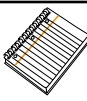


Persevering – Purple and Blue

Look for: 	Make a note: 
1. Surfacing learning by shifting relationships	
• Pupils offered opportunities to select their activities. • Teachers model making and overcoming mistakes. • Pupils helped to learn co-operatively together. • Pupils assisted to devise their own 'stuck' strategies.	
2. Surfacing learning by shifting relationships	
• Staff stand back to enable pupils to manage their own learning. • Teacher uses coaching approach to guide pupils through difficulties. • Pupils given opportunities to make choices about what they learn. • Pupils encouraged to design their own goals.	
3. Surfacing learning through language and talk	
• Classroom talk emphasises effort over achievement. • Being stuck and making mistakes are the subject of positive conversation. • Teachers use a language for talking about learning itself. • Pupils encouraged to work out why they are stuck.	
4. Surfacing learning through language and talk	
• Pupils are encouraged to verbalise their feelings about learning. • Reflective learning talk is introduced into conversations. • Pupils are helped to recognise feelings of elation as a result of finishing challenging tasks. • Pupils encouraged to stay positive through the hard bits.	
5. Surfacing learning through its construction	
• Pupils are offered levels of challenge that ensure the need to persevere. • Pupils assisted in anticipating risks in challenging tasks. • Pupils are encouraged to visualise their possible end results. • Pupils are enabled to challenge themselves with do-able goals.	

Persevering – Purple and Blue

Look for: 	Make a note: 
6. Surfacing learning through its construction	
• The habit of persevering is built into the design of the tasks. • Pupils are encouraged to think about what they have learned after an activity. • Pupils are encouraged to self monitor their emotions. • Pupils are helped to explore levels of challenge.	
7. Surfacing learning by celebrating it	
• Public prompts help pupils to unstick themselves. • Mistakes are recognised as useful in learning. • The inclination to try more challenging tasks. • Self initiated stuck strategies are valued recognised and valued.	
8. Surfacing learning by celebrating it	
• Teachers define the type of effort needed. • Use of praise is related to the process not outcomes of learning. • Pupils praised for taking notice of prompts/ feedback to improve. • Pupils praised for avoiding distractions.	
9. Impact on pupils in the grey to purple phase	
• Pupils feel confident to learn from mistakes. • Pupils experience being stuck as a fruitful experience. • Pupils are aware of what distracts them. • Pupils can visualise the end results they want.	
10. Impact on pupils in the purple to blue phase	
• Pupils know real learning is a struggle. • Pupils feel able to 'fail' in safety. • Pupils can explain why they are stuck. • Pupils put in the effort for 'Goldilocks' goals.	