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Creating an effective learning environment

If children are to feel ready and able to learn, then the learning environment matters – both in your school and your classroom. But how? In this Best Practice Focus, **Matt Bromley** offers practical advice and ideas as he examines some of the ways in which we can create the physical, social and emotional conditions to support our children's learning



The physical, social and emotional conditions to learn

infuriate family and friends whenever we eat out because I insist on sitting in the corner of the restaurant where I can see the exit. This often involves a mirthless game of musical chairs.

I am not sure why – I do not recall a related childhood trauma and I have never had to make a quick escape from the clutches of an enemy. All I know is that I feel uneasy whenever I have my back to the door.

At home, I am always fighting over the thermostat to ensure my ambient temperature is maintained (some like it hot, but not me). I do not like the “big light” on because I favour gloom to the full glare of an interrogation room. I do not like too much noise and work best when there is complete silence, whereas some people prefer the constant companion of background music or the television in the corner.

I know what I am describing is akin to diva-esque behaviour (I am quite easy-going really, I promise), but I also know that I am not alone. In fact, I am sure each of us has a set

of personal preferences with regards our immediate environments.

We are each of us comforted by certain conditions and discomforted by others – whether it is light, heat and noise, or more tangible features (some of us like order and organisation, perhaps to the point of sparsity; others like clutter and chaos and only feel safe when surrounded by their hordes).

And this is only the physical environment, of course; there are also the social and emotional environments to consider. Some people like company, others solitude. Some people like hustle and bustle, others library-like quietude.

Why the learning environment matters

What applies to the home also applies to school, of course. So, what of the primary school environment? What physical, social and emotional conditions are most conducive to our children's learning? And what may distract children from their studies?

The answer, unhelpfully, is that it depends: it depends on the child and it depends on the context. For example, children in the early years of primary school often need to be stimulated by colour and shape and texture.

Very young children, with limited language capabilities, learn through touch, smell, sound and so require a deeply tactile learning environment. Older children, including those in year 6 with SATs to sit, may be distracted by such sensory treats and will likely learn best when their surroundings are carefully controlled and less diverting.

As such, you will find no easy answers here. What works is what is best. You know your school and your children best and you will, perhaps through trial and error, learn how best to create an effective learning environment. However, I can offer some directions on your quest for the answers.

This is important

We know with some degree of certainty that the quality of the

learning environment really does matter. First, children's basic needs must be met – think Maslow (1943) – if they are to attend to teacher instruction (for more, see Jeffrey, 2020). Second, children need to feel comfortable if they are to accept the challenge of hard work.

How we use our corridor and classroom spaces, and the rules and routines and expectations we establish in our schools, are therefore crucial considerations to make. So in this *Best Practice Focus*, I would like to examine ways of creating the physical, social, and emotional conditions that support our children's study.

Let me start by defining what I regard as the main features of a positive learning environment. I would argue that it is one in which all children:

- Feel welcomed.
- Feel valued.
- Are enthusiastic about learning.
- Are engaged in their learning.
- Are eager to experiment.
- Feel rewarded for their hard work.

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I could, of course, have expanded on this, and I am sure you too could add some important characteristics of your own. But behind all these characteristics – and any more we care to add – is a simple, albeit oxymoronic, aim: to ensure children are comfortable with discomfort.

In other words, we want our pupils to know that the work they will be asked to do in our classrooms will be challenging and become increasingly difficult as they travel through primary school.

We want our children to know that there will be no hiding place in our classrooms; they must ask and answer questions and attempt everything. However, in so doing, we want them to feel safe and protected, we want them to eagerly accept challenge, and to willingly attempt new things because they know we have strung a safety net beneath them: they might falter but we will catch them if they fall.

We also want them to know that taking risks and making mistakes is not just accepted in our classrooms but is positively and proactively welcomed as an essential part of the learning process. After all, if pupils do not make mistakes, they cannot receive feedback; if they do not receive feedback, they will not know how to improve; and if they do not know how to improve, they are unlikely to do so.

We are well-placed in primary to foster this “growth mindset” attitude because young children are innately eager to experiment and do not yet fear making mistakes in the same way older children can do.

Indeed, Sir Ken Robinson argues that every child starts out willing to take a chance. If they do not know, they will have a go; they are not frightened of being wrong, he famously told us (2007).

