More Able Learners Policy

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We commit ourselves to four paradigms
Creativity
Creativity is central to young people's development. We offer an excellent educational experience with creativity in all our disciplines. We are committed to our habits of mind of being inquisitive, collaborative, persistent, disciplined and imaginative. We work with passion, dignity and style and we value individuality, playfulness and innovation.
Community
We build our community on fairness, respect, honesty, kindness and optimism. We are renowned for inclusion, cohesion and friendliness. Everyone is known and included personally in our big family. We work closely with parents and local people to prepare our young people for a complicated world. Leadership is dispersed, shared and effective. We value trust, care, happiness, entitlement, inclusivity, consideration and love.
Engagement
We want everyone in our community to engage with lifelong learning and powerful knowledge through excellent teaching. We educate them to become independent thinkers sharing high aspirations and expectations. We expect that learning continues well beyond lessons. We value participation, communication, praise, experience and empowerment.
Challenge
We take our responsibilities seriously and scrutinize our progress carefully so that all the doors in the world are open to our young people when they leave us. We hold one another to account with intelligence and thoughtfulness. We actively resist dehumanizing influences on education, and value learning, aspiration, risk and courage.
We expect to keep our word

Principles and Practice

There are two ways to interpret the phrase 'stretch and challenge'. On the one hand, it relates to whole-class teaching and the importance of stretching and challenging every pupil's thinking. On the other, it relates to individuals and the importance of pushing the thinking of the most able pupils. Both interpretations are equally valid and essential components of great teaching.

Mike Gershon[1]

At Thomas Tallis we aim to have high expectations of all students all of the time, by encouraging and supporting the learning of all students. At the same time, we also believe that students with particular abilities and talents must be recognised and supported to be stretched – intellectually, emotionally, aesthetically, socially and physically. Our ambition is to provide a challenging and stimulating learning environment for all, which offers the opportunities for students to shine and develop an enthusiasm for learning. The best provision for our more able and talented students and their peers is one that challenges them and extends their thinking, knowledge and skills. Many of the ways of extending the thinking and learning of our more able learners constitute good practice for all students, when pitched at the appropriate level of challenge and, therefore, will impact on raising standards overall.

Through this policy we aim to achieve a whole school ethos where achieving at a high level is an expectation, by implementing effective identification and monitoring of our most able students on the basis of their academic abilities and potential. This includes:

- The identification of students with particular abilities
- Developing pedagogy that meet the needs of the more able
- Procedures for monitoring and evaluating intervention and provision for the most able
- Information and guidance for all staff to support the more able

Identification of more able learners

This is a complex issue from which no definitive answer has emerged to date. It is further complicated by a range of terms used both locally and nationally, e.g. 'highly able', 'more able', 'gifted and talented'.

Currently, Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE refers to 'higher attainers' as well as 'most able'. Both the DfE and Ofsted define the most able in terms of those whose progress significantly exceeds age related expectations.

Guidance from the National Association for Able Children in Education (NACE) is that the

[1] Mike Gershon, 'Elongate their learning'. TES article, 15th February 2003.

number of more able learners in a class or school will vary. The cohort should be reviewed and updated regularly, especially in schools with high mobility and at key transition points.

The definition of 'More Able' that we use is as follows:

More able learners are identified at the beginning of each key stage. The top 5% of students in terms of ability at the beginning of a key stage (using key stage 2 results and CAT results for year 7, end of year 9 predictions for year 10, and GCSE results for year 12) are classed as the '**Most Able**' (MA) and the top 10% '**Able**' (A.)

So, more able learners is a generic term for the cohort, which can be further subdivided into the 'Able' (top 10%) and 'Most Able' (top 5%).

A **Talented** learner will show marked aptitude in any curriculum area. This could include;

- creative (e.g. aspects of science, design and technology, creative writing)
- artistic (e.g. art, music, drama)
- practical (e.g. technological and 'hands-on'), vocational
- physical (e.g. sports, dance, movement)
- social (e.g. personal and interpersonal, leadership qualities)

Subject teachers can make Talented nominations at the beginning of each Key Stage (ideally by the end of October). A student who is nominated as talented will remain so until the end of Y11. Staff will have the opportunity to nominate extra students at the beginning of each Year, but they will not be able to "un-nominate" any students. Carrying the Talented nominations beyond just the one year ensures that students who have shown a special talent for a subject are constantly expected to do well in that subject.

