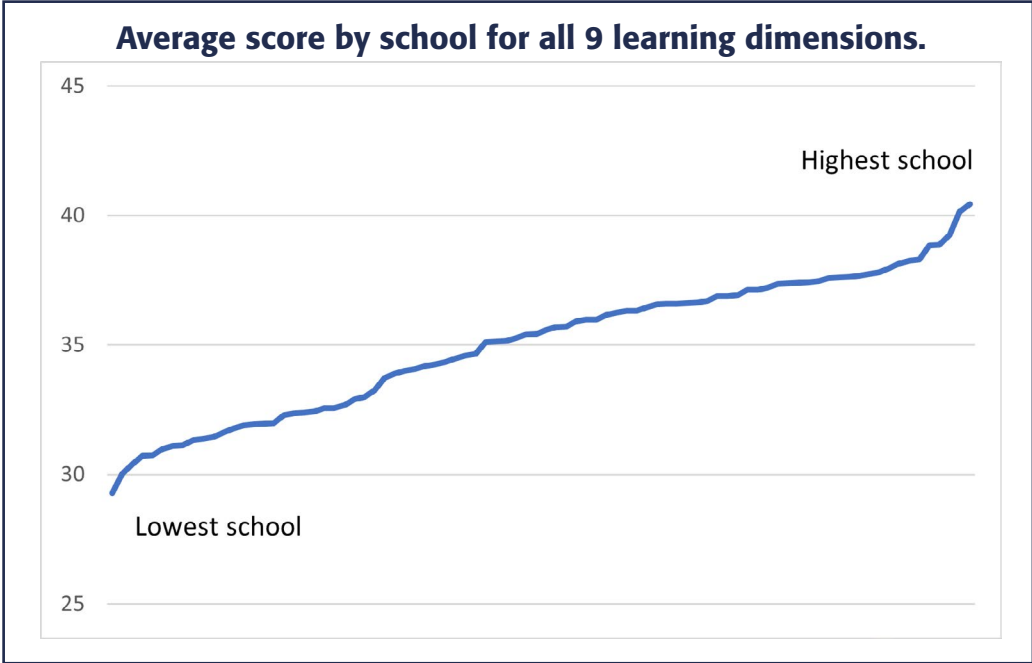
Boys have higher views about learning than girls, and both are higher than the views of those who prefer not to say how they identify or said they identify as 'other'.

These differences are not large (all effect sizes between .1 and .3). It is clear from the graph that those who do not identify as male or female, or prefer not to say, have the lowest sense of fairness, safety, and experiences in class as learners.



Leadership of learning matters.

Schools with a strong learning culture and climate performed almost twice as well as those where this was lacking. Moreover, in half the schools with a strong learning culture, it appears that leadership had taken deliberate actions to achieve this outcome.





Huge differences between the top and bottom scoring schools.

There is a significant difference between the averages of the bottom and top schools for all nine learning dimensions. For example, the lowest difference is 24% for Errors, and the largest difference is 85% for ‘School is Fair’. The students’ experiences in these two schools are clearly dramatically different – one is a haven and inspirational school for developing learners and the other certainly is not.

But the school rated **lowest** by students had their last rating by Ofsted as **Outstanding**. The report noted that most students are White British. The proportion of students with special educational needs and/or disabilities is below average, the proportion with statements detailing their educational needs is low, and the proportion of students known to be eligible for free school meals is low. Ofsted’s comments about the learning environment are consistent with the Outstanding grade: glowing. Clearly the inspectors did not ask the students about their learning.