However, by the time they are adults, most people – he contends – have lost this capacity because in

schools we regard mistakes as the worst thing you can make, and we educate people out of their creative capacities.

So, we need to ensure we embrace children's eagerness to take risks and try new things, and – through our words and actions – repeatedly reinforce the belief that making mistakes is not only acceptable in our classrooms but that it is positively welcomed as an essential part of the learning process.

As children grow older, there are many ways of maintaining this kind of positive learning environment in which pupils are comfortable with discomfort: some are common sense; some are more counter-intuitive...

Let's deal with each of the hallmarks I listed above in turn and explore tangible ways of achieving them.

My six hallmarks

1, Children feel welcomed

The best and simplest way of achieving this is to physically welcome pupils into the school at the start of the day and after break and lunchtime. We should greet them with a smile and by using their names as often as possible. For some children in some contexts, it might be the first time someone – an adult, at least – has acknowledged their existence. If we cannot show our pupils that we are pleased to see them and eager to teach them, then can we really expect them to be pleased to be in class?

2, Children feel valued

We can achieve this by making sure we have lessons planned and ready to go. We can also do this by creating a culture whereby everybody's contributions are welcomed and given the time and attention they deserve. This might involve explicitly teaching and repeatedly

reinforcing (not to mention modelling) oracy skills such as active listening and debating.

Valuing each child's contribution is not the same as agreeing with everything they say. Indeed, if a pupil gives a wrong answer then they need to know it is wrong and why it is wrong. Our classroom should be a place of intellectual rigour. But a pupil's response does not have to be right in order for it to be useful.

3, Children are enthusiastic about learning

This is, in part, achieved by developing pupils' sense of intrinsic motivation but this is not always possible and is rarely easy. So, another tangible, teacher-led strategy for enthusing pupils is to model that enthusiasm by constantly articulating – through our words and actions – our joy at teaching our pupils and at teaching each subject discipline.

4, Children are engaged in their learning

We want our children to be engaged, not only in the sense of them enjoying what they are doing, though this is desirable, but also in the sense of them actively paying attention to the right things and thinking hard. In other words, being engaged is about children being meaningfully occupied by important curriculum content.

5, Children are eager to experiment

I have already said that taking risks and making mistakes is an essential part of the learning process; it is not just to be accepted but to be positively and proactively welcomed in our classrooms. Being eager to experiment should therefore be about instilling in children the importance of practice, of redrafting and redrafting work until it is the best it can be. In short, in our

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classrooms, if it is not excellent, it is not finished. I will return to this notion shortly.

6, Children feel rewarded for their hard work

Rewarding hard work and effort not only creates a level playing field on which every pupil has equal chance of scoring a goal (because everyone can try hard, after all), it also makes explicit the progress each pupil is making from their individual starting points.

Not every child can work at greater depth, but every child can improve and beat their previous score. As such, we should avoid comparing a child with another child in the class and instead compare each child with their earlier self – where were they then, where are they now, how far have they come, where do they need to go next?

Excellence as standard

I said above that we want our children to be eager to experiment and this means instilling in them the importance of practice, drafting and redrafting work until it is the best it can be. In short, in our classrooms, our mantra should be: If it isn't excellent, it isn't finished.

Let's take a closer look at this idea now because an effective learning environment, I would suggest, is one in which every pupil values his or her work and strives to achieve his or her best every day.

The American teacher Ron Berger, in his book *An Ethic of Excellence* (2003), is clear about how to create such an environment. The key to raising pupil attainment, according to Berger, is to create a culture in which every pupil has a stake in the collective success or failure of the whole class.

Below, I have distilled and adapted Berger's advice into eight cornerstones of an effective primary classroom.

High-quality work: The first step towards encouraging children to produce high-quality work is to set assignments which inspire and challenge them.

Genuine research: Good assignments offer children the opportunity to engage in genuine research not research invented for the classroom.

A real audience: Every final draft ➤

of work that children complete is produced for an outside audience. The teacher's role is to help children to get their work ready for the public eye.

In-built differentiation: Assignments work best when they are structured in such a way as to make it difficult for children to fall too far behind or fail. Assignments also work best when they are broken into a set of clear components so that children have to progress through checkpoints to ensure they are keeping up.

Collective responsibility: The overall quality that emerges from the class must be a concern for every member of the class – the classroom culture must instil a belief that if any children is failing to succeed at producing work with care, then it is a concern for every child.