'Dual exceptionality' is a term used to describe young, able people who have complex or additional learning needs, for example an autistic spectrum disorder.

Responsibility for our most able learners

NACE strongly recommends that a member of the Senior Leadership Team takes overall responsibility for the education of the more able. In addition, the appointment of a Lead Teacher enhances the school's capacity to develop outstanding practice and provision. At Thomas Tallis, these roles are fulfilled by Jon Curtis-Brignell and Erica Lymer. Our designated governor for the more able is Mark Turner.

The **Assistant Headteacher for Teaching, Learning & Development** has overall responsibility for and oversight of the education of the more able. The **Lead Teacher for More Able Learners** supports and monitors the provision for more able students across subject areas, and leads subject and curriculum leaders in doing so. This includes:

- Managing the school programme of enrichment and AIG
- Leading on sharing of good practice in teaching and learning for stretch and challenge
- Liaising with other schools (incl. Primary), outside agencies and the Borough coordinator on enrichment projects, good practice and curriculum provision
- Identifying students and their needs in consultation with students, parents and teachers
- Informing students, families, teachers about provision for stretch and challenge
- Monitoring provision, intervention and progress
- Targeted intervention and provision for individual students
- Allocating funding /managing stretch and challenge budget

The more able and talented cohort have their progress closely monitored and evaluated by the Lead Teacher in collaboration with Heads of Year and Curriculum Leaders. This includes:

- Termly MAL RAP meetings
- Regular monitoring and evaluation of teaching and learning through learning walks

Curriculum / Subject Leaders are responsible for ensuring the provision in their areas meets the needs of more able and talented students by:

- Contributing to the identification process of talented students
- Developing and reviewing Schemes of Learning as appropriate
- Leading staff within their Faculty / Department on good practice for stretch and challenge
- Allocating Faculty / Department budget appropriately
- Liaising with the school coordinator to ensure the school policy is implemented

Heads of Year are responsible for:

- Monitoring, tracking and implementing intervention to support the progress of students within their Year Group.
- Encouraging participation in a wide range of enrichment events.

All teaching staff have a shared responsibility to provide learning opportunities and a learning environment that ensures appropriate progress, attainment and enjoyment.

Form tutors monitor their tutees' individual progress through learning conversations. Form tutors have a key role in identifying areas of concern and liaising with the Head of Year and Lead Teacher.

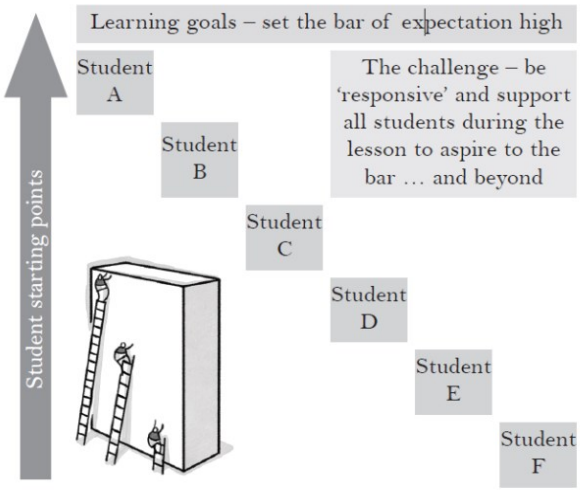
Pedagogy

Challenge is the driving force of teaching the most able. Only by giving our students work that makes them struggle, and having the highest expectations of them, will we be able to move them beyond what they know and can do now.

NACE encourages schools to develop their own practice based on the following strategies:

- Rich questioning
- Higher order and abstract thinking (e.g. handling ambiguity and paradox)
- Problem solving and enquiry
- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment
- Different subject areas will deploy different and additional approaches according to age and stage.