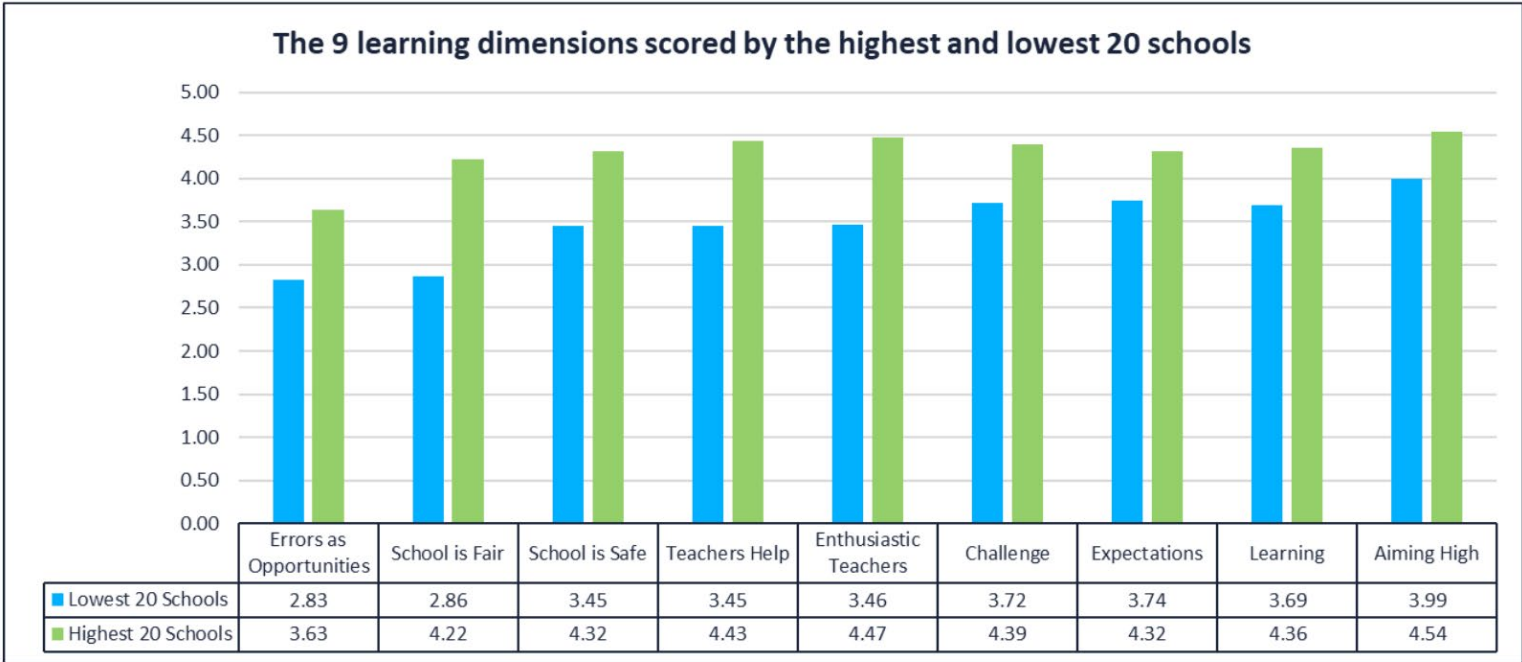
The school rated **highest** by students is rated as **Good** by Ofsted. The school aims for a “high-quality learning environment and a culture that embraces care, tolerance, and trust, where empowered leaders place our learners at the heart of everything and all are supported to be successful”. It has higher than the national average number of students eligible for free school meals, the majority of students are from minority ethnic backgrounds, and about half speak English as an additional language.

Why is the students’ highest-rated school only Good and the lowest school from the student perspective Outstanding?

Leaders and teachers can make the difference.