Class critique: Whole-class critique acts as a primary context for sharing knowledge and skills with the group. For example, children collectively critique an individual piece of writing in a guided session in order that the teacher can instruct children on the elements of a good essay.

Modelling success: Children carry around models in their heads of quality work. It is not enough to make a list, a rubric, of what makes a good essay or a good science experiment; it is not enough to read a great piece of literature and analyse the writing, or to look at the work of a great scientist. If we want our children to write a strong essay, to design a strong experiment, we need to show them what a great essay or experiment looks like. We need to admire models, find inspiration in them, and analyse their strengths and weaknesses.

Drafting and redrafting: Children take pride in their dedication to drafts and know from the outset that quality means rethinking, reworking, and polishing. Children need to feel that they will be celebrated, not ridiculed, for going back to the drawing board.

What does this mean in practice?

In conclusion, if we are to develop an effective learning environment that promotes excellence in our primary schools, then we should:

- Set assignments which inspire and challenge our pupils, and which are predicated on the idea of every pupil succeeding.
- Set assignments which involve genuine research.
- Set assignments which have in-built flexibility to allow for a range of abilities and are broken into clear components.
- Set assignments which make clear what is expected of each pupil at each stage of development and which spell-out the qualities and dimensions on which the work will eventually be judged.
- Develop a sense of whole-class pride in the quality of learning and a sense of peer pressure for pupils to keep up with the expected standard.
- Ensure that, once finished, assignments are made public – providing a genuine audience.
- Ensure that assessments – such as gallery critique – are used as a primary context for sharing knowledge and skills.
- Teach pupils to give constructive feedback that is kind, helpful and specific, and that avoids general comments like “It’s good” or “It’s bad”.
- Provide pupils with exemplars that show them what a great essay or experiment looks like, and which they can analyse in order to decide what makes them strong.
- Instil the belief that quality means rethinking, reworking, and polishing so that pupils feel celebrated, not ridiculed, for going back to the drawing board.

The physical environment

When I talk about the physical learning environment, I refer of course to those concrete aspects of our surroundings that stimulate or offend our pupils' senses.

Primary schools, unlike some of their secondary neighbours, are nearly always stimulating spaces replete with colourful and engaging displays. Primary schools are also skilled at using children's work as exemplars of excellence hanging on the walls, as well as celebrations of achievement.

But what else, other than displays, create an effective physical environment? What role does the quality of the school buildings, the quality of light and room temperature, and how the physical



space is utilised, play in helping children to study?

Professor Peter Barrett, an honorary research fellow at Oxford University's Department of Education, has long studied the connection between the physical design of schools and pupils' academic progress and has been involved in publishing a wealth of research (see further information).

Among his findings, is the suggestion that pupils' emotional and physiological stability can have a direct impact on their understanding of the school curriculum and, therefore, affect the pace of their progress.

Creating a physical environment that allows pupils to feel comfortable, content and focused, the research argues, can help pupils to become more attentive to their teacher and more attuned to the content of the curriculum they are studying.

In other words, pupils' conscious and subconscious attentions, and the development of their knowledge, skills and understandings, are more effectively piqued when they study in a positive physical space.

Barrett's work has suggested that a wide range of environmental

factors can contribute towards the emotional and physiological effects of a classroom. For example, environmental factors including temperature, light, noise, classroom layout, and even air quality have been shown to improve pupils' achievement.

Let's take a closer look at three physical attributes: temperature, light and noise. All references in this section can be found in a report entitled *The effects of school facility on teacher retention in urban school districts* (Buckley, Schneider & Shang, 2004).

Temperature

Earlier I referenced in passing Abraham Maslow (1943) whose hierarchy of needs is widely known, and we cannot ignore the importance of catering for our pupils' more basic needs because if they are uncomfortable they are less likely to concentrate in lessons.

Lowe (1990) found that the best teachers in the US (winners of State Teachers of the Year awards) emphasised their ability to control classroom temperature as central to the performance of both teachers and pupils.

Lackney (1999), meanwhile, found that teachers believed

thermal comfort affects both teaching quality and pupil achievement. Another study (Corcoran et al, 1988) focused on how the physical condition of school facilities, including thermal factors, affected teacher morale and effectiveness (see also Heschong Mahone Group, 2002).

