

Revising session 3

Planning improvement and checking progress

What did you find out about yourself?

Last week you were spotting yourself revising in lessons.

- Which aspect earned most 'a lots'?
- Which subjects came out well?
- Where do you need to improve most?

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	☐	☐	☐

Assess where you are now

Which colour row best describes your Revising habits now?

- Take account of the evidence you have collected about how you behave across a range of school subjects and activities outside school.
- Be honest with yourself - which coloured row best describes your current Revising behaviours? Where do you feel most secure?

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

As you think about where you are on now

Remember

Your development as a learner isn't a race and the phases don't just happen, you have to make them happen.

Each stage takes quite a while to become competent in and a become a habit. It's not about acting in that way once or twice but acting it that way most of the time, consistently, before being ready to move on to the next phase..

The Revising behaviours may seem straightforward but they make up one of the most valuable and important learning habits. Working through these phases could easily take four or five years of focused development.

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Musing together on where to start

Before making any decision about where to start:

- **Think** privately about where you are now
- **Pair** discuss your ideas with another
- **Share** your ideas about possible starting points with everyone
- Remember, where you are **now** will determine what you do **next**.
- If the Purple row best describes you, your next task is to think about **how to move into Blue**.



Have I

.. read the question carefully?

☐

.. thought about what I know about this already?

☐

.. done something like this before?

☐

.. worked out what needs to be done?

☐

.. broken the task down into manageable steps?

☐

.. stopped occasionally to check how I am doing?

☐

.. checked that I have answered the question?

☐

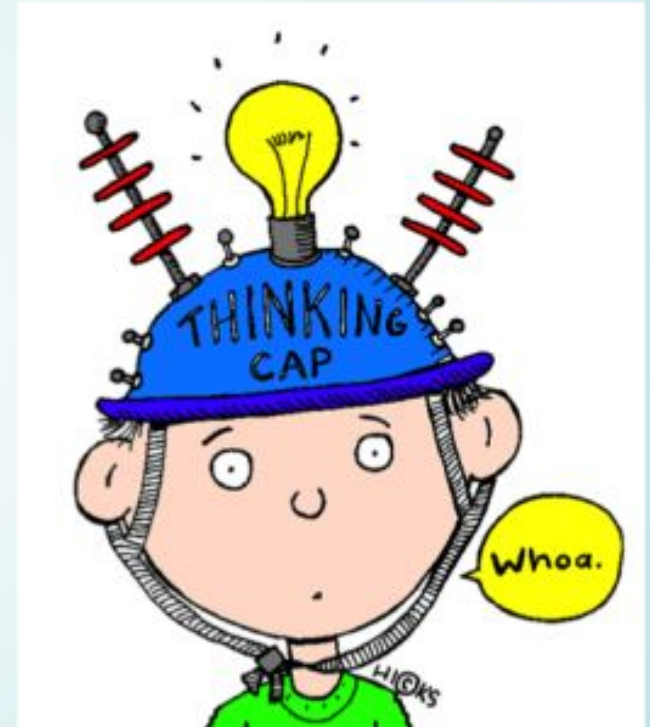
As you muse it's worth knowing...

If you're not sure which phase you are in, and as this is your first plan, it's better to **pitch** your first plan **low rather than high**.

There's nothing wrong with starting in **grey to purple** where you will be listening carefully for teachers' suggestions. But you could also try some of your own self-talk phrases to help you take some responsibility for thinking about your learning.

If you think you are ready to work on moving from **purple to blue** your aim will be to rely on your own nudges and prompts to make sure you are monitoring and reflecting on your learning.

If you think you are already doing this in some subjects you could focus your plan on covering more or trickier subjects.