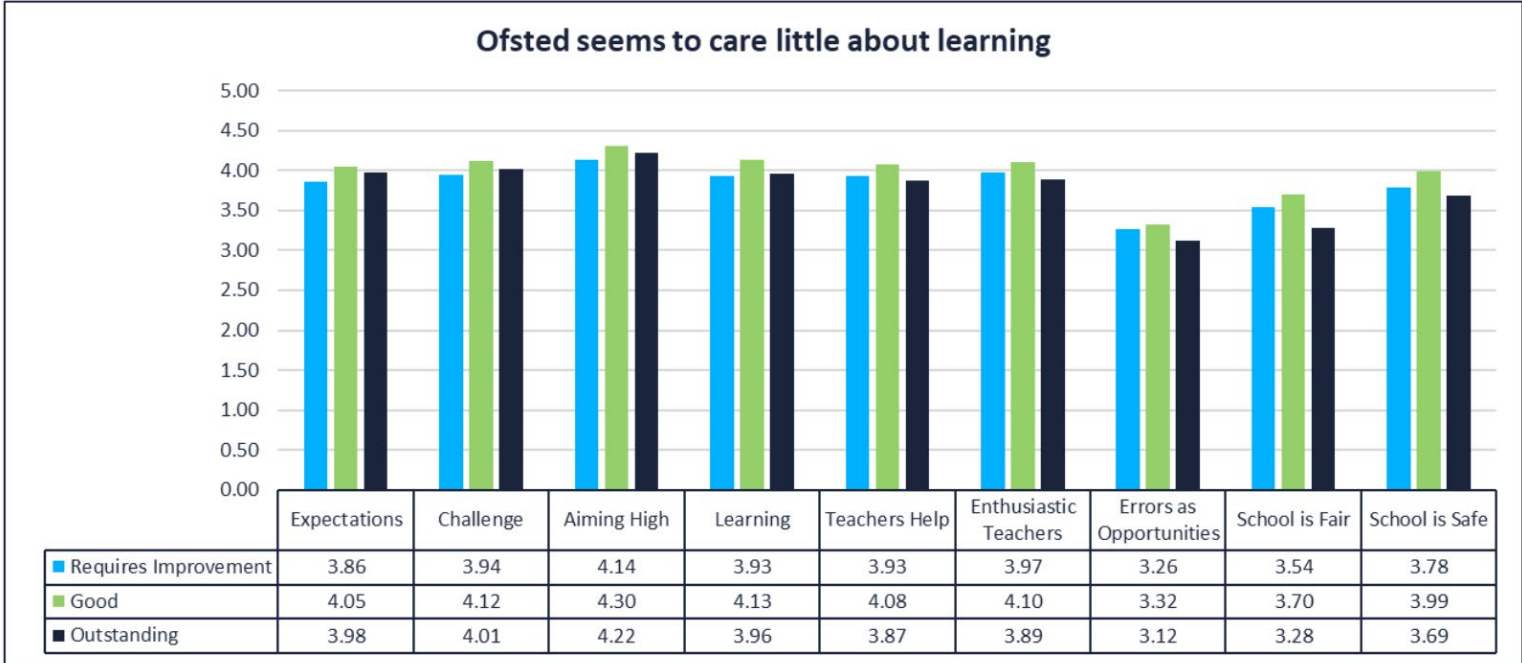
The greatest differences between the top and bottom learning schools are for Schools are Fair (and effect size 2.02 between top and bottom), Teachers Help (1.99), Enthusiastic Teachers (1.98), Challenge (1.89), School is Safe (1.84), Aiming High (1.81), Errors as Opportunities (1.65) and Learning (1.62).

These are huge differences and the solution to improving is mainly down to teachers and what they do! Create a language of learning, teach the strategies as well as the content, know through the eyes of your students whether your class is safe and fair, make your high expectations infectious, be clear that errors are opportunities, not embarrassments. Make some mistakes yourself and show students how you use a different strategy to resolve it, as using the same strategies is likely to get the same result.



