



Definition/Rationale:

The importance of being a **reflective practitioner** is one of the first things we learn during our teacher training. It is important that we make time to reflect on our own practice and become consciously aware of how our behaviour and actions promote or inhibit effective learning in the classroom. It can be very difficult to find the time to reflect on your practice but it is time well spent and will help you work efficiently and prevent recurring issues that are detrimental to learning and can become very wearing for the teacher.

To be able to reflect is also essential for our learners and there is much evidence that indicates the importance of students being able to reflect on the **process of learning** in order to retain information and develop effective study skills. In order to help students, reflect and learn effectively we would ask that teachers' practice is informed by research into **meta-cognition, effective marking and feedback and the use of Directed Improvement and Reflection Time (DIRT)**

Underpinning Pedagogy:

[Meta-Cognition](#) [Effective marking and feedback](#) [Dedicated improvement and reflection time - DIRT](#) [Reflective Learning](#)

Reflection is:

- An essential process if we and our students are to reach our full potential.
- Engaging in opportunities to further improve through analysing our learning.
- Engaging in opportunities to consciously think about our learning.
- About ensuring the time we spend marking and giving feedback has maximum impact and is turned into action.
- About making the process of learning explicit so that students can develop as independent learners.

Reflection is not:

- Wasting time and energy on learning dialogue that doesn't result in students acting upon feedback and demonstrating progress.
- Only something to do when things go wrong. We should also reflect on what is working well and analyse why.
- About marking more or writing more.
- An add-on activity.

What evidence of 'Reflection' might we see in a lesson or in student books?

- Students are aware of what they need to improve. There is evidence that they have been given time to improve this and have acted upon feedback.
- Verbal and written feedback will be focus on improvement.
- Students are being taught strategies for dealing with particular tasks or questions and can apply this learning.
- Teachers are modelling their own process for tackling particular tasks or questions.
- Students have access to a range of exemplar materials/model answers.

How do we monitor this?

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| <ul style="list-style-type: none">• Students' outcomes over time• Learning Dives• Work Sampling• Student interviews | <ul style="list-style-type: none">• Listen to student responses to questioning• Reviews of the scheme of work• Internal tracking data |
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Suggested classroom activities:

- DIRT (Directed Improvement and Reflection Time) at the start of lessons post-marking.
- Whole class / individual feedback with an opportunity to practise suggested improvements.
- Peer / self-assessment activities.
- Immediate oral feedback with an opportunity to improve.
- Using resources such as dictionaries/literacy mats/a thesaurus to improve on work.