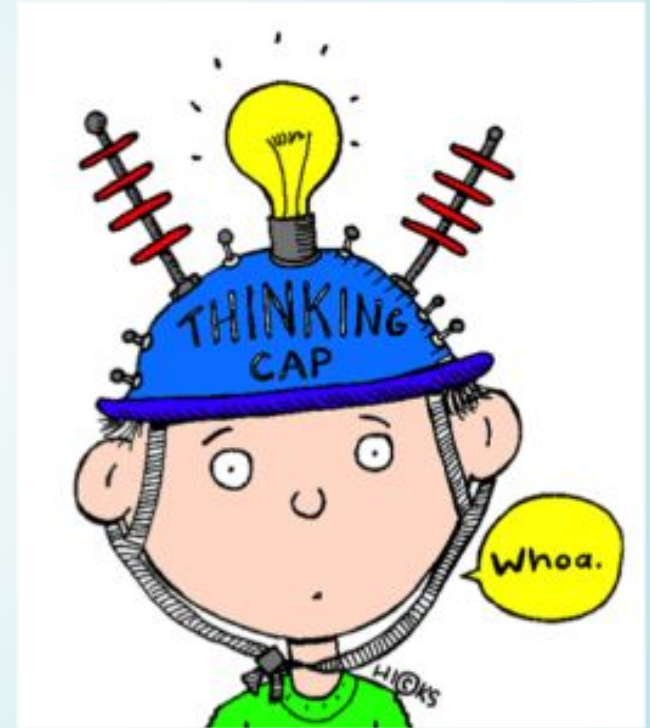


As you muse it's worth knowing...

Take it steady

If you think you are ready to work on moving from **blue to green** you must be confident that you are employing a range of monitoring strategies. Your aim will be to add looking back to evaluate/review to your learning repertoire and to recognise why this is a good thing for your learning.

If you think you are ready to work on moving **beyond green** you must be sure you're ready to look at what you are doing with a critical eye and make your own improvements along the way. Your aim here is to be constantly on the lookout for how to improve or reinvent something in the light of deeply reflective experience.



Activities and self-talk to try

Before making a firm decision about where to start:

- Look at the resource which shows a wide range of activities and self talk
- Each page shows;

The difference in pairs of phases

A couple of activities to try

Some useful self talk phrases

- Pick the phase you want to move to.
- Think about and select the ideas you might want to try.

Revising 3: Moving Through the Colours

Moving yourself from Grey to Purple

Let's just check the difference between the Grey row and the Purple row?

In the **Grey** phase you just do what you want and how you want to do things. You may be reluctant to change the way or how you do things saying 'I can't' or 'I won't'.

In the **Purple** row you are becoming familiar with the idea of keeping an eye on how you are learning things, but you need plenty of your teacher's reminders and support to do so.

So - the big difference here is that **Purple** learners **accept advice** from their teachers to monitor how they are doing with a view to changing things if it is not going as expected. To be strong in purple you need to be like this in all your learning, not just the subjects you like. Being strong in **Purple** is the first big step in becoming a good reviser.



Useful grey to purple activities

a) Monitor how you are feeling about your learning.

You could cut a strip of card and write on it:

Absorbed..... Distracted OR
Too Easy..... Too Hard OR
Interested..... Bored

Take the strips to use during lessons to help you monitor and become conscious of your feelings about learning. This will help you get a feel for taking responsibility for your learning.

b) Use a checklist to monitor how things are going

Use teacher checklists, to keep an eye on things. Or better still by making a copy of this simple checklist and refer to it in lessons to help you to keep close eye on how things are going. Use the checklist as you are working, and again after you think that you have finished.



Have I ...

- ... read the question carefully? ☐
- ... thought about what I know about this already? ☐
- ... done something like this before? ☐
- ... worked out what needs to be done? ☐
- ... broken the task down into manageable steps? ☐
- ... stopped occasionally to check how I am doing? ☐
- ... checked that I have answered the question? ☐

Become your own learning coach

Things to say to yourself

Monitor how things are going

- How am I getting on?
- Am I on track?
- What is working well for me here?
- Is this going OK?
- Do I need to try a different approach?
- Is this going to be good enough?

Think about how something went

- How did that go?



Your questions might include:

- Today I have learned...
- Today I have tried to...
- My biggest success today has been...

