

Putting Revising into Learning

Activity 2: Classroom Climate for Revising

What routinely happens in your classroom?	Yes	No	Fancy trying
Students are made aware that mistakes should be viewed as a natural part of learning.			
Frequent review points in lessons/sessions encourage students to view 're-thinking' as part of learning.			
Teacher feedback prompts students to discover what they need to do to improve (ie 'nudge' not 'tell').			
Students assess their own work against given success criteria.			
Students are given opportunities to design their own success criteria.			
Students prepare their own lists for checking their assignment before handing it in.			
Traffic lights or similar tactics are used to encourage learners to monitor how things are going.			
Think/Pair/Share is used to help students to modify their thinking at the pair stage.			
The Visible Thinking Routine 'I used to think X, Now I think...' is used to legitimise changes of mind.			
'Could be' language is used to stimulate learners to consider changing their mind.			
Displays and Celebrations			
Displays show annotated outcomes from different, successive stages of the learning process.			
Displays show 'Mistake of the Week'.			
Students are rewarded for making improvements on their previous best.			
Student-edited work is celebrated.			