Ofsted seems to care little about learning

The 43 schools with an Ofsted rating of Requires improvement, Good or Outstanding did NOT differ on any of the learning scales, showing that Ofsted does not discriminate on learning power. Indeed, for all measures, schools rated Good outperformed those rated Outstanding. **Great learning schools are not valued by Ofsted.**



## Recommendations for Policy Makers

### 1. Introduce Learning into the inspection process.

It is critical to ask students about:

- Their experiences in the class (fairness, enthusiasm, and help from teachers)
- Learning (confidence in confronting challenging work, their expectations, and skills in learning)
- Safety (to make errors, and learn from them).

These views should be triangulated with evidence from teachers and school leaders.

### 2. Put learning impact at the centre of schooling.

So all students are taught to evaluate their learning strategies and experiences as learners and build confidence to seek help in safe and fair environments.

### 3. Every student deserves a learning intervention programme.

We need to learn from students with special needs who have specific learning intervention programmes. We need to learn from these students and develop a learning intervention programme for all students.

This is the engine to create greater progress towards achievement.

### 4. Develop and implement work on learning strategies.

This requires a process to unpick each learner's existing strategies, and hone these so they can choose optimal strategies depending on the content and stage of learning.

This does NOT mean recommending the teaching of generic learning strategies as they can only be learned in the context of the task.

Teaching learning and content are both needed.

### 5. Provide clarity on the role of errors and mistakes in the learning process.

Check with students to evaluate how safe they feel to acknowledge not knowing, mistakes and errors. Ask if they see errors as opportunities to learn or sources of embarrassment. Don't let these students hide, glide, or slide through lessons unnoticed. Failure needs to be a learner's best friend.

### 6. Consider a wider basket of measures with which to evaluate schools.

The current regime seems to be biasing perceived success away from learning and learner development and privileging high achievement – which so often favours those who started high. This may be harming equity and preventing 'levelling up'.

## Recommendations for School Leaders and Governors

### Focus on Learning

#### • **Make feedback for learning a two-way process.**

Check that your feedback is heard, understood and actionable. If feedback falls in a forest and no one hears, was it effective?

#### • **Examine your policy and enactment on errors and mistakes.**

Ensure you are deliberately attending to the powerful positive role of errors in your classes and staffroom. Check by asking students about their sense of safety and fairness in your classes.

#### • **Develop a school profile of what it means to be a learner in your school.**

After interviewing a sample of students and teachers, develop no more than 5–7 learning dispositions that you want to see evident, privilege, and permit across your school. What does it mean to be a learner in your school?

### Culture and Climate

#### • **Have clear theories of action that put learner development central to equity and inclusion.**

#### • **Gather data to activate learner voice in your school to monitor the climate for learning and learner development over time.**

Use the free one that supported this survey.

### Resourcing and Staff Development

#### • **Make resourcing decisions based on their impact on learning.**

#### • **Introduce impact on learning as a key theme of performance management or appraisal.**

Widen success criteria for teachers to include learner development.

#### • **Ensure that leaders, teachers and students all have high expectations.**

High expectations open doors to learning, they allow teaching and interventions to work, and they are drivers of learning and achievement. Low expectations close doors, dampen investment, and are killers of progress, motivation and commitment.



## Recommendations for Further Research

1. Carry out a wider national (later international) survey into pupil learning, expectations and enthusiasm.
2. Develop a wider dashboard of meaningful measures that inculcate a love and development of learning.
3. Evaluate implementation processes to both execute and monitor impact of the development of learners and learning.

## A Message from the Authors

We would like to thank all of the students and their schools for giving their time to help shape and take part in this initial phase of the Learning Survey. Thank you to the core team who enabled this report to be published and for the years of thought and research that made this possible.

Thank you to **The Bell Foundation** who helped ensure our language and questioning was inclusive and accessible. Special thanks to **Edurio** who have worked tirelessly to deliver the survey at scale. They share our passion of hearing student voice, whilst keeping the integrity of the research.

Initiatives will come and go, approaches will be in fashion then dismissed only to return a few decades later. Unhealthy binary debates have emerged and we need to get back to what matters. The constants remain – our students only have one ‘today’ and learning is important.