Moving yourself from Grey to Purple

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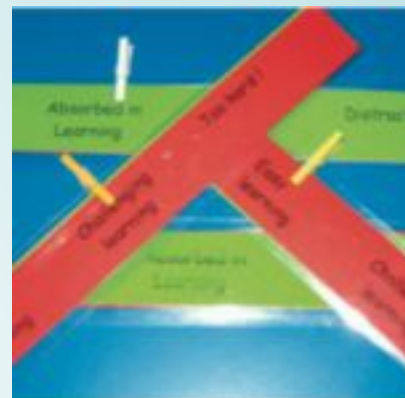
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. . checked that I have answered the question? ☐

Become your own learning coach

Things to say to yourself

Monitor how things are going

- How am I getting on?
- Am I 'on track'?
- What is working well for me here?
- Is this going OK?
- Do I need to try a different approach?
- Is this going to be good enough?

Think about how something went

- How did that go?
- What worked well?
- Did it go as I expected?
- Am I happy with that?

Make reflecting quickly on what you've done become part of your daily or lesson routine.

All these encourage you to think about how your thinking / understanding has changed, how you have revised/amended your view of things.



Your questions might include:

- Today I have learned....
- Today I have tried to...
- My biggest success today has been....
- What will I tell my family when they ask 'What did you do at school today'?
- The most important thing I have learned today.
- What has inspired me today?

Moving yourself from Purple to Blue

What is the main difference between the Purple row and the Blue row?

Learners in the Purple row have become familiar with the idea of keeping an eye on how things are going with plenty of help from their teacher's.

Learners in the Blue row use a range of strategies to enable them to keep an eye on how things are progressing towards achieving a goal and meeting the required standards.

So - the big difference is that learners in the Blue phase have become far more interested in their learning, monitoring and evaluating what they are doing **in order to achieve good** standards and without being told / helped to do so. Keeping an eye on how they are learning helps Blue learners to achieve good standards.



A couple of useful activities

a) Create your own checklists

You do not need to wait to be given a checklist by your teacher. You could create one for yourself

Suppose that you wanted to create a list that focuses specifically on numeracy/ maths? You might end up with something like the checklist opposite.

Challenge yourself - how would you adapt this checklist to make it relate to literacy rather than numeracy?

My work progress in Mathematics: What I need to look out for	
1. Did I answer all the questions?	☐
2. Are some of my answers wrong?	☐
3. Did I show working out where I need to?	☐
4. Have I left out some important things, e.g. (+ - x / =) ?	☐
5. Did I copy out numbers correctly?	☐
6. Is work messy or untidy? (Numbers were not clearly written. Work was not well organised).	☐
7. Is any of my addition, subtraction, multiplication or division poorly done? (Write in which one[s].)	☐
8. Did I read the questions carefully?	☐
9. Did I understand the work and was I able to do it without help?	☐
10. Did I rush through my work?	☐
11. Was it my best work or I could have done better? How?	☐

b) Trying something different

We all have our preferred ways of working, and if that way is successful we tend to use that method again and again. But what if our preferred way of working is not working as well as we had hoped?

The answer is, of course, to ditch an unsuccessful strategy in favour of a better one.

So where can you find alternative ways of working? Easy - Just stop and look around your class!

Ask yourself:

- who has found a successful way of doing this?
- what, precisely, are they doing to be successful?
- do I need to talk to them to fully understand their approach?
- how can I copy or imitate their successful strategy?

**You Can Learn A Lot
Just By Observing!**



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To help you to learn from mistakes

- What went wrong there?
- What can I learn from this mistake?
- If I have another go what would I change?
- Do I need to try something different?
- What have I misunderstood here I wonder?

To develop a sense of what 'good' looks like

- What made me think this wasn't quite right/good enough?
- Am I (un)happy with this? Why?
- What hint could I give myself so I can figure it out?
- Can I do something more/better to meet my success criteria?
- How you could I improve this.
- Am I happy with what I've achieved?

To explore externally set standards

- Have I noticed the success criteria?
- Why do we have success criteria? What are they for?
- Is it going to be good enough?
- Is it going to be good enough for me?

Try these If/Thens statements to help you to monitor how things are going:

- **If** I am working on something, **then** I will stop occasionally and ask myself how well I am getting on.
- **If** I'm working on something **then** I will ask myself why I think it's okay/good/meeting the success criteria.

Moving yourself from Blue to Green

What is the main difference between the Blue row and the Green row?

Learners in the Blue row use a range of strategies to enable them to keep an eye on how things are progressing towards achieving a goal and meeting the required standard.