Light

Classroom lighting also plays a critical role in both pupil performance and staff wellbeing (see, for example, Phillips 1997). Jago and Tanner (1999) cite results of 17 studies. The consensus is that appropriate lighting improves test scores, reduces off-task behaviour, and plays a significant role in the achievement of pupils.

The study by the Heschong Mahone Group, covering more than 2,000 classrooms, is perhaps the most cited evidence about the effects of daylight. It indicates that pupils with the most classroom daylight progressed 20 per cent faster in one year on maths tests and 26 per cent faster on reading tests than those pupils who learned in environments that received the least amount of natural light (Heschong Mahone Group 1999; see also Plympton et al, 2000).

Noise

The research linking acoustics to learning is consistent and convincing according to Buckley, Schneider and Shang's review: good acoustics are fundamental to good academic performance.

Earthman and Lemasters (1997) offer three key findings: that higher pupil achievement is associated with schools that have less external noise, that outside noise causes increased pupil dissatisfaction with their classrooms, and that excessive noise causes stress in students (see also Crandell et al, 1995; Evans & Maxwell, 1999).

Teachers also attach importance to noise levels in classrooms and schools. Lackney (1999) found that

“Designing the social environment is about agreeing the social norms that you would want to see reproduced throughout the school community”

teachers believe that noise impairs academic performance. Indeed, so say Buckley, Schneider & Shang, it appears that external noise causes more discomfort and lowered efficiency for teachers than for pupils (Lucas, 1981).

The social environment

An effective social environment, at least in part, means a whole school culture which is conducive to good behaviour and helps develop positive attitudes to learning, as well as tackles poor behaviour including low-level disruption, and protects all staff and pupils from harassment and harm. So, what might this look like in practice?

Social norms

One way to build a social environment that promotes positive behaviour and attitudes is to define a set of social norms for what constitutes good conduct. This may be graduated as children grow and develop social skills – after all, we would not expect the same standards of conduct from children in Reception as those in year 6. But all our expectations should be founded on the same principles and we should maintain high aspirations of all children at all times.

The headteacher and senior leaders have a crucial role to play in terms of consulting on, agreeing and articulating their school's expectations of conduct and then ensuring that these are established and enforced by every adult working in the school. Tom Bennett, in his 2017 report for the Department for Education – *Creating the culture* – says that an effective culture occurs when there is:

- Committed, highly visible school leaders with ambitious goals.
- Effectively communicated, realistic, detailed expectations understood clearly by all.
- Highly consistent working practices throughout the school.
- A clear understanding of what the school culture is.
- High levels of staff and parental commitment to the school vision and strategies.
- High levels of support between leadership and staff.
- Attention to detail and thoroughness in the execution of school policies and strategies.
- High expectations of all pupils and staff, and a belief that all pupils matter equally.

When the culture fails, he says, it is likely because there is:

- A lack of clarity of vision, or poor communication of that vision to staff or pupils.
- A lack of sufficient in-school classroom management skills.
- Poorly calibrated or low expectations.
- Inadequate orientation for new staff or pupils.
- A burdensome workload for staff, who are therefore unable to direct behaviour effectively.
- Unsuitably skilled staff in charge of pivotal behaviour roles.
- Remote, unavailable or over-occupied leadership.
- Inconsistency between staff and departments.

Four stages

Based on the above, I think we can create the right social environment in our primary schools by following four steps:

- Creating the social environment.
- Communicating the social environment.
- Making the social environment concrete.
- Making the social environment continuous.

1, Creating the social environment

A key role of the senior leadership team is to design a detailed vision of what the social environment should look like for their school, focusing on pupil conduct. Expectations must be as high as possible, for all. Designing the social environment is about agreeing the social norms that you would want to see reproduced throughout the school community. Here, I would suggest, school leaders should ask: “What would I like all pupils to do, routinely?” “What do I want them to believe about themselves, their achievements, each other, the school?”

2, Communicating the social environment

Social norms are found most clearly in the daily routines of the school. Any aspect of school behaviour that can be standardised because it is expected from all pupils at all times should be.

