

This Spotlight is intended as a gateway to the **metacognitive strategies** we are looking to develop in our pupils this year. It focuses on teachers as learners and asks you to commit to small but significant **changes in your (feedback) teaching practice**.

This week I have been speaking to the Sixth Form about **metacognition and self-regulation** (one of our whole school T&L development themes). I shared with them our [Learning How To Learn in Channing Sixth Form](#) document. I urge you to have a look at it, not least because I told them that they should be asking their subject teachers:

- What are the characteristics of successful students in your subject?
- What do successful students do in the first month in your subject?
- What are the Top tips/ work habits of successful students in your subject?
- How do successful students review and revise in your subject?
- What learning approaches work best in your subject?

I have challenged them to **re-think the way** they have been working previously..... I have told them that the best available research shows that the most successful students think deeply about the **way** they learn. I will be producing similar age-appropriate documents and resources this year for other year groups.

Fundamentally this is about initiating **a change of behaviour** in our pupils. Change is difficult. Harry Fletcher Wood has written extensively about the challenges of forming good habits and breaking bad habits¹.

I believe that as professionals we have an obligation to tweak and hone our practice. Focusing on small, but significant changes. Change is challenging for teachers. Breaking old habits is hard. This week we have all had to find new ways of working - how has it been for you? (*btw - I am committed to Spotlights being 1 page not 2 this year*)

Our second **whole school development theme of feedback**, also requires us to change. This year we have committed to implement and embed Department Specific Feedback Policies in our classroom practice. If we are serious about this (*and we should be, because we know how powerful feedback that is meaningful, motivating and manageable can be*) - then all of us are going to have to make a commitment to change. A new way of working, and our increased and improved use of technology also provides us with an opportunity to initiate change in the way we give feedback.

If we are asking our pupils to be **10% braver**, to be **more proactive**, to **think hard** about the way they do things and to initiate change - then surely it is incumbent on us to do the same?

- Are you clear about the expectations of your Department Specific Feedback Policy?
- Do the pupils in your class know and understand the ways they will receive feedback and their role in the process?
- Will you find some of the alternative approaches to providing feedback challenging? (e.g. using whole class feedback, verbal feedback or well supported peer and self-assessment). Do you know where to ask for help?
- Will your feedback lead pupils to recognise what they need to do to make progress? How will you know?
- Are your pupils expected to respond to feedback? How will you plan for this? Is this a change for you?
- Will you use student self-assessment and feedback? Are you confident about how to do this and do you have any departmental protocols?

¹ <https://improvingteaching.co.uk/2019/01/13/forming-good-habits-breaking-bad-habits-what-works/>