Notions of impact can be realised. Capacity can be sought through collaboration. High-probability strategies and lessons can be learnt where proper evidence is collected. It is time to claim the centre ground. It is time to claim to make learning dimensions central to education.

We aim to seize and create the narrative for our schools and communities, redefining professional accountability, with a focus on what will have most impact. We are committed to placing learning front and centre. We know it matters and we know it has impact.

This Phase One report is just the start, Phase Two research begins in November 2022. Join us and be a part of the the next step. Never has there been a more important time to do this together.

*Anne-Marie Duguid, Stephen Cox and John Hattie*

## Citation and References

Hattie, J.A.C., O’Leary, T., Duguid, A-M., Cox, S. (2022). The Power of Learning. Paper presented in March at the World Education Summit 2022, Osiris Educational.

<https://osiriseducational.co.uk/the-learning-survey/>

[www.trustsforimpact.org](http://www.trustsforimpact.org)

[www.osiriseducational.co.uk](http://www.osiriseducational.co.uk)

[home.edurio.com](http://home.edurio.com)

<https://www.bell-foundation.org.uk/>

## Join the Learning Survey – Phase Two

Phase Two of the The Learning Survey begins in November 2022 with the aim of reaching a wider number of schools and students from around the world. Register now to claim one of the 500 free places available. More information is available at: <https://osiriseducational.co.uk/the-learning-survey/>

Click here to register now for  
**Phase Two of the Learning Survey**

- 500 free places available
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## Appendix A – The Impact Narrative

This is a summary of the Impact Narrative. The full document can be found by visiting: [www.trustsforimpact.org](http://www.trustsforimpact.org)

***“Do we measure what we value  
and value what we measure?”***

### Background

At the Visible Learning World Conference (March 2019, Edinburgh), a group of Trust leaders spent some time talking with John Hattie about the English education system, with a particular emphasis of leading groups of schools. We were all surprised at how such incredible school leaders were burdened by the financial, functional aspects and the focus on learning had shifted from the narrative, especially with accountability systems and external pressures. It was time for a new narrative. **Trusts for Impact** was born which informed **The Impact Narrative**.

Initiatives will come and go, and approaches will be in fashion then dismissed, re-turning a few decades later. The traditionalist warriors will fight the progressives in continued unhealthy debates, the binary nonsense of knowledge vs. skills or content vs. learning, does pedagogy trump curriculum or vice versa. The cycle of education has always done this, but the constants remain – our students only have one ‘today’ and learning is important. Notions of IMPACT can be clear in our current system. Capacity can be sought through collaboration. High probability strategies, where proper evidence is collected, and lessons could be learnt. It is time to claim the centre ground. High probability strategies, where proper evidence is collected, and lessons can be taught and learnt. It is time to claim to make learning dimensions more central.

**Trusts for Impact** is not an organisation, it is not trying to compete, it has a one item agenda – learning. With the aim to seize and create the narrative for our schools and communities, redefining professional accountability, with a focus on what will have most impact.

### Intelligent Rigour – Change Driven from Within

A new dashboard can be defined. This will be the new control system, with a range of benchmarks that enable schools and Trusts to decide which are the most important to them. We are not proposing ignoring external accountability measures; that would be absurd, and they are important. But we can do so much more: we can build our own internal database and make proper informed decisions to improve learning and the life chances of our students. We can allow success to be measured over time in a defensible way: it is within our gift. We need to ensure process and implementation are developed in a rigorous and strategic manner, leveraging expertise and experience to drive standards. Higher standards by design, starting with high expectations, learner agency and climate for learning.

### Defining the New Dashboard

Instead of the group deciding what the dashboard should look like, we asked our students to define it. The first phase of research involved four Trusts representing 79 Academies, and over 50,000 students across all phases and differing contexts. Through focus groups and curated key questions, responses from students were collated and have now informed the next phase of perception analysis.