In order to teach *challenging lessons* that make our students THINK HARD, we should:



- Teach to the top – use the most able children in each class as the driver, not a bolt-on extra
- Avoid *all*, *most*, *some* learning objectives and instead make learning objectives single and challenging for all
- Know who our high starters are; know what they can do well and not so well; know how to push and challenge them, to keep them in the struggle zone
- 'Scale up' content by taking into account the expected knowledge, concepts and skills in our subject and teaching our classes just beyond that point.
- Set high expectations, and make students aware we are doing so.
- Model formal, subject specific academic language ourselves and encourage it from students.
- Ensure that students know what excellence looks like: examples of excellence are shared, discussed and deconstructed with the class
- Use questioning to probe students to stretch them further
- Provide feedback that challenges their thinking

At Thomas Tallis we strive to ensure that lessons are sufficiently challenging to take into account the expected knowledge, concepts and skills in each subject and teach our classes just beyond that point.

We should aim to embed a challenging classroom ethos through the language we use with students and help motivat them to accept tough challenges:

- The power of 'yet': When a student says 'I can't do it, we should end their sentence with 'yet!'
- 'If it's not excellent, it's not finished' is a great mantra for reinforcing the idea of continuous improvement and redrafting.
- If you're not struggling, you're not learning.' We neec to remind students that struggle is a good thing and not a sign of weakness.
- Students appreciate being told, 'This is hard, but in time I believe you can get there.'
- When a student is stuck, rather than giving them the answer straight away, we can use the response, 'Keep thinking about it. I'll come over in a couple of minute if you're still stuck.'
- Or, if we believe that with extra time and thinking the student can realistically cope with the task, we could even try asking the question, 'What would you do/say/write if you weren't stuck?'

Responsive teaching	Scaffolds	Reshape the lesson	Plan in context
What could responsive teaching for stretch and challenge look like? Anticipating misconceptions that students usually have so when cover a topic you can avoid them i.e retelling stories of previous classes and the mistakes they made, plan questions that will test for common misconceptions	***What could putting in place extra scaffolds for students look like?*** Re-explain in smaller steps, model examples, effective us of your TA, give students an extra resource e.g. part of a sum or sentence starters etc	***What could reshaping the lesson for students look like?*** Explain a common difficulty/misconception to the whole-class again, re-model an area students are struggling with, allow students to re model your explanations with theirs, spotlight pieces of work as you circulate the room, ask the students how/why they are struggling and then work out some 'stuck' strategies.	***What could planning the next lesson in context of the previous one look like for a teacher?*** Sample books quickly i.e put in three piles 'got it, nearly got it, not got it', quick flick the books, circle back and re-teach threshold concepts where necessary, regular use of DIRT and student re-drafting pieces of work, specific homework so that they can practise areas of weakness.

More able learners – a planning and reflection tool

- Are all students expected to develop their knowledge and skills during the lesson?
- Are learning objectives challenging for all?
- Is the bar of expectation high for all students?
- Is appropriate support and scaffolding in place to enable all students to achieve this level of expectation?
- Is formal, subject-specific, academic language modelled by teachers and encouraged from students?
- Are examples of excellence shared, discussed and deconstructed with the class?
- Is subject content relevant and challenging?
- Do you know who the more able are in your class and are you thinking about how to stretch them every lesson?

Professional Development

The school is committed to extending and developing teachers' skills in provision for more able and talented students. The Lead Teacher works closely with the Assistant Headteacher responsible for Teaching, Learning & Development, attends national conferences and keeps up to date with educational research in order to share and disseminate good practice. This includes leading:

- CPD sessions which provide a forum for sharing and disseminating good practice including strategies for challenging the more able
- Whole school INSET sessions that respond to particular aspects of pedagogy
- A Research & Development group focused on the achievement of the more able
- Coaching and individual support where appropriate

Enrichment

Thomas Tallis provides a variety of extra-curricular clubs and activities, allowing for both enrichment and extension. Sports teams, music and drama clubs and many opportunities for performance are organised. Language days, reading clubs, theatre visits, field trips, community projects/performances, and debating competitions are also available. Enrichment activities provide opportunities for students to work with those of different ages, but similar interests and abilities. Specific opportunities for more able learners include:

- Tallis Talks and Tallis Lecture Society
- Links (incl. workshops and visits) with Russell Group Universities
- Bright Sparks
- Arts Award

Pastoral guidance and student welfare

Our pastoral structure is organised to ensure all students are supported. Heads of Year, form tutors and teachers all monitor progress of students in their care and encourage the personal, emotional, social, moral, political and spiritual development of the individual. Support for more able learners should include:

- Monitoring Student Planners
- Setting short, medium and long term targets and goals
- Encouraging participation in after-school clubs and the use of the library
- Parent Consultation Evening
- Parent contact

If any member of staff is concerned about the personal or academic wellbeing of a more able learner, they should notify the Lead Teacher.

