

Revising session 2

Exploring Revising and how it grows.

Looking at ourselves as learners...

Session 2

Discovering;

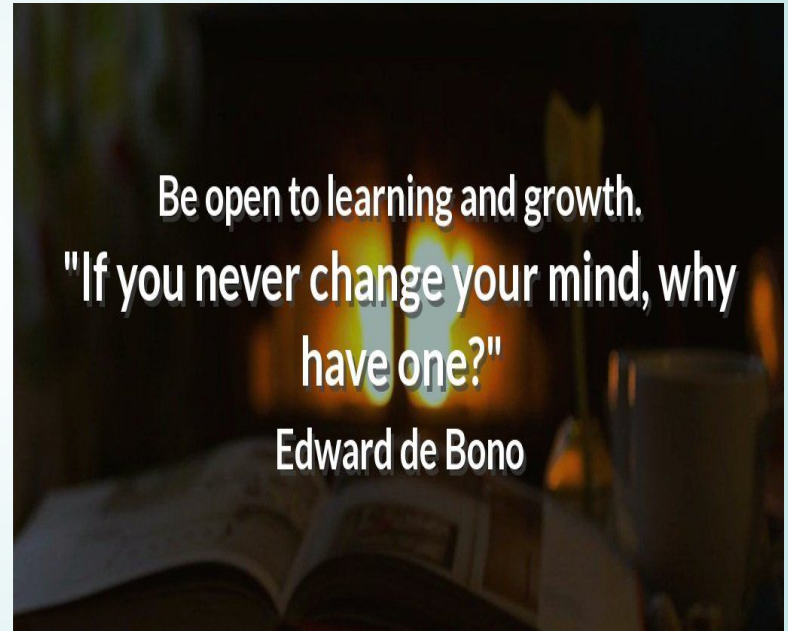
- What do we do when we Revise?
- Where are we on our Revising journey?



What do we do when we revise?

Ready, willing and able to:

- Self-monitor how things are going, keep an eye on the goal;
- expect the unexpected, be ready to re-shape, re-order, re-form plans to take account of new circumstances;
- stay alive to new, unforeseen opportunities and ideas;
- look at what you are doing with a critical eye;
- strive to be the best you can be;
- make sure things are on track and make improvements along the way.



Spot yourself revising in lessons

- Have a quick think
- Look at the features of revising
- Note down whether and how often you use these behaviours
- Think about whether you are the same in different subjects
- Keep your answers in mind when we look at how to get better at this learning behaviour later

Spot yourself Revising. How much do I ?

	A lot	Sometimes	Never
Monitor how things are going	☐	☐	☐
Keep an eye on the end goal	☐	☐	☐
Expect the unexpected	☐	☐	☐
Re-shape, re-order, re-form plans when I need to	☐	☐	☐
Look out for new, unforeseen opportunities and ideas	☐	☐	☐
Look at what I am doing with a critical eye	☐	☐	☐
Strive to do the best I can do	☐	☐	☐
Make sure things are on track and make improvements along the way	☐	☐	☐
Check over what I have done with a critical eye	☐	☐	☐
Ask myself how I might make it better next time	☐	☐	☐

How teachers help you become a good reviser

Have you noticed your teachers;

- encourage you to change how you do things if necessary?
- wanting you to see making corrections as an opportunity to improve?
- focusing their feedback on what you need to do to improve, not simply praising what you got right?
- offering you checklists that help you to keep an eye on how your work is progressing?
- creating opportunities for you to stop and consider how things are going?
- help you to see changing things as a natural part of learning?

It's all about learning how to deal with change, both emotionally and practically.



Lots of little steps to improvement

Growing as a Reviser.

It's not...

- either you do, or you don't use your Revising habits
- either you are inflexible and reluctant to change, or that you are flexible and open to change.

It is about

- taking lots of little steps, skills and attitudes that lie between these two extremes.
- gradually transforming yourself into becoming a flexible and adaptable learner.



Growing your Revising behaviours

A Revising progression chart shows:

- the development of a good revising habit
- from being unaware of Revising
- to being a highly aware and Revising-savvy learner.

The chart offers glimpses of how Revising can develop.

