
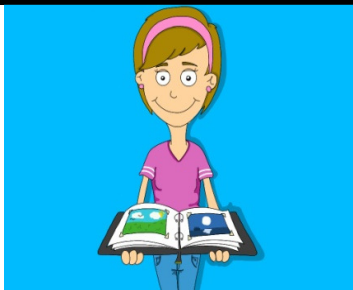

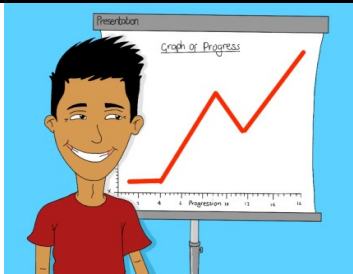


<b>Level up Competency</b>	<b>What is it?</b>	<b>Application of this activity</b>	<b>How does it help students to make progress?</b>	<b>Teacher reflections from this activity</b>
<b>Loyalty Cards</b>	 <p>Loyalty cards log the elements of the success criteria needed to be achieved as well as those that students have already met.</p>	Retailers have long known the power of psychology to turn that first time buyer into a regular customer. For example, coffee shop customers are more likely to collect stamps on their loyalty card if they start with a card that already has two stamps on it. At the start of a new topic teachers can make the initial tasks relatively straightforward so that all students experience the feel-good factor of success. This sales technique gets the student 'hooked' by feeling good about their 'product' before the challenge level is raised.	Letting students know that they are already capable of doing things well and that they are on the journey to their desired destination helps remind them that they're not starting from scratch. When a student says 'I've only got include those extra two bits and I'll be on an A' you know they are hooked! This motivates them to continue with a challenging task and to reflect on how to make improvements to work that they previously thought was completed.	<p><i>How can we best merge success criteria with a loyalty card?</i></p> <p><i>How can we use a loyalty card scenario to get our students underway on a topic?</i></p> <p><i>How might a loyalty card structure help students to co-create the success criteria of a piece of work before starting it?</i></p>
<b>Portfolios</b>	 <p>Portfolios are used in many different professions to showcase skills and achievements. They can give a potential customer or employer a sense of a person's journey.</p>	Portfolios can serve a similar function for students but their main audience is themselves. The best portfolios tend to be visually stunning and may involve work that has been scanned such as pieces of writing, photos, sketches, exemplars or even video clips. Subjects such as Art, Drama and Media Studies often involve building portfolios. Other teachers use them because they realise that they help students take more pride in their learning and be more conscious of their own progress.	Building a portfolio enables the student to see their own progress over time. Progress that might not be reflected upon and appreciated in the fast moving school term. It also reinforces that learning requires a series of iterations to achieve success. Students could discuss how their work has developed over time and perhaps how they have learned from mistakes, and from other models and examples.	<p><i>Which topics can be designed in stages so that students can keep drafts or have some reflection time to take photos or copies of their work?</i></p> <p><i>How can portfolio building enable students to talk to others about how their work has gone through stages/developments?</i></p> <p><i>How can portfolios be used at parents evenings or on review days by our students?</i></p>

<p><b>Success Diary</b></p>	 <p>A Success Diary is kept by the student to log their own learning journey.</p>	<p>Encouraging students to record their learning journey can be helpful to get them to reflect on work they have produced that has made them proud and given them a deeper level of understanding. The diary might involve students writing about how important problem solving skills, effort or listening to and acting on feedback helped them to improve. Comments from peers about their progress could also be included.</p>	<p>A success diary can easily be developed alongside 'Nothing New Just Review' lessons. These are lessons where the teacher simply focuses on gains that have been made over a recent period of time. Accordingly students become more proficient at recognising the progress they have made. When students feel more competent they become more motivated and get used to asking themselves key questions about their work.</p>	<p><i>How can regularly pausing to consider success grow the mindsets of our students?</i></p> <p><i>A Success Diary emphasises improvement and taking a pride in work. How else might we emphasise these qualities?</i></p> <p><i>How might a Success Diary be used in reviews and for parents evenings?</i></p>
<p><b>PB Graph</b></p>	 <p>Setting a PB (personal best) comes from the world of athletics. When athletes achieve a PB they are often delighted as it represents a new height of achievement.</p>	<p>A PB Graph is a visual way of getting students to appreciate how their own level of performance has improved over time. Whether that starting point is in terms of knowledge level, skills level or attitude level. This also links to pre-assessing learners such as those mentioned in a 4by4 covering pre-assessment techniques found at <a href="http://www.malit.org.uk/blog">www.malit.org.uk/blog</a></p> <p>Learners can rate on a scale of 1 to 10, my skills in this topic on (date) was ____ now (date) it's ____ because ... The 'because bit' is all important because it encourages students to justify their answers against an assessment rubric or success criteria.</p>	<p>The PB Chart can be on public display (but it does not have to be) and linked to the school or classroom merit system to give even more emphasis to each learner trying to do their best and better their current piece of work. Getting students in habit of thinking in terms of 'personal best' is allied with the true spirit of assessment for learning. Focussing on PBs acts to remove the comparativeness that some students have which leads to them developing fixed mindsets.</p>	<p><i>How can the notion of setting a PB be built into everyday classroom language?</i></p> <p><i>What other creative ways can we get students to recognise and share where they have gained a PB? How might this affect our classroom displays?</i></p> <p><i>The shape of every students PB graph should be upwards. How can we use pre-assessments to ensure that this is the case?</i></p>

*Competence* can be described as the feeling that students get when they realise that they 'can do'. This feeling raises self-confidence and self-belief, which translates into students being more willing to try new challenges and learning from mistakes.

The ideas within this 4by4 come from teachers who have gone through the Outstanding Teaching Intervention (OTI). To find out more about OTI or our other courses contact us at [www.malit.org.uk](http://www.malit.org.uk)