What funding is available to support the most able?

Subject areas may bid for funding which is used to support the learning of more able and talented students. There is also PP funding which should be used to support able pupils from disadvantaged, EAL, LAC and Forces backgrounds.

JC / LY / SP Nov 2016

Appendices

I. Appendix 1: Lift the Lid of Learning for the MAL

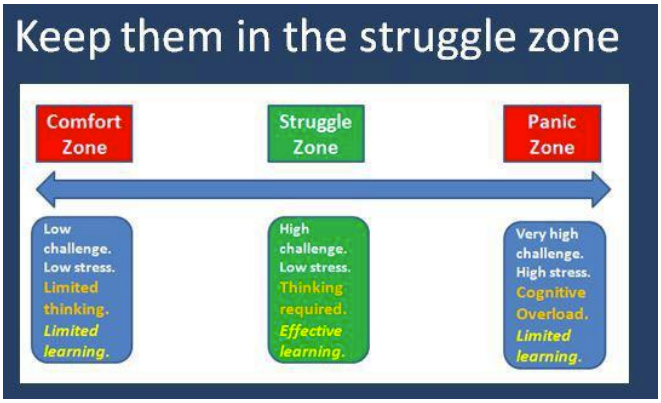
	Comment
Student data **Do you use the most current performance data to help plan for appropriate individual progress?** *What you will see: targets clearly displayed on books, students able to explain their current progress and how to reach the next threshold, clear pathways for individual students, students grouped according to ability, teacher demonstration of the use of data to pitch lessons throughout the key stages for the MAL, MAL students know who they are.*	
Subject Mastery **Do you really know your stuff?** *What you will see: Teachers are masters of their subject and use their knowledge to challenge students, to ask them high order questions and to provide engaging activities that encourage them to think deeply, a curriculum which is challenging and inspirational, challenging home learning to extend student progress and extend and enrich class discussion*	
Teach to the top **Are the objectives clearly challenging avoiding all, most and some?** *What you will see: teacher and students raising the bar to pitch to the top, challenging home learning will play a part within the lessons, scholastic excellence' is rewarded creating a environment that normalises academic achievement, clear conceptual understanding of thresholds*	
Modelling excellence **Do students know what excellence looks like?** *What you will see: the teacher delivering the key information and then allow students to complete examples without assistance, successful students work is spot-lighted within lesson, model answers/ performances are pitched to A* or equivalent.*	
Questions that make students think hard **Do you use differentiated key questions to assess students' understanding?** *What you will see: teacher provides clear levelled questions eg Bloom's coded questions, Socratic questioning, target GCSE criteria questions, mark scheme simplified, open – ended questions with no predetermined answers to extend thinking.*	
Academic language **Do you know and plan for your students to use key terminology?** *What you will see:* showcase students who project confidence in using the language of academic learning, make the use of technical language a high priority, students routinely expected to give extended, reasoned answers, growth mind-set (the power of yet).	
Challenge **Are all students appropriately challenged?** *What you will see: tenacious curriculum, personalised objectives, distinct pathways, more able students grouped together, extension activities, variety of thinking skills (blooms, de bono hats) clearly defined roles in group work, students are provided opportunities alone*	
Marking and Response to Feedback **Are high expectations sustained beyond the classroom?** *What you will see: marked work with specific questions/ tasks for students to act upon and show improvement, students response to feedback conveying a dialogue for personalised progression, peer assessment which should be kind, honest and specific, evidence of DIRT (direct improvement and reflection time) throughout the academic year.*	

II. Appendix 2: teaching and learning strategies for stretch and challenge

1. What is challenge and why does it matter so much?

Challenge is the driving force of teaching. Only by giving our students work that makes them struggle, and having the highest expectations of them, will we be able to move them beyond what they know and can do now.