A series of questions were defined with the help of Trust leaders and John.

### High Expectations

***What does high expectations mean to you?***  
***Do you have high expectations of yourself in class?***  
***What do you do when you meet a challenge in learning?***  
***How do you know when you are successful?***  
***What does it mean to you to aim high?***

The findings showed that generally students equate high expectations with getting good grades or awards, they feel proud when the teacher is happy with them/their achievements, a desire to do well, and feeling confident when answering questions. Secondary students extend their answers, linking this success to thinking about the future – wanting to do well in exams, opening opportunities for careers. When facing a challenge in their learning the older students refer to thinking for themselves – looking back on what they already learned, asking a friend, looking for the answer in books or the internet – then asking the teachers. The younger students did not really respond to these questions. Insightful comment about some students with lower aims/expectations – perhaps not being exposed to positives in their lives so their expectations for themselves are not high from early on.

**Many of the responses were teacher-directed rather than learner-directed. Students were conditioned to respond in the way they have perceived is right. What is missing?**



## Learner Agency

*What do you do when you don't know what to do?*  
*What is ideal learning in your class?*  
*What does 'good learning' look like in your school?*  
*How do you improve your learning?*  
*What actions do you take to improve your learning?*  
*Who is the best learner in the class? Why?*

Generally, students demonstrate a positive attitude in their responses; they talk about trying their best, trying again, not getting distracted (and they are aware of the downside of a disruptive class member affecting the class's ability to learn), joining in, listening to others, and the importance of taking part. Regarding the impact of the environment on learning, some refer to enjoying a calm environment so they can concentrate (one mentioned 'quiet' whereas another said complete silence doesn't help if being able to talk might be more helpful); more generally, it is about the environment created by the teacher, both physical and emotional.

Interesting activities to allow everyone to understand, giving explanations from different perspectives for people to learn in different ways and to make their days/learning fun. When asked how to improve, both younger and older referred to practice and doing more themselves (at home/extension activities/challenging themselves). They acknowledged sources to improve their understanding, such as the internet, videos, textbooks, different styles of learning information in class, as well as just asking the teacher.

Building a rapport with teachers so they are seen as a more relatable was something the older students mentioned, along with the positive attitude of teachers showing they believe you can do it. The impact of other students messing about/not being interested/not wanting to be there and then a teacher focusing on them and their behaviour was demonstrated in students' answers at all ages. Some felt that if students didn't want to be there/learn, then they shouldn't have the time focused on them.

**"Good learning means you will remember it a week later" illustrates the importance of true learning over performance at the time: a distinction we often miss when using current assessment/accountability measures.**

## Climate and Culture

*Is this school fair to you? What would make it fairer?*  
*Do you feel invited to be a learner in your class?*  
*Do you feel safe as a learner in your class?*  
*Is it safe to be different in this school?*  
*Do you feel included as a learner in this school?*  
*Are your voice and thoughts welcomed in this school?*

These questions generated varied responses, with confusion over the terms 'invited' (we aren't invited, we have to come to school) and 'safe' (physical safety). Fairness for the younger students was linked to things like it is unfair not being able to go outside when raining, that you aren't allowed to shout, when others don't let you play with them, getting told off for talking when you weren't – but generally they felt it is 'fair' at school as sharing and kindness is promoted. For secondary students, fairness is often about individuals being punished for behaviours rather than the whole group, or teachers treating students differently (whether as favourites or because of previous behaviour). However, it would seem that importance is attached to fairness in consistency of responses, e.g. sanctions and adhering to school policies. Students liked a warning system, so they have an opportunity to learn from and improve their behaviour.

Younger children were asked how they felt about being at school, and all said 'happy'.