Learners in the Green row have come to **understand the benefit** of monitoring how things are progressing but also take time to look back over what they have done to consider whether they have achieved what they intended and how they might do it differently next time.

So - the big difference is that Green learners not only monitor progress while they are doing something, but also look back to evaluate what they have achieved once they have completed a task. Green learners recognise that doing those things brings worthwhile benefits so they keep on doing them.



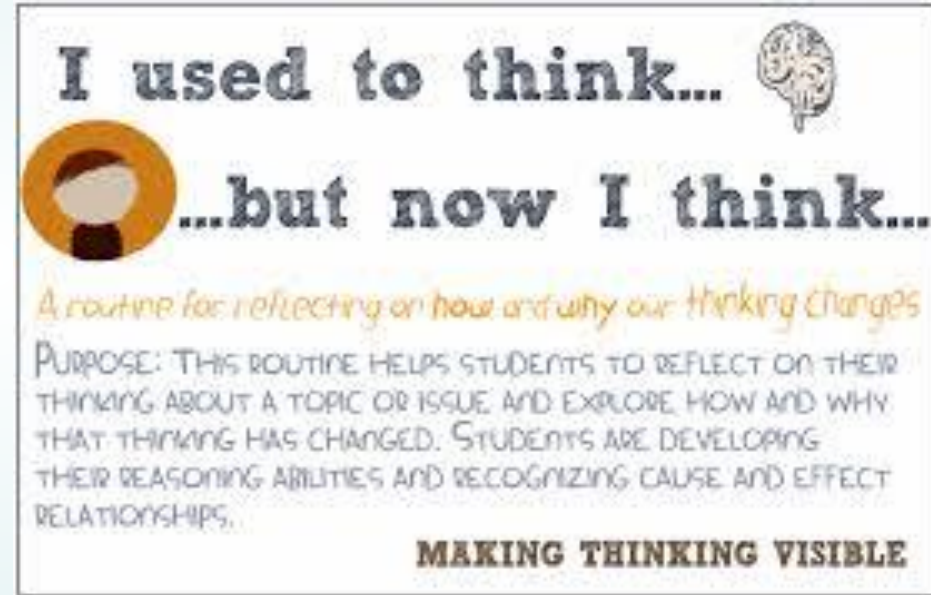
A couple of useful activities

a) I used to think . . . Now I think . . .

This thinking routine helps you to reflect on how and why your thinking/understanding is changing. It encourages you to recognise that new learning often requires you to change what you were thinking previously.

For example, at the beginning of a lesson or topic, ask yourself what you understand by one of the key concepts that you will be studying. (e.g. Phrase (English); Proof (Maths); Power (Science) etc). At the end of the lesson/topic ask yourself what you now understand by the term in light of what you have learned.

It is about noticing, acknowledging and celebrating a change of mind.



Use a checklist to evaluate a completed piece of work

Monitoring and evaluation are different. You monitor or check things **as you are doing** your learning.

Evaluating is **what you do after** the learning/task has been completed. It involves stopping to look back over what you have done, how you did it, how successful you were, and how you might do it differently next time.

At the end of a substantial piece of work, you could use a checklist like this to reflect on what you have done.

Evaluation Checklist

Did I complete the task to my satisfaction?

What went particularly well?

What was less successful?

How could I have done even better?

What have I learned from doing this task?

What have I learned about the way I tackled the task?

What have I learned from the mistakes that I have made?

How would I do things differently next time?

Become your own learning coach

Things to say to yourself

To help you begin to evaluate how it went

- How did that go?
- What worked well?
- What didn't go as I expected?

To check against standards

- Is this the best it can be?
- Why do I think this is as good as I can make it?
- Is it good, or just good enough?
- Can I visualise how it could be even better?

To make minor changes to tweak

- I could always say to myself..'Does this meet the criteria?'
- Could I / do I need to make some small improvements?
- We never/rarely get it right first time.
- I could say to myself...'I did this well/right/better because I made XX changes

To reflect on why you did it that way

- Why am I happy with what I have achieved?
- Did I meet the success criteria I set myself?
- Can I think of other ways I might have tackled it?



Moving myself beyond Green

What is the main difference between the Green phase and the phases beyond Green?