Three principles of challenge

1. It is not just about the 'most able'.
2. We should have high expectations of all students, all of the time.
3. 

Challenge – a planning and reflection tool

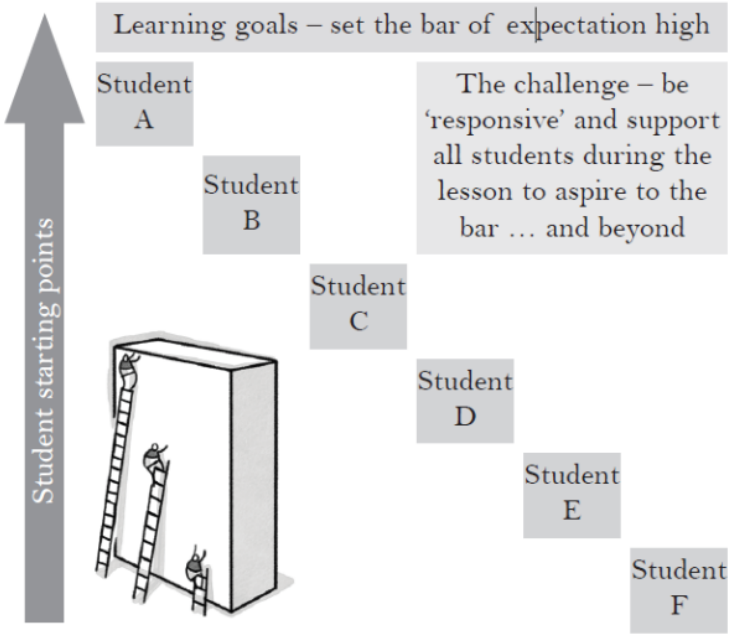
- Are all students expected to develop their knowledge and skills during the lesson?
- Are learning objectives challenging for all?
- Is the bar of expectation high for all students?
- Is appropriate support and scaffolding in place to enable all students to achieve this level of expectation?
- Is formal, subject-specific, academic language modelled by teachers and encouraged from students?
- Are examples of excellence shared, discussed and deconstructed with the class?
- Is subject content relevant and challenging?

2. How can I prepare lessons that challenge every student? *Teach to the Top.*

Teaching to the top is the best way to ensure that every student in any class is fully stretched and challenged. Asking yourself whether you are setting your expectations high enough for every student and how you would know if you were is a good starting point.

Tom Sherrington describes a simple way of checking if you are truly teaching to the top: *Use assessment data to identify your three highest performing students. Imagine that their parents are hawkish and demanding; they (rightly) expect nothing but the best for their children. Do everything in your power to make them love you because their children are stretched and engaged – always. If you do that, the thing is – everyone's a winner. You are a winner, the top-end students are winners and – here is the clincher – everyone in the class is a winner too. Teach to the Top and everyone benefits.*

One strategy for teaching to the top and preparing lessons that challenge every student is to avoid *all*, *most*, *some* learning objectives and instead make learning objectives single and challenging for all. In other words, rather than stifle expectations by setting differentiated learning objectives, have a single challenging learning objective and then think about how the individual students in your class will achieve this. What support will they need in order to work towards these objectives? They may not all get there, but they should all aspire to it.



Why is this important? Here is an example from a biology lesson on photosynthesis:

All students will describe the factors required for photosynthesis.
Most students will be able to write a word equation for photosynthesis.
Some students will be able to write a balance formula equation for photosynthesis.

In this example, the implication is that some students have done enough by reaching the first objective, and that only some students should attempt the more challenging objectives. To demonstrate commitment to teaching to the top, we could replace this with the following single challenging learning objective:

Describe and explain the process and chemical nature of photosynthesis.

This shows that our expectations are high for all students, whatever their starting point. And this means that everyone in the class benefits as a result. Our role as teachers then becomes to support all to reach, or even exceed, this objective. Single, challenging learning objectives are also consistent with the 'mastery' approach defined last week.

3. How do I gauge whether lesson content is challenging or not? *Scale up.*

Students often find it very motivating to be told that they are studying something intrinsically difficult. One way of ensuring that lessons are sufficiently challenging is to take into account the expected knowledge, concepts and skills in your subject and teach your classes just beyond that point. So at Key Stage 3, for example, dip into GCSE level; at GCSE, dip into A level; at A level, dip into undergraduate work. In doing so, the most challenging concepts that the assessment criteria require students to know will not be the most challenging concepts they will have been exposed to.

