

		Revising		
		Making improvements	Questions you might ask	The secure criteria
I can't not do this	5	You challenge yourself to make continuous improvements in everything you do.	ASK: 'How do you make sure that you meet your own high expectations? Are you sometimes satisfied with work that is 'good enough', or do you always aim high? Can you give me an example of when you have thought about how you might do it even better next time?'	Secure criteria. Students are now able to explain how and why flexibility and willingness to change in pursuit of excellent outcomes has become a consistent feature of how they learn.
I make sure I do	4	When things aren't working you question why or think outside the box to detect errors and improve things. You are not afraid of re-starting/ re-thinking or changing direction.	ASK: 'What do you do if something is not turning out as expected? Do you tend to stick with your first idea, or are you prepared to consider a complete change of approach? When did you last decide to start something afresh?'	Secure criteria. Students are now able to explain how they organise themselves to make the best of any situation, and can describe what they do to improve if things are not going as expected.
I see why	3	You monitor how you are doing and evaluate how you have done something.	ASK: 'What sort of things do you monitor about yourself as a learner and the learning you are doing? {pleased with re-draft, keep stopping and asking what could be improved, changed plan of action, checked success criteria} What have you done recently that you're proud of and what you learned from how you did it?'	Secure criteria. Students now understand that learning is really all about changing understandings and that mistakes, challenge, being stuck all come within the realm of them changing not failing. Hence they have a greater readiness to re-shape and re-form plans. They may say, 'I've had a better idea so I'll start again'.
	3	You edit your work effectively as you go along and think about why you have done things a certain way and whether it's up to scratch.	ASK: 'What tells you that things aren't quite right? What sort of feelings do you get? {irritation, anger, disappointment, excitement, etc.} Are you more interested in getting something done quickly and good enough or something that you're really proud of but takes you longer?'	Secure criteria. Students are now stepping outside the box and asking themselves whether they could do something in a different way. They realise that if learning isn't going well it's OK to change their plans or amend their approach. They say 'OK that failed, what could I do instead? 'I think I've done enough tinkering around with this now.'
I will try	2	You have overcome any fear of mistakes and use several different sorts of checks to make sure you are on track.	ASK: 'How do you feel if you make a mistake? What do you do about it/them. What do you do to keep yourself on track? What sort of feedback helps you most?'	Secure criteria. Students are now looking at and checking what they are doing with a self critical eye and beginning to generate their own standards. Mistakes are seen as opportunities to improve. They ask themselves 'Is this the best it can be?' and seek and welcome constructive feedback from others.
	2	You ask yourself whether something is on the right lines and amend things unprompted to achieve the right standard.	ASK: 'What sort of things do you say to yourself to keep yourself on track? What does 'on track' mean to you/in your classroom?'	Secure criteria. Students are now able to self monitor how things are going, keeping an eye on the goal, making sure things are on track and making improvements along the way. They may say, 'Is this going OK?'; 'Am I satisfied with this?'.
Show me / Tell me	1	You always use and check the criteria given by the teacher as a guide to improving what you do.	ASK: 'How do you know when piece of learning is OK. What do you look out for? What do you do about it if what you've done is a bit wonky?'	Secure criteria. Students are now aware of the student-friendly learning target/success criteria that are associated with any piece of learning. Starting from 'where they are' students meet their targets at their own pace.
	1	You think about retrying or re-doing something when prompted to by the teacher.	ASK: 'What do you look out for when you've finished a piece of learning? What tells you it's OK? How do you feel if your teacher asks you to go back and make some improvements?'	Secure criteria. Students are now regularly checking over their learning because they are expected to by their teacher. They are beginning to reflect on how they are doing against criteria set for them by others.
I can't / I won't		You just do things without thinking about whether it's good enough or how it might be improved.	ASK: When you finish something, maybe a painting or some writing or some number work, do you ever go back and check if it's right or if you could do it better? If you don't want to check on things, why do you think that is?'	Secure criteria. Students are likely to stay in this phase until they become aware of doing things well or doing things differently. In this phase they are doing something for the joy of doing it, external standards are not yet a feature of their world.