Learners in the Green row have come to understand the benefit of monitoring how things are progressing, but also take time to look back over what they have done to consider whether they have achieved what they intended and how they might do it differently next time.

Learners in the rows beyond Green **organise themselves** to meet their own high standards through a combination of reflecting while they are learning (monitoring) and reflecting after the have learned (evaluation). This reflection sets them on a pathway of change and improvement.

So - the big difference is that learners beyond Green have **taken control of their own improvement** and use monitoring and reflection independently to ensure that they meet the highest standards.



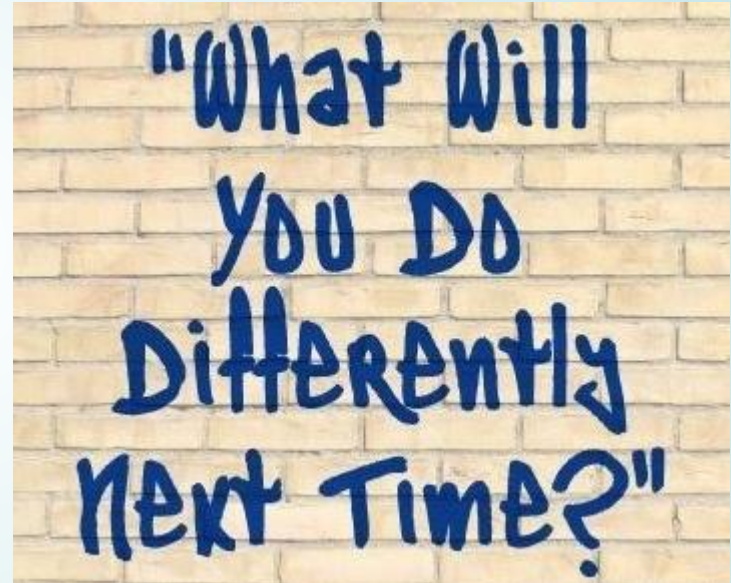
A couple of activities to try

a) Acting on feedback

You receive feedback from your teachers, parents and friends. Mostly the feedback is spoken, but some feedback is offered in written form.

Positive feedback is always welcome, it tends to make us feel good. But the **most valuable feedback** you can receive is feedback that **points to ways that you can improve**. Perhaps not as comfortable as the positive, praise type feedback that gives you that warm glow of satisfaction, but far more useful to focus on how you can do even better next time.

So - **be alert** to all of the sources of feedback around you, listen carefully, and, importantly, **act on the feedback**. Keep asking yourself: 'How will I do it differently next time?'



b) Slow down, get creative, look at the options

Often when faced with a task there are one or two obvious courses of action. These tend to be the ones that you have used successfully in the past. But are there any other options that might be even better?

Try the thinking routine 'Options Explosion' to explore hidden options before committing to a course of action.

- Begin by listing the obvious options, then . .
- Brainstorm all sorts of different options to find the “hidden” options. Often there are hidden options that are the real best choices. Be imaginative! Piggyback on ideas you have already, combine ideas to get new ones, look for ideas of a very different kind. . .
- And finally, select your course of action.



Become your own learning coach



To make choices about standards

- How will I decide if it is good enough?
- What standards have I set myself for this?
- Why did I choose to judge it against these criteria?
- Are there other criteria I could / should have used?

To detect errors

- Am I using the most efficient way of doing this?
- Could / should I change what I am doing here?
- Can I spot any errors/ a better way to do this/to change my original plan
- Am I satisfied with this yet?

To challenge accepted ways of doing things

- How could I have done this differently / better?
- I need to think outside the box here.
- Am I sure this amount of change is necessary.
- Is there another way I could have done this?

Making an Action Plan

- An Action Plan format to complete.
- For action over the next 6 months.
- Pitch this 1st plan low rather than high
- After 6 months you will review the plan, estimate your progress and make a new plan.
- A new plan may tackle the next phase or be used to strengthen your growth in the same phase.