Secondary students generally said that they feel safe while learning, but they get embarrassed if they get an answer wrong/can't do something. It's important that teachers don't laugh at them or pick on them but instead help them to understand. There were some interesting responses about the fairness of how teachers choose students to answer – 'random generators are terrifying', but also some comments about it feeling unfair to be asked if they do not know an answer – it feels embarrassing or like they are being picked on. Students felt that teachers often picked the same students to answer. They felt more included in smaller classes and felt that, as they got older they gained confidence. They reported fewer issues in older classes – perhaps partly due to increased maturity. When asked about embracing difference, there were various responses. Younger students answered literally and stated that we are all different and they welcome that. Some secondary students agreed, while some said it depends what kind of 'different', and referred to feeling judged. Students felt their voice was heard, though they felt that teachers were often inconsistent in following through, especially when more senior staff got involved. They commented that if a problem was not easily solved, it could be dismissed/forgotten. To improve the climate in their school, students generally felt that positivity could be spread more around: teachers should tell students what they are doing right and have nice conversation with students in corridors. There was a demand to improve consistency in approach across schools/teachers, for all students to be treated the same in terms of being stretched and supported if they don't understand. One pupil commented that the routine of school gets you ready for the real world.



**In conclusion, it is very clear that some of the strategies we tend to focus on are not always perceived in the way they are intended. Learners need to be much more part of the dialogue and control their learning and learning needs to be much more part of the national dialogue.**

## **Our Guiding Principles**

- The learner must be at the centre (including learning progression and learner development).
- Commit to our children's and young people's voice/feedback
- Teacher education to be built around classroom readiness (and evidence).
- There needs to be verifiable evidence on learning and pedagogy.
- Move from 'how' – an empirical question to seek out evidence of expertise – and become great at evaluating our impact (stop the pseudo research notions).
- We need to consider outward-facing impact as well as inward (look to a wider definition of impact that considers relationships, the world, inner development and progress as well as achievement).
- Collaboration with purpose and belief.
- Teacher workforce data should determine training and recruitment priorities.
- Innovation with impact (through excellence in implementation).
- Its important to include early childhood focus, as this is when the greatest opportunity to grow fastest lies.
- Quality professional learning experiences (recognising individual journeys alongside whole-school acceleration).
- Remove bias and excuses (and political dogma).

The responses have informed a survey that will take place over large groups of students across many schools initially in England, but has the potential to grow internationally. We then need to scale this up, seek long-term improvements. There appears currently very little evidence of the success of a self-improving system, but we can achieve this if we own it and ignore the national obsession with the structures, and remind ourselves it is what happens inside schools that matters most.

This is our opportunity to recalibrate the narrative, define a basket of goods, say what that judgement should be and how it can be measured and moderated.

## **The Trusts for Impact Movement**

**Trusts for Impact** is a movement which will:

- **Be committed to work and strive for evidence-based, collective improvement.**
- **Work with the greatest academic and thought leaders.**
- **Be inclusive: all will have a voice and a way to achieve collective efficacy across Trusts.**
- **Commit to make a difference and amplify – so we have a fairer, more just and more motivated collaborative.**
- **Define the impact of key dimensions of learning to collectively assess and enhance our impact.**
- **Lobby, petition, support, and gain funding to promote the language of learning.**
- **Stick to this one-item agenda.**
- **Graciously but relentlessly disrupt.**

If you would like to be part of this next stage and build this student-focused database, please let us know and we will send you the survey which you can use with your students. Please note that data will be kept anonymous and used only to inform the dashboards, provide you with your school's report, and be analysed as a key discussion point of our ongoing improvement work.

**Trusts for Impact** is not an organisation, it is not trying to compete, it has a one item agenda – learning. With the aim to seize and create the narrative for our schools and communities, redefining professional accountability, with a focus on what will have most impact.

***Anne-Marie Duguid, Stephen Cox and John Hattie***

**Join the Impact Narrative and be a part of  
the Learning Survey – Phase Two**

**Register now at:**

**[www.osiriseducational.co.uk/the-learning-survey](http://www.osiriseducational.co.uk/the-learning-survey)**