Routines should be communicated to, and practised by, staff and children until they become automatic. This frees up time, mental effort and energy towards more useful areas, such as study. ➤

3, Making the social environment concrete

Next, the headteacher needs to make the social environment concrete with as much detail and clarity as possible. Staff and pupils need to know how to achieve this, and what the social environment looks like in practice, from behaviour in the playground and corridors, to canteen conduct. This means demonstrating it, communicating it thoroughly, and ensuring that every aspect of school life feeds into and reinforces that culture.

One way to make the social environment concrete is to design routines that pupils and staff should follow. The school must have well-established and universally known and understood systems of behaviour, for example, pupil removal, consequences, and sanctions, corridor and classroom expectations, behaviour on trips, arrival, transition and departure behaviour and so on.

4, Making the social environment continuous

Once built, school systems require regular maintenance – headteachers must not assume that, once it has been created, communicated and made concrete, their social environment will flourish if left alone. Rather, they need to continuously cultivate that social environment.

In short, a social environment

requires constant attention – and this includes staff training, the effective use of consequences, data monitoring, staff, pupil and parent voice surveys, and so on.

In order to make the social environment continuous, headteachers need to establish the right conditions within which such a culture can flourish and – among other means – this can be done through the use of assemblies, displays, expectations around punctuality and appearance, and what happens if pupils do not come to class with the right equipment.

The emotional environment

As well as building a comfortable and engaging physical space and developing appropriate behaviour and attitudes – and indeed routines – towards learning, we want our children to feel safe and secure in school so that they willingly take risks and make mistakes from which they can learn. And this means motivating children to work hard and teaching them how to become increasingly resilient, independent learners.

Motivation

Motivation, I think, requires four things:

- A destination to aim for – knowing what the outcome looks like and not giving up until you reach it.
- A model to follow – an exemplar

on which to base your technique provided by someone who is regarded as an expert and who sets high expectations.

- Regular checkpoints to show what progress has been made and what is still to do, coupled with regular celebrations of on-going achievements and timely messages about upcoming milestones.
- Personalisation – the ability to make choices about how to carry out tasks in order to increase enjoyment and engagement

Broadly speaking, there are two types of motivation that matter most to us when we build our school's emotional environment: intrinsic and extrinsic.

Intrinsic motivation

This is the self-desire to seek out new things and new challenges, in order to gain new knowledge. Often, intrinsic motivation is driven by an inherent interest or enjoyment in the task itself and exists within a child rather than relying on external pressures or necessity. Put simply, it is the desire to do something even though there is no reward except a sense of accomplishment at achieving that thing. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social and physical development.

Children who are intrinsically motivated are more likely to engage

in a task willingly as well as work to improve their knowledge and skills, which – in turn – increases their capabilities. Children are likely to be intrinsically motivated if:

- They attribute their educational results to factors under their own control – also known as autonomy.
- They believe in their own ability to succeed in specific situations or to accomplish a task – also known as a sense of self-efficacy.
- They are genuinely interested in accomplishing something to a high level of proficiency, knowledge and skill, not just in achieving good grades – also known as mastery.

Extrinsic motivation

If the “want” to learn is concerned with intrinsic motivation, we might loosely argue that the “need” to learn – the purpose – is linked to extrinsic motivation.

This refers to the performance of an activity in order to attain a desired outcome. Extrinsic motivation comes from influences outside a child's control; a rationale, a necessity, a need. Common forms of extrinsic motivation are rewards (for example, money or prizes), or – conversely – the threat of punishment.

We can provide children with a rationale for learning by sharing the “big picture” with them. In other words, we can continually explain how their learning fits in to the project, the topic, their wider schooling and preparation for SATs, and indeed to life.

For example, we can explain how today's learning connects with yesterday's learning and how that learning will be extended or consolidated tomorrow, as well as how it will be assessed and used at a later stage. We can explain how this learning will become useful in later life, too. And we can connect the learning in one subject discipline with the learning in other subject disciplines, making explicit the transferability of knowledge and skills and the interconnectedness of skills in everyday life.

This is not to suggest that pupils will possess either intrinsic or extrinsic motivation. Rather, it is desirable for pupils to possess or develop both. Pupils should both want and need to learn.

However, it is natural that some pupils will lack the want to learn and so instilling in them the need to

learn becomes all the more important.

Pupils are motivated to learn when they regard class work as personally meaningful as well as fulfilling an educational purpose.