Name _____		Class / Year _____									
Developing Revising											
Start date _____	Target:	<table border="1"><tr><td></td><td>Green to Beyond</td></tr><tr><td></td><td>Blue to Green</td></tr><tr><td></td><td>Purple to Blue</td></tr><tr><td></td><td>Grey to Purple</td></tr></table>			Green to Beyond		Blue to Green		Purple to Blue		Grey to Purple
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Review date _____	Moving										
	from . .										
Planned Actions Goal:		Review What went well:									
		Even better if:									
Self Talk Goal:		Review What went well:									
		Even better if:									

Putting a do-able plan together

Record

- your name
- class
- start and end dates of the plan.

Indicate the phase of Revising where you feel **secure**.

This plan shows **Purple** to **Blue**. It means this person is secure at Purple and will be **working towards Blue**.

Name <u>Evie Fielden</u>		Class / Year <u>6</u>									
Developing Revising											
Start date <u>Sept 2022</u>	Target:	<table border="1"><tr><td></td><td>Green to Beyond</td></tr><tr><td></td><td>Blue to Green</td></tr><tr><td>X</td><td>Purple to Blue</td></tr><tr><td></td><td>Grey to Purple</td></tr></table>			Green to Beyond		Blue to Green	X	Purple to Blue		Grey to Purple
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Self Talk Goal: I want to learn from my mistakes and make sure I get things right. I'm going to always ask myself: 'what went wrong here?'; 'what have I misunderstood?'; 'What can I learn from this mistake?'; 'Is this going to be good enough?'		Review What went well: Asked questions about making mistakes lots of times and now I always do it. I'm getting fewer things wrong now too. Even better if: We could all talk as a class about our mistakes so we all learn about them.									

Putting a do-able plan together

There are two types of action in the plan;

- Things you are going to do
- Things you are going to say to yourself

Record these as Goals and make a note of:

- Any **actions** you intend to try
- The sort of **self-talk** you want to say quietly to yourself.

Name _____	Evie Fielden	Class / Year _____	6 _____
Developing Revising			
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		Moving	Green to Beyond
		from . .	Blue to Green
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			Grey to Purple

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Reviewing your plan

The Review section

After about 6 months you will review your plan to prove to yourself that you are taking action and the effect this is having over time.

Reviewing how your plan worked means:

- recording what went well and
- what could have been even better.

This completed plan gives you an idea of what the plan and its review might look like.

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Monitor how it's going

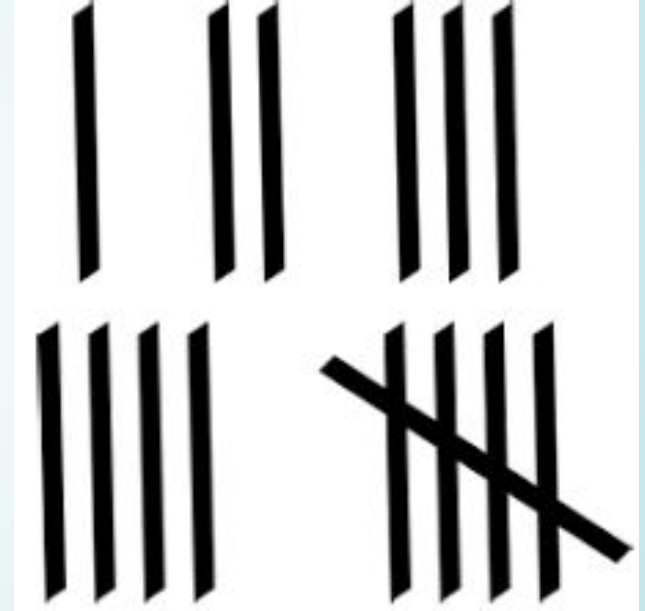
Keep your plan going by looking at the changes you are making and their effect on your learning.

This **Self-monitoring** doesn't have to be sophisticated or time consuming.

For example, use a simple tally chart to log the number of times you use a chosen activity, or try one of the self-talk phrases.

Just noting this down will help you become more aware of what you are doing..

Bit by bit, the more you think about what you are doing the more your learning behaviours will develop.



Reviewing your plan

After six months we will look back at your plan.

Thinking about:

- things you **started** doing that you hadn't done previously
- things that you **stopped** doing in order to improve the habit.
- things you did **more often and less often** in order to hone your Revising habit.
- things you were already doing and **kept on** doing because they were on the right track.