This strategy is informed by an understanding of the *anchor effect*, found in experimental psychology: our perceptions are unduly influenced by the first piece of information we receive on a topic. This anchoring means that we base subsequent judgements on our initial piece of information. For example, the initial price offered for a used car sets the standard for the rest of the negotiations, so that prices lower than the initial price seem more reasonable even if they are still higher than what the car is really worth.

This can offer a useful metaphor for how we can set up challenge in our classrooms. By exposing students to content at a level usually considered beyond national expectations, we anchor in challenge so that success is measured by adjusting up or down from this high starting point. If we set our anchor too low at the start of a lesson or topic, then overall success will be adjusted relative to this starting point. Therefore, in the guise of the unscrupulous used car salesman, we should set our original price high, so that we are more likely to achieve a higher final outcome. If we settle for less, we usually end up achieving less than we settle for.

Critical to the success of this strategy is that not only do you set high expectations, but that you make students aware you are doing so. Telling KS3 students they are doing GCSE standard work, GCSE students they are studying content found on the A-level syllabus and A-level students they are considering undergraduate theories will show them you have the highest expectations of them and the faith that they will be successful. But frame your language carefully – you want to inspire your students to work in the struggle zone, not overwhelm them and send them into the panic zone! ***(See appendix 3)***

4. Responsive teaching for stretch and challenge

i. Anticipate the interventions

- Consider the misconceptions that students usually have when covering a topic. Teach with these in mind so your next class can avoid them.

- Tell stories of previous students/classes and the mistakes they have made.
- Plan in the questions that will test for common misconceptions.

ii. Put in place extra 'scaffolds' as students are working

- Re-explain in smaller steps or a different way
- 'Explain why' and 'now try'
- Show them a good quality example
- Ask your TA to work with struggling individuals
- Give students an extra resource – e.g. with sentence starters or smaller 'chunks'
- 'Dot marking' – be visible so that students expect to be challenged on their mistakes.

iii. Reshape the lesson

- Explain a common difficulty/misconception to the whole-class again.
- Re-model an area students are struggling with.
- Photograph a piece of work and discuss why it is excellent or edit it together as a class.
- Ask students to discuss how/ why they are struggling and then work out some 'stuck strategies'

iv. Place your lesson in the context of the previous lesson

- Sample books quickly to 'test the temperature' – 'the quick flick'.
- Circle-back where necessary.
- Re-teach a topic in a different way.
- Ask students to edit/redraft a piece of work.
- Keep a clear destination in mind, but be prepared to take multiple routes and to vary the pace as you go.
- Make sure that SOW have built in room and flexibility.
- Move a student to the front. Aim to **keep up a regular dialogue** with them about their work. More regular feedback than for other students.
- More regular marking of work for an individual/group for a defined period of time linked to specific targets. *Show me your book at the end of the lesson.*
- Design a bespoke strategy for an individual with your teaching assistant. Monitor and adapt as necessary.
- Give specific homework so that they can practise areas of weakness.
- Targeted questioning – make sure underachieving students are questioned regularly in whole-class questioning.
- Plan in regular DIRT, feedback and redrafting lessons. Use this time to work with individuals/small groups more closely.
- Plan quick discussions with students/groups into your lessons – usually best when others are working quietly.
- Arrange a short session with a student at break or after school to talk through a specific issue. Often appreciated by students and can take the pressure off whole-class teaching.

(Credit classteaching.wordpress.com)

III. Appendix 3: Nurturing a growth mindset through language to support stretch and challenge

i. How can we embed a challenging classroom ethos through the language we use with students and help motivate them to accept tough challenges?

We provide below a reminder of some key phrases that can be useful to communicate our expectations of, and beliefs about, students' potential.

- The power of 'yet': When a student says 'I can't do it,' we should end their sentence with 'yet!'
- 'If it's not excellent, it's not finished' is a great mantra for reinforcing the idea of continuous improvement and redrafting.
- If you're not struggling, you're not learning.' We need to remind students that struggle is a good thing and not a sign of weakness.
- Students appreciate being told, 'This is hard, but in time I believe you can get there.'
- When a student is stuck, rather than giving them the answer straight away, use the response, 'Keep thinking about it. I'll come over in a couple of minutes if you're still stuck.'
- Or, if you believe that with extra time and thinking the student can realistically cope with the task, you could even try asking the question, 'What would you do/say/write if you weren't stuck?'

