

Revising 2: The 'Colour' Phases

Magnifying the phases

Looking closely at grey

In the **'Lacks' (grey) phase**, you are not aware of doing things well or differently, you just do things. You're not too bothered about outcomes and you're not interested in revisiting something in order to change or improve it. You very much just do your own thing and you're not aware of external standards or expectations. You may be reluctant, or even afraid, of changing the ways that you do things.

Don't think of this as a negative start. Most learners are like this before starting on their journey of learning how to learn.

1	Lacks. "I can't. I won't."	I just do things without thinking about whether it's good enough or how it might be improved.	I've done this. This is how I do it.
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Magnifying the phases

In the **Receives (purple) phase**, you are beginning to make checks on how you are doing against given criteria **when prompted**. Your teachers are kick starting your Revising learning journey. You can talk about what you did and sometimes how you did it. You rely on your teachers or parents to tell you that what you have done is valuable or worthwhile. You have learned to accept and act on your teacher's advice to have a second go at something and/or to pause and check how things are going. You have to experience this phase before moving on to the next.

2	Receives. "Show me. Tell me."	I always use and check the criteria given by the teacher as a guide to improving what I do. I think about retrying or re-doing something when prompted to do so by my teacher.	I'll check this over because I have been told/asked to. My teacher says this is right.
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Magnifying the phases

In the **Responds (blue) phase** you have overcome any fear of mistakes and you're more able and willing to monitor what you are doing. You're beginning to develop what **you** mean by 'good' and to understand why given standards are important. You enjoy supportive feedback and you talk about how you could improve with support. You are increasingly willing and able to check how things are going even if your teacher doesn't tell you to do so. You are becoming inclined to **make your own changes** to improve your work.

3	Responds. "I'll try."	I have overcome any fear of mistakes and use several different sorts of checks to make sure I am on track. I ask myself whether something is on the right lines and amend things unprompted to achieve the right standard.	Is this on the right lines? Can I work out how this could be better?
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In the **Values (green) phase**, you know it's important to keep a close eye on progress in order to achieve high-quality outcomes that meet your goals. You **see the point** in making changes to reach a goal or external standard. You **understand** the need to learn from previous experiences and realise that learning is actually all about changing your understandings; not just knowing stuff. So now you look at what you are doing with a more demanding eye, and you realise that **being like this is really good for you**. Your positive attitudes to improving are helping you to achieve more and improve.

4	Values. "I see why."	I monitor how I am doing and evaluate how I have done something. I edit my work effectively as I go along and think about why I have done things a certain way and whether it's up to scratch.	I'll just tweak this to make sure it reaches external expectations?
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Magnifying the phases

Looking beyond green

In the **Organises (yellow) phase** revising has become a skilful habit; where revising itself raises more questions than answers. Yes, you keep progress under review but now you question the original goal of the activity. You look for higher standards and may well move to a more productive strategy or a different goal. You now use critical feedback positively and you're keen to look back on what and how you achieved what you did in order to learn from the experience.

5	Organises. "I make sure."	When things aren't working I question why or think outside the box to detect errors and improve things. I am not afraid of re-starting/ re-thinking or changing direction.	Are there different ways I can use to improve this?
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Magnifying the rows

In the **Embodies (orange) phase**, you make ongoing checks, amends and rethinking, in order to meet your own, often more exacting, standards of achievement. Now you don't need the validation of others (marks, grades, exams, quality feedback) because your own critical sense of standards acts as your barometer. You adapt readily to changing circumstances and always reflect on what and how you have done something with the explicit intention of doing it better, more efficiently / differently in the future. In this final Orange phase you simply can't help but do it in all aspects of your learning. **This way of behaving has become part of your learning character.**

6	Embodies. "I can't not."	I challenge myself to make continuous improvements in everything I do.	By changing accepted thinking on this I will achieve far better results/outcomes.
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