Class work and motivation

Class work can be made personally meaningful if we begin a new topic or project by triggering pupils' curiosity. In other words, at the start of the first lesson on a new topic we could use a hook to engage our pupils' interest and initiate questioning. A hook can be anything: a video, a lively discussion, a guest speaker, a field trip, an image, or a text.

Many pupils find school work meaningless because they do not perceive a need to know what they are being taught. They are not motivated by their teacher's insistence that they should learn something because they will need it later in life or for the next topic or because it might be in the SATs.

With a compelling task, however, the reason for the learning becomes clear: pupils need to know this in order to meet the challenge they have just accepted.

Class work can also be made personally meaningful to pupils if we pose a big question that captures the heart of a topic in clear, compelling language, and which gives pupils a sense of purpose and challenge. A big question should be provocative, open, and complex. The question can be abstract or concrete or it can be focused on solving a problem. Without a big question, pupils may not understand why they are undertaking a task. They may know that the series of activities they are engaged in is in some way connected but may not be clear as to how or why.

Class work can be made personally meaningful to pupils if they are given some choice about how to conduct the work and present their findings. Indeed, the

“Many pupils find school work meaningless because they do not perceive a need to know what they are being taught”

more choice, the better. Where choice is limited, pupils can select what topic to study within a general big question or choose how to design, create and present their findings.

Class work can fulfil an educational purpose, meanwhile, if it provides opportunities to build metacognition (of which more shortly) and character skills such as collaboration, communication, and critical thinking, which will serve children well at secondary schools and in their later lives.

Class work can fulfil an educational purpose if it makes learning meaningful by emphasising the need to create high-quality products and performances through the formal use of feedback and drafting. Pupils need to learn that most people's first attempts do not result in high quality. Instead, frequent revision is a feature of real-world work. In addition to providing direct feedback, we can coach pupils in using rubrics and other sets of assessment criteria in order for pupils to critique each other's work.

Metacognition

Another way of developing an effective emotional environment in which children can learn is to help them to become increasingly independent and resilient as learners, and one proven way of doing this is to develop their metacognition and self-regulation skills.

Metacognition describes the

processes involved when pupils plan, monitor, evaluate and make changes to their own learning behaviours. Metacognition is often considered to have two dimensions: Metacognitive knowledge and self-regulation.

Metacognitive knowledge refers to what children know about learning. This includes:

- The child's knowledge of their own cognitive abilities (e.g. I have trouble remembering key dates in this period of history).
- The child's knowledge of particular tasks (e.g. the politics in this period of history are complex).
- The child's knowledge of the different strategies that are available to them and when they are appropriate to the task (e.g. if I create a timeline first it will help me to understand this period of history).

Self-regulation, meanwhile, refers to what children do about learning. It describes how they monitor and control their cognitive processes. For example, a pupil might realise that a particular strategy is not yielding the results they expected so they decide to try a different strategy.

Put another way, self-regulated pupils are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Metacognition and self-regulation might take the following form:

The planning stage

During the planning stage, pupils think about the learning goal the teacher has set and consider how they will approach the task and which strategies they will use. At this stage, it is helpful for pupils to ask themselves:

- What am I being asked to do?
- Which strategies will I use?
- Are there any strategies that I have used before that might be useful?

The monitoring stage

During the monitoring stage, pupils implement their plan and monitor the progress they are making towards their learning goal. Pupils might decide to make changes to the strategies they are using if these are not working.

As pupils work through the task, it is helpful to ask themselves: Is the strategy that I am using working, or do I need to try something different?

RESOURCES & REFERENCES

- ▶ Barrett: To find out more about the range of research studies involving Professor Peter Barrett, visit www.peterbarrettresearch.co.uk
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- ▶ Maslow: *Maslow: A Theory of Human Motivation*, *Psychological Review*, 50 (4), 370-96, 1943: <http://psychclassics.yorku.ca/Maslow/motivation.htm>
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The evaluation stage

During the evaluation stage, pupils determine how successful the strategy they have used has been in terms of helping them to achieve their learning goal. To promote evaluation, it is helpful for pupils to ask themselves:

- How well did I do?
- What didn't go well? What could I do differently next time?
- What went well? What other types of problem can I use this strategy for?

The reflection stage

Reflection is an integral part of the whole process. Encouraging pupils to self-question is therefore crucial. We can begin to develop children's metacognition and self-regulation skills from an early age and it has been shown to work in primary school contexts (for more advice on this, see Bromley, 2019).