Beginning of the year or project	I expect great things from all of you, and I am here to guide you in your learning and growth.
	Mistakes are expected and valuable – We can all learn from them.
	I am so glad you made that mistake, because you learned….
	I have high standards, and I know that you can meet them.
Preface critical comments with	The comments I provide are quite critical, but I hope helpful. Remember, I wouldn't go to the trouble of giving you this feedback if I didn't think, based on what I've seen from you so far, that you are capable of meeting the higher standard I mentioned.
At the start of a new lesson	I know you have the ability to learn this, so we're going to set the bar high.
	You haven't even scratched the surface of what you can do if you put your mind to it. I'm holding you to it.
	I'm going to push you all, because I know that if you stretch yourself, you can all do amazing work.
When students succeed through effort	I'm so proud of the effort you have made in order to improve your grade… (Make the team, stay on task, complete your homework, get along with your fellow students, etc.)
	Congratulations, you really used great strategies for studying, managing your time or behaviour, etc.
When students face disappointment or failure	OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
	Which parts did you do well in? Which parts were a struggle?
	What did you do to prepare for this? Is there anything you could have done differently?
When students succeed with little effort	It looks like you weren't really challenged by this assignment. Let's look for ways you can challenge yourself more.

	It's great that you have that skill down. Now we need to find something a bit more challenging, so you can grow.

Communicating High Expectations.

- I know that you (all) have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- Be sure to communicate with me about your progress so I can provide support to you.
- I am going to push you all because I know if I do you will all do amazing work.
- Our classroom is a place to learn challenging material. I am here to help you meet that goal.
- This is challenging, but rewarding.
- This maybe difficult right now, but you will remember it for the rest of your life.
- When you master this learning, you can be proud because it isn't easy.
- Here is my challenge for you. I know you can meet it. I want you to challenge yourself.
- As you learn this, mistakes are expected. Your mistakes help me to support you. Let's make mistakes together.
- I have seen you stretch and succeed in the past. Let's do it again.

Communicating a Learning Goal.

- New material is an opportunity to stretch.
- Today's learning objective will give everyone an opportunity to stretch.
- Today, your brain will get stronger.
- I am hoping that you don't all know this already; I wouldn't waste your time.
- I really want you to stretch beyond your comfort zone on this.
- After you do this, I'm going to ask everyone to share one mistake so we can learn from it.
- I'd like everyone to share one thing that is really confusing with his or her partner.
- The point of the lesson is learning; I want to know which parts are unclear so we can all meet our learning targets.
- Today's target for learning is … By tomorrow our goal is …
- I do not expect you to know this already. I am here to help you learn this challenging material.
- Today I want you to challenge yourself. Stretch to learn challenging material.
- This is very dense reading / challenging material. I am not going to hold you accountable for understanding all of it right away, but I want you to give it a first try.
- This is just the first draft – you'll have lots of chance to improve it.

- I want you to push yourselves to tackle this concept.
- You won't be graded on this – it's a risk-free zone.
- We're in the learning zone today. Mistakes are our friend.

"You may not be able to do it yet, but you can improve with time and effort"

During Learning	**If you hear yourself thinking…**	**Tell your self…**	**Ask your self…**
Approaching challenges	I can't do this. If I don't try, I can make sure I don't look stupid.	This may take some time and effort. I can't do this yet.	What strategies can I use? What can I do to improve?
Hitting setbacks	I'm no good at this. It's not too late to back out, make excuses, and avoid looking stupid. What grade will I get?	I can become better. I'll use some of the strategies I've learned.	What do I know already? What am I missing? What do I need to know more about?
Facing criticism	I'm a failure. I haven't done it right. You are really disappointed in me.	Mistakes help me improve. I can learn from this feedback. I can always improve, I'll keep trying.	What can I do to improve? Can I learn from someone else's success with this?

Can I ask a friend?	Where can I find information about that?	Can I please discuss my answer first with…?
Would you please repeat the question?	**Alternatives to "I don't know"**	May I have some more time to think?
May I have more information?	Can I have a clue?	Can you rephrase the question?

Think hard and stick with it.	Look in a book, look for clues in classroom display, or use the internet.	Can you find an example?
Keep calm and read it again.	**Don’t know what to do next?**	Remind your self not knowing is ok.
Work together and ask a friend.	Pause a moment and just think.	Still not sure? Then ask your teacher.