Learning Nutrition Framework

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Creating
positive teaching habits
to develop
positive learning behaviours

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	Teacher Planned		Shift Responsibility Consistent Practice		Learner Cultural/Habitual
Learning Nutrient	**1 star**	**2 star**	**3 star**	**4 star**	**5 star**
Ambition	**Positive routines** Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	**Positive learning environment** Create a safe, stimulating and purposeful learning environment	**Engaged learners** Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	**Motivated learners** A desire to improve and succeed permeates every lesson	**Ambitious learners** No ceiling to learners' ambition and challenge is demanded
Clear personalised outcome (shared and agreed)	**Shared outcome** State outcome near start of lesson/session	**Defined outcomes** Communicate outcomes in learners' language, with check for understanding	**Tiered outcomes** Learners choose from tiers or a spectrum of appropriate outcomes	**Negotiated outcomes** Learners/groups negotiate and agree next steps/learning goals with support	**Personalised outcomes** Learners proactively take responsibility for choosing and communicating their individual goals
Success and failure (appropriate challenge)	**Early success** Ensure early success for all learners in each lesson/episode	**Stretch and challenge** Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve	**Accepting failure** Each learner embraces progression through planned sequences of success and failure	**Learning through failure** With support, learners identify areas of strength and weakness and select appropriate interventions to progress	**Embracing failure** Learners proactively seek challenge and demonstrate a willingness to work on weaknesses
Praise for positive behaviours	**Whole group praise** Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	**Individual praise/ feedback** Give regular, specific praise for positive behaviours before suggesting improvements	**Peer praise** With support, learners take opportunities to give praise for identified learning behaviours	**Peer feedback** Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities	**Unprompted peer praise/feedback** A culture of appropriate, non-prompted positive peer feedback for key learning behaviours is established
Celebration and review of progress	**Whole group review** Lead whole group plenary at the end of each episode/lesson	**Review through questioning** Question and funnel answers following small group/partner review	**Clear learner voice** Learners use a broad range of review methods including non-verbal communication and/or voting with feet	**Learner led review** Peer led plenaries celebrate partner/group members' progress	**Habitual review** A regular and continuous mix of planned and habitual review by learners through teacher, self and peer review is established
Coach and support others	**Observe and encourage** Provide opportunities for learners to observe and encourage others	**Demonstrate and discuss** Enable learners to demonstrate/ show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	**Feedback sensitively** Scaffolding provided enables learners to give sensitive critical feedback to partner or group members	**Collaborate and learn** Learners share and learn from each other through planned, collaborative opportunities	**Peer coach** A culture of reciprocal peer coaching is an integral part of all lessons
Control	**Work safely** Encourage learners to select safe space for work and to gather, select and safely return equipment	**Single choice** Provide at least one learner choice of direction and/or task from pre-planned menu	**Supported choices** Learners make appropriate choices through skilful interventions, carefully worded suggestions and instructions	**Negotiated choices** Learners regularly negotiate with teacher to agree direction and pace	**Independent choices** Learners take active responsibility, create own learning plans and adjust them independently or with support

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