Column 1 identifies the 6 phases of development.

Column 2 describes what Revising behaviours look like in each phase of development.

Column 3 shows the self-talk: what students may quietly say/explain to themselves at each phase of development.

Revising	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.
	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?
	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?
	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?
	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.
	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.
		The 6 phases of development	The trajectory of developing skills and behaviours	The trajectory of developing attitudes and self-talk

Understanding the columns

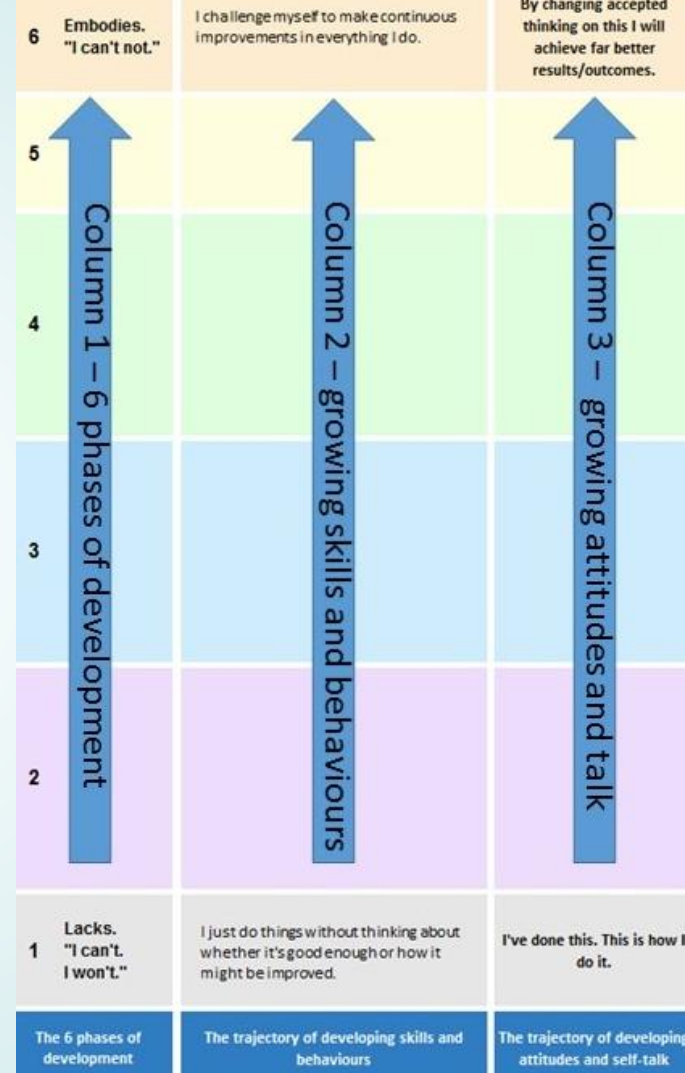
Column 1 charts 6 phases of development, from Grey to Orange. It's a journey from thinking you 'can't or won't' do something, to thinking 'I **can't not** do this'.

These phases are not inevitable, they don't just happen.

Column 2 shows what the developing skills and behaviours look like as learners become increasingly effective Revisers.

Column 3 is a really important one. It shows how **your** attitudes, feelings and self-talk change as your Revising skills and habits develop and grow.

Your own feelings, inclinations and desires drive the development of your learning behaviours.



Take a quick look

Think Pair Share;

- Does it make sense?
- What seems tricky to understand here?
- Where do I think I am now on this progression?
- What else do we need to know?

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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.

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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Magnifying the phases

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 can raise more questions than answers. Yes, you keep progress under review, but now you may 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?

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.

I used to think....Now I think

Ask yourself . . .

- How did I used to think of myself as a revising learner?
- How do I think of myself as a revising learner now?
- Which colour phase best describes my current Revising skills, behaviours and attitudes?

Keep your awareness of Revising alive

Spot yourself revising in lessons this week.

- Note down when and how often you use these behaviours
- Be sure to try this in all sorts of different subjects
- Bring your answers with you to our next lesson when we look at how we can improve this learning behaviour

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Strive to do the best I can do	☐	